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WHAT'S HAPPENING OUT THERE!

**A Newsletter for Parents and Service Providers
 of Colorado Children Who Are Blind/Visually Impaired
 November—December 2010**

SCIENCE MATTERS: EVIDENCE OF CROSS POLLINATION

By **Tanni L. Anthony**

The early October CDE State Conference on Blindness/ Visual Impairment (*Science MATTERS: Science Instruction for Students who are Blind/Visually Impaired*) has resulted in an important science phenomena – cross pollination! This is what I always hope for after a conference – the exchange of information from one person to another, resulting in even more people with the content of the training.

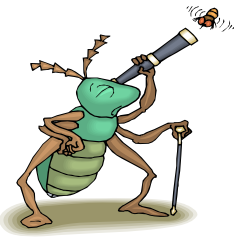
In this newsletter, please find three articles about how information shared at the conference has been utilized in both instruction and the gathering of new materials for our students. Thanks to Amber Rundle Kahn, Mary Chambers, and Jim Olson for their articles. Also noted in the newsletter is credit to Brent Batron, Jan Megarry, and Roger Larson for their presentations on science instruction for children who are blind/visually impaired at the recent National Federation of the Blind State Conference. Parents and students were involved in these presentations! I am confident that there are many other examples of how this content of the state conference has found its way to enriching the instruction for our students – thank you!

While some may say, this is what one should expect from a state-level training, it does not always happen with the depth that it seems to occur with our CO TVIs and COMSs. My thanks to everyone who comes our state conferences ready to learn, share, and implement. In these times of economic limitations, it gives me information to secure funding for future trainings knowing that our training dollars are well spent. Thanks to each of you for your cross pollination of our Science MATTERS Conference.

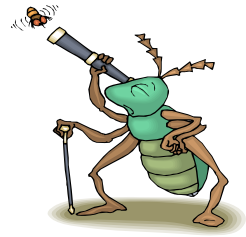


TABLE OF CONTENTS

	PAGE		PAGE		PAGE
Science Matters	1	Orientation & Mobility	12	Dots of Interest	24
Low Vision News	2	Story Blocks	15	Inclusion Conference	26
Bits from Bonnie	3	Fetal Alcohol Spectrum Disorders	16	Calendar of Events	27
My Unsighted Guide by Jaron Maynard	4	New Colorado Commission	19	National Braille Challenge	32
Inquiry Based Learning	8	Resources & Materials	21	Check It Out!	33
Finding the Right Angle	9	Jobs in Colorado	22	Vision Coalition Notes	38
Update from CIMC	10	See the Future Fund	23	Colorado Connections	46



LOW VISION NEWS



The CDE Low Vision Evaluation Clinic Schedule

Clinic Schedule for School Year 2010-2011

Region	Dates	Location	Site Coordinator
Northern	February 17-18, 2011	Brighton	Wendy Stoltman
Southern	March 4, 2011	CSDB in Colorado Springs	Judy Mumford

The Site Coordinators have the needed paperwork for the low vision clinics. Please work directly with the Site Coordinator assigned to your region. The paperwork is also posted at: http://www.cde.state.co.us/cdesped/BLV_CarFamAct.asp#Activity

Metro Low Vision Evaluation Clinic

By **Debbie Haberkorn**

The Colorado Low Vision Evaluation Clinic for the Metro Denver Region was held at Anchor Center for Blind Children in Denver, Colorado on November 10-12, 2010. During the three day clinic fifteen students from eight different administrative units were evaluated. The most common diagnoses seen at the clinic were albinism, cone rod dystrophy, and optic nerve hypoplasia.

Thank you to the following TVIs for bringing students to the clinic: JC Greeley (Anchor Center), Pam Edinger and Mike Plansker (Adams 12), Lorraine Hutcheson and Wendy Schlageter (Adams/Arapahoe 28J –Aurora), Barb Galgano, Rachel Sullivan, and Judy Wiepert (Arapahoe 5 – Cherry Creek), Nancy Cozart (Arapahoe 6 - Littleton), Suzan Barlow (Denver Public Schools), Edie Smith, Peg Collins, and Carol Jordan (Douglas County), and Samantha Hoffman (Jefferson County).

The clinic team would like to extend a huge thank you to the Anchor Center for Blind Children for hosting the clinic site again this year. It is a fabulous location for a clinic. Thanks also to Nancy Knight for coordinating the clinic. Nancy really went above and beyond the call of duty organizing this clinic. She helped to set up and spent the following three days at the clinic supporting TVIs and parents.



Bits From Bonnie

By Bonnie Snyder
BonnieLS21@gmail.com

This month, my Bits column will feature the iPhone. I don't have one yet (and I WANT one SO bad), but I am in touch with several people who have one and the news about the iPhone is outstanding!

First of all, when a person who is blind or visually impaired initially gets the phone, it is fully configurable independently, using the built-in VoiceOver software. No more setting the phone up only as far as you can and then waiting for a sighted person to help you the rest of the way!

One friend uses his iPhone for just about all of his computing work. He added a bluetooth keyboard to it and he accesses Facebook, the Internet, Skype, and AIM with the help of the keyboard and the VoiceOver software. Another friend uses all of the above, plus he is able to access a word processor using the iPhone app, Documents. Another really terrific and free iPhone app is Omoby. You use the iPhone's camera to take pictures of things (including money) and Omoby compares the picture with items in its database, rather than using OCR and then uses VoiceOver to tell you what it is. Its accuracy is phenomenal! There is also an app called ColorID for \$1.99, that identifies colors and speaks the color, including shades. This same friend has also tested out the Refreshabrilie with his iPhone, connecting it via bluetooth. He says that it works great. He sent me a text message using the Refreshabrilie and it came through just fine.

So, are there any downers to the iPhone? The one that stands out the most (and Apple has been notified about this issue) is that when you ramp up the VoiceOver speed, as many users do, there is a point where VoiceOver will cut off portions of words. Apple reports they are working on this issue and hope to have it fixed by the next version of the operating system.



My Un-sighted Guide

By Jaron Maynard

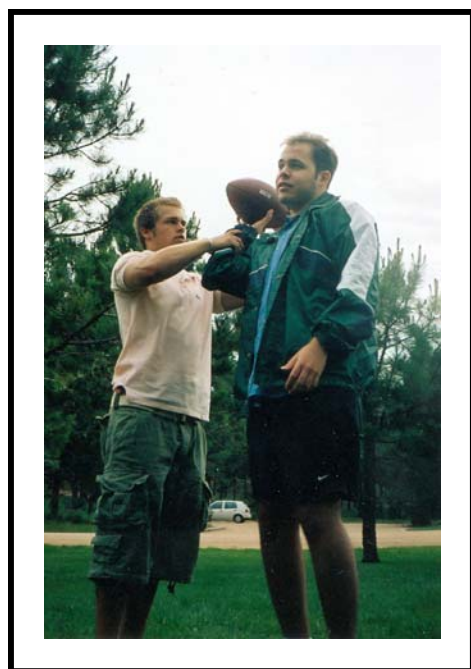
My name is Jaron Maynard and I'm a wet-behind-the-ears college graduate, who's just getting started on trying to figure out this 'real world' that everybody's been warning me about since about as far back as I can remember. Growing up, it was always: "Well, one day when you get to the real world..." and then somebody would have a life-lesson all loaded up and ready to fire at me with an explanation that there's a world out there that will swallow me whole if I'm not careful. Now some of these stories or lessons have definitely come into play and they've helped prepare me to be responsible and have kept me focused. Recently in my life however, I'm finding more and more instances in which the person who never told me one of these 'life-lessons' was one of the people who prepared me and shaped me the most into the person that I am today.

I have a big brother and his name is Ryan Maynard. He is one of the most courageous, difficult, hard-working, frustrating, beautiful and absolutely stubborn human beings that I will probably ever know. Ryan is about 15 months older than me; which he was quick to remind me of countless times throughout our childhood, but he and I have always been a team. Attached at the hip, Batman and Robin (he always let me be Batman), pitcher and catcher, leader and follower. He was always good about giving me a fair-shake and letting me take the lead on some of our baby-sitter tormenting techniques, but also very happy to remind me who the alpha-brother was in the family.

Out of all of the very clear memories that I have I can remember when Ryan was 6 years old, talking about things becoming blurry. He started to miss the ball a bit more when we played catch. He even missed the couch once when we were jumping around the family room, which led to a nasty crash and a broken love-seat that I took the heat for. You're welcome Ryan. Over the course of that one year however, blurry sight became no sight and Ryan's world completely changed. The doctors diagnosed his condition as retinitis-pigmentosa, but all it meant to Ryan and I was that playing catch and Batman would never be the same.

In a sense, Ryan was fortunate to lose his sight at a young age because he was still such a sponge for knowledge. He had to learn Braille, learn how to navigate in his dark new world and essentially, he had to figure out if he was going to let this new obstacle slow him down at all. His answer was a resounding 'No' to that question, and though it was a difficult and frustrating process for him and my parents, he fought through his extra challenges and did everything he possibly could to be just like the other kids. Throughout this time, Ryan and I became even closer because it was my job in the family to be Ryan's designated sighted-guide (or at least that's how I saw it). I used to become very quietly jealous if he ever chose to walk with my mom, dad, or anyone else for that matter. Even more-so in life, we went everywhere together, but now I was always the leader, which didn't always sit well with the big brother.

People still look at me like I'm a horrible person when I tell them about the fights that Ryan and I used to have. I would run around him in circles while punching him, which would definitely be a horrible thing to do if he were defenseless, but Ryan had no qualms with using his new metal cane as a weapon and when he found me with it, it definitely outweighed the strength of my punches at that age. We went through our own personal struggles as he dealt



with the fact that in many ways he was reliant on me to take him places. There were times when he would irk me enough to leave him and let him find his own way home from school. I remember walking through the door a few times alone, explaining the story to my mom and letting her deal with the issue. Sometimes she would go down the street and bring him home, but if she thought he needed to learn a lesson she would let him walk all the way down to the end of the block before she sounded her patented 'mom-whistle' and asked him where he thought he was going, which was always very satisfying to me as I watched him trudge home embarrassed.

As we grew older, our younger brother Kody came into the picture and we shared the responsibility of leading Ryan. During this time, Ryan also grew increasingly confident about his ability to navigate his world in a number of ways. He amazed us with his relentless approach to life, and he made it a point to do everything that kids our age were doing. He went skiing, sang in the choir, played tee-ball, collected baseball cards, swam on the swim-team and he was always happy to explore new places and take in a new atmosphere. Kody and I loved going on trips to the mall with Ryan when Mom took us along. Mom used it as navigating practice for Ryan in a busy and foreign place, which was sometimes pretty slow-going, but totally worth it when we got ice cream in the food court afterwards. Mom would run a few errands and leave us there for the real fun. I don't know if it was the loss of his sight, but Ryan had uncanny hearing ability and he could give us the low-down on whatever anybody within a 30-foot radius was whispering about. We were always happy to indulge this ability and I think we lost a little bit of innocence in the process, but Ryan was always proud to showcase his skills. While Kody and I grew and branched off to pursue our own interests (sports for me and theater for Kody), it would have been easy for Ryan to fall into the rut of feeling sorry for himself that he wasn't able to do things exactly the same way that we were. On the contrary though, Ryan was at every single game or show that Kody and I were a part of, cheering for us all the way while my parents became expert play-by-play commentators and scene-narrators.

Ryan's true strength was showcased every time that he was able to be there in support of me or Kody and to be fully invested in his desire for us to succeed instead of spending his time being bitter or taking on a pessimistic tone. We later learned that Ryan's blindness was only a symptom of a larger condition called Batten's Disease that has since affected and diminished his motor-skills and his ability to communicate. His blindness was the beginning of a long and hard-fought battle with a very rare and unfortunately terminal illness that did its best to discourage and destroy him. His toughness and stubbornness have basically flipped Batten's 'the bird' year after year and he's been with us far longer than any doctors ever gave his body or mind credit for. Ryan is now 25 years old and lives at home under the care of my parents Joel and Christine Maynard along with the watchful eye of his nurse Melinda that has been with us for over 6 years.

To this day, I have never heard Ryan complain about his lot in life or sulk about the things he thinks he might have missed out on. It was difficult for Kody and I to talk about or enjoy getting our drivers' licenses or going to homecoming or prom knowing that Ryan was well aware of the fact that his disease was relegating him to his wheelchair. We sometimes made the mistake of feeling sorry for Ryan until he'd subtly nudge us forward by demanding a joy-ride or asking how hot our dates were. Over the years, it's not like Ryan has resigned himself to sitting at home while this disease has been trying to tear him down. During my senior year, Ryan was my prom date and did a little womanizing of his own. He danced his signature dance move with as many girls as I could throw at him with a huge grin on his face the whole time. Even when his legs were too tired to keep him up, he was trying to get me to find 'another cute one' that he could sweep off their feet. I guess I can thank Ryan for forcing me to become comfortable talking to girls, because every time I brought one around him he was trying to swipe her from me.

Basically, all Ryan has ever wanted was to live the life of a ‘normal guy’, but in the process he’s become a role-model, hero, bad-ass and a personal guardian angel. I might sound like I’m over-hyping Ryan’s qualities or abilities, and by all means I am quite biased, but I also know that if you asked around the 5 different places that we’ve lived while growing up, I can guarantee that there would be hundreds of witnesses in each place that can attest to the impact that he has had on people through his strength, perseverance and love. Even at this point in life while he isn’t capable of words or much movement, he can move people by busting out one of his smiles.

So given all of this information, I’m guessing that if you’ve read this far into my brother’s story that you’re wondering where this is going and what it’s all about. To be honest, at this point in life I wonder many of the same things. My big brother is nearing the end of his journey here on Earth and it’s becoming more and more difficult to coax one of those smiles or steal a word or a laugh. In this economy, while many people are frustrated with the shortage of jobs, I am quietly thankful for the fact that when I graduated from college, I couldn’t find a job and had to move back into the ‘parent’s basement’ with my tail between my legs. The silver lining was that I was able to live at home and spend time with my family and with Ryan for six more months before I ventured off on my own with an opportunity that I couldn’t pass up. During this time, I truly saw details in Ryan’s and my family’s struggle that I hadn’t noticed as I’d been off at college for the previous 4 years. Those six more months with Ryan may end up being six of the most precious months of my life. As a result of this time I felt the need to give myself a constant reminder of Ryan and the gifts that he’s given me to help me along the way when he’s not around anymore to smile at me.

I went to a tattoo shop in Colorado Springs and defied one of those ‘When you get to the real world, you’ll regret getting a tattoo’ statements that everyone will tell you when you’re young. I got a couple of tattoos that not many people can argue with and that hold a very special meaning to me. My mom helped me get a couple of good handprints from Ryan, and I was happy to find an artist that was skilled enough to give me that exact handprint on my arm where Ryan used to hold on while we were growing up. I also got the words ‘Be now my sighted guide from heaven’ tattooed running down the inside of my forearm in Braille.



Each tattoo has its own significance. The handprint is to remind me of my childhood and how I led Ryan around for 15 years of my early life. The Braille is there to keep me aware of the fact that through being Ryan’s sighted-guide for those 15 years, he has left me with an influence and guidance that will lead me around for the rest of my life. I also like to think about the fact that Ryan’s handprint on my arm for the rest of my life is a visual reminder of how he will continue to ‘touch’ my life long after he is gone. The best part about the tattoos that I never really thought about was how much I would be talking about them. I’ve moved to a brand new place (Chicago) and it seems like every day at least one person asks me about the ‘dots on my arm’. Whether they know it or not, they remind me of my brother’s love and strength. I always thought of these tattoos as a visual reminder to myself of where I came from and my brother who helped shape me. I never realized that the tattoos would be such a catalyst for telling his story for the rest of my life. I couldn’t be more thankful for the story and the blessings that he’s given me to talk about.



Open House for Blind and Low Vision Students, Parents and Educators!!!

December 10, 2010 1:00 pm – 4:00 pm

Colorado Center for the Blind

2233 W Shepperd Ave, Littleton, CO 80120



This is an opportunity for kids, parents and teachers to get to know the Colorado Center for the Blind and learn about the exciting youth programs for the upcoming year. We will have lots of fun and games for kids of all ages. You will meet successful blind role models and students in our Independence Training Program who can speak honestly about the benefits of training at the Center.

Some of the activities will be:

- Colorado Center for the Blind Confidence Camp Video
- Braille games Hands-on and tactile activities
- Practice with daily living skills Learning about available resources
- Arts and crafts with Anne Cunningham

For more information or to RSVP please contact Brent Batron, Youth Services Coordinator at 303-778-1130 x 222 or via email bbatron@cocenter.org

Upcoming events:

- January 2011 – Colorado Center for the Blind (CCB) Mentoring Program – “Blind Link” will match blind and low vision kids with blind adults who want to assist with instilling confidence and belief in the blind youth of Colorado.
- Parent and Family Seminar – February/March
- Spring Science Seminar - March/April
- Transition Seminar for high school students – April/May
- US ABA sports days - throughout the year
- Backpack for kids – We will be providing a minimum of 25 backpacks with blind and/or low vision supplies for the 2011-12 school year.
- Youth Slam 2011

Colorado Center
FOR THE BLIND

Inquiry Based Learning with a Very Personal Touch

By Mary Chambers, TVI and COMS

Editor's Note: This article is from the assignment that Mary submitted for the UNC credit tied to the state conference where inquiry-based learning was discussed. Student names have been protected. Thank you, Mary!

I recently incorporated inquiry based learning with one of my students with much success. My student Aly (name has been changed) is in an elementary grade and has albinism. Recently we had found a website where a grown woman with albinism talked about her experiences growing up feeling different which sparked a limited discussion on Aly's reaction to this woman's experiences. Ironically enough, the following week I got an email from Aly's classroom teacher that Aly is being teased and did I have any ideas of how to handle this problem. Aly also brought this up to me the next time I saw her. This seemed like a good time to incorporate the basic tenets of inquiry based learning while encouraging Aly to seek more knowledge through questioning.

I will loosely use these tenets of observation, measuring, classifying, inferring, hypothesis, investigation, prediction, explanation, and communicate to describe our experience. Initially I asked Aly how she wanted to handle the teasing problem and what she wanted to learn. She said that she wanted to learn more about why people tease her. We observed that Aly was being teased mainly by two students who were new to the school who don't know Aly. We had a wonderful discussion while classifying people we know who are teased because they look different; like people in wheelchairs and those who wear prosthetic legs (my son has worn a prosthetic leg since he was three years old, so I had personal experiences to share with Aly).

We talked about an older student in our district that has albinism who Aly had met many times and she wondered how he dealt with teasing. When I asked her how we could find that out she exclaimed that we could ask him! We inferred that by talking to Miles (name has been changed-high school student with albinism) we might learn why he thinks people with albinism get teased, AND we might learn how he handles it. We also decided to ask Miles to come to Aly's class and talk about his experience growing up with albinism since he is a big 9th grader and very cool. We hypothesized that

if we educate people about albinism and give some personal stories, maybe they will not only understand a little bit more, but not need to tease anymore. Our investigation included how we went about soliciting Miles' help.

We asked Miles' TVI for his contact information then emailed him and told him what was going on and asked if he would be willing to come talk to Aly's class. He immediately said yes and we generated a list of things we would like him to cover. We also spent time finding information on albinism to use on a fact sheet to hand out to Aly's classmates. Aly and I role-played talking to the students in her class as she was going to open the discussion by reading a book she had written on albinism and introducing Miles. We were all so excited by the day Miles came we predicted that explaining and communicating about albinism, including real personal stories, would ease the student's curiosity about why Aly looks different.

The day Miles came to Aly's school could not have been more of a success! Aly stepped out of her comfort zone and mustered the courage to talk in front of her entire class; Miles was animated and sincere while sharing his story and experiences, and Aly's classmates were truly engaged. Aly's teacher emailed me the next day and told me of the wonderful discussion that happened right after Miles and I left the classroom about teasing, feeling different, and how to handle those things. Aly's self-confidence increased not only that day, but the days previous as she generated many of the questions and information leading up to Miles visiting to her class.

While this was not inquiry based learning pertaining to science, it did involve Aly directly involved in the questioning of how to go about handling this situation. As the article *What is Inquiry Based Learning?* points out: "A useful application of inquiry based learning involves many different factors, which are, a different level of questions, a focus for questions, a framework for questions, and a context for questions" ([teAchnology, n.d., p. 1](#)). This experience provided the venue for a different level and framework of questions and certainly a real life context for questions!

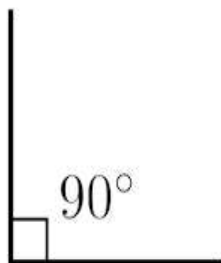
Reference

teachnology (n.d.). *What is Inquiry Based Learning?*. Retrieved October 17, 2010, from <http://www.teachnology.com/currenttrends/inquiry/>

Finding the Right Angle

By Amber Rundle Kahn, TVI and COMS

Editor's Note: This article is from the assignment that Amber submitted for the UNC credit tied to the state conference, Science Matters: Instruction for Students who are Blind/Visually Impaired. The names of the students have been changed. Thank you, Amber!



In the second week following Science Matters: Science Instruction for Students who are Blind/Visually Impaired, I had fortunate opportunity to put to use some of the tips from Dr. Tiffany Wild. My second grade student's class was studying about right angles. Wednesday af-

ternoons are the afternoons when I pull Jeffry and kindergarten, Samantha, to do Orientation and Mobility/Daily Living Skills. I asked the classroom teacher what he would be missing out on and the response was "He needs to know what a right angle is, and how to recognize one."

A moment of inspiration ensued as I recalled the conversations on teaching the earth's rotation around the sun and the lesson/activity entitled "You Be the Polymer". Dr. Wild shared how we could have the students move their bodies around a heat source to represent the sun. Dr. Hill taught us that we could use student to represent monomers, and that by using their arms to link to one another, they form polymers. So—why not have my students use their bodies to form the arms of a right angle?

What happened next was one of those exciting lessons teachers (and students) remember for years. The 2 hours we had together seemed to fly by as I first used the Inquiry Method to probe their current knowledge/understanding of right angles. Neither of the kids knew, or had heard of right angles before. I grabbed the Wheatly Tactile Graphics Kit (available from APH) and we went outside. Next, we looked at right angles on the graphics board. Jeffry generalized that a right angle was "like a corner", a perfect segue to our next activity—making right angles with our bodies.

I asked Jeffry and Samantha to lie down on the black-top and use their bodies to make right angles. They curved their bodies and moved their arms and legs, but were unable to really get a right angle without some

assistance. So, we went back to our tactile diagram and studied how the arms of the angles we made were perfectly straight, or 180 degrees. In order for us to make right angles with our bodies, we would have to lay the parts of our bodies as straight as we could. I asked the kids to place their heads together to form a right angle. When they finally got into position, they chanted "we are a right angle—together we are forming an angle that is 90 degrees". The neatest part of this section of the activity was when Jeffry moved to the wall of the building, laid his body on the ground and placed his legs straight up over his head against the building to declare "I'm making a right angle". This gave us an excellent transition to the next phase—finding right angles in the environment/Orientation and Mobility.

We trailed around the building until we found the first right angle on our journey—a corner of the building. From here we moved out on to the sidewalk and squared off, making a right angle with our line of direction. Eventually, we walked around the school's block identifying the right angles on the corners of the block. We found right angles all over the place!

Upon our return, we discussed all of the 90 degree angles we had found and decided to write a book. Our book was entitled, "Right Angles" and contained simple language (using sight words from each of their lists) to describe where we found right angles. After we brailled the story, I made a second copy and added tactile pictures to each of the pages. The following day and week, Jeffry and Samantha practiced reading their books; Jeffry shared his with his teacher as evidence of his comprehension of the lesson he missed. Both Jeffry and Samantha added the books to their class libraries!

The Inquiry Method of teaching implies that learners ask and solve questions using what they know and understand, then analyze. Because inquiry based learning is "hands-on", it is more accessible for students who are blind/visually impaired. Because the students I have been responsible for are primarily in the early elementary/preschool years, and the science curriculum starts in second grade—we are just starting to get "into" specific science content. However, the Inquiry Method can be applied & used to teach other subjects such as mathematics and literacy. Science does matter, I never doubted that; now I have tools and confidence to adapt and teach scientific concepts to my students who are visually impaired.

Science Article Update from the CIMC

By Jim Olson

Following the recent fall 2010 Colorado Department of Education State Conference on Blindness/Visual Impairment titled "Science Matters", 17 administrative units (AUs) placed orders for the APH product titled, **"Adapting Science for Students with Visual Impairments: A handbook for the Classroom Teacher and Teacher of the Visually Impaired"** while two AUs ordered the skills checklists packets to supplement the handbooks already in their district inventories. If you are interested in either of these two products, they are available from American Printing House for the Blind (APH) at www.APH.org or through the CIMC using the Federal Quota program. (A) **Adapting Science for Students with Visual Impairments: A handbook for the Classroom Teacher and Teacher of the Visually Impaired**. Copyright © 2006, APH, Inc. Louisville, KY 40206-0085 (item number 7-00000-00; \$30.00) and (B) **Advanced Preparation & Skills Checklists** Copyright © 2006, APH, Inc. Louisville, KY 40206-0085 (item number 7-00001-00; 5 of each; \$8.50)

The CIMC has drafted a list of recommended products available from the American Printing House for the Blind that may be beneficial to paraprofessionals and teachers of students with visual impairments working with students who are blind/visually impaired in the area of Science. The majority of products listed are available from the CIMC using the Federal Quota program *if* the student meets quota eligibility requirements. Order forms are available on the CIMC website by going to: www.csdb.org, and clicking on "Programs", "Outreach," and "CIMC." TVIs and district designated contact personnel may email completed order forms as an attachment to cimcaids@csdb.org. If you have any questions, please call Jim Olson at (719) 578-2195 or email him at jolson@csdb.org

Recommended APH Products to Support Science Instruction

APH Product Name	APH Order Number	Price
All-In-One Board	1-08836-00	\$145.00
Analog Clock Model	1-03125-00	\$10.00
Azer's Interactive Periodic Table Study Set	1-08856-00	\$350.00
Basic Science Tactile Graphics	1-08850-00	\$78.00
Basic tactile Anatomy Atlas	1-08845-00	\$138.00
Beginner's Abacus	1-03180-00	\$30.00
Bold Line Spiral Notebooks	1-04825-00	\$6.00
Bold Line Spiral Notebooks	1-04825-00	\$6.00
Book Port Plus	1-07191-00	\$299.00 +shipping
Braille/Large Print Yardstick	1-03002-00	\$17.00
Braille+ Mobile Manager	1-07450-01	\$1,395.00 +shipping
Braille+ QWERTY Docking Station	1-07452-00	\$600.00 +shipping
Braille Pocket Folders	1-04294-00	\$13.50
Crafty Graphics	1-08844-00	\$131.00
Crafty Graphics	1-08844-00	\$131.00
Crafty Graphics II	1-08852-00	\$64.00
Crafty Graphics Video	1-30013-00	\$10.00
Draftsman Tactile Drawing Board	1-08857-00	\$177.00
English (Braille) Measurement Ruler, 1 foot	1-03070-00	\$10.00
EZ Test Battery Tester w/Audio Feedback	1-03968-00	\$57.00
EZ Test Battery Tester w/Audio and Tactile Feedback	1-03969-00	\$78.00
Flexible Braille Ruler, 18" (5 pack)	1-03050-00	\$10.00

Flexible Braille Ruler, 30 cm. (5 pack)	1-03031-00	\$9.00
Grandstand Reading Stand-Yellow	1-03205-00	\$42.00
Grandstand Reading Stand-Black	1-03204-00	\$42.00
Graphic Art Tape	1-08878-00	\$36.00
Large Abacus	1-03170-00	\$28.00
Lighting Guide Kit (with Better Vision Light)	1-08941-00	\$138.00
Materials Carry-All	1-02592-00	\$55.00
Meterstick	1-03000-00	\$19.00
Metric English Braille Ruler, 1 foot	1-03100-00	\$10.00
Mini-Light Box	1-08661-00	\$135.00
Nemeth Code Reference Sheet-Print	7-87500-00	\$2.50
Nemeth Code Reference Sheet-Braille	5-87400-00	\$9.00
Periodic Table of the Elements	1-08855-00	\$57.00
Picture Maker: Wheatley Tactile Diagramming Kit	1-08838-00	\$112.00
Picture Maker Accessories: Geometric Textured Shapes	1-08838-01	\$50.00
Picture Maker Video	1-30008-00	\$7.50
Picture Maker Storage Panel	1-08838-03	\$18.00
Picture Maker Textured Strips	1-08838-02	\$79.00
Refreshabaille 18	1-07445-01	\$1,695.00 + shipping
Sense of Science Plants	1-08980-00	\$195.00
Sense of Science Animals	1-08990-00	\$299.00
Stick-On Tactile Ruler (5 pack)	1-03081-01	\$8.00
Tactile Demonstration Thermometer	1-03020-00	\$59.00
Tactile Graphics Kit	1-08851-00	\$249.00
Talking Calculator	1-03971-00	\$17.95 (not available with quota funds)
Talking Work Puzzles	D-03440-00	\$49.00
Teacher's Pet	D-03460-00	\$89.00
Textured Sorting Circles and Shapes	1-08834-00	\$130.00
Textured Paper Collection	1-03275-00	\$30.00
Toss Away Rulers: Large Print/Braille (24 pack)	1-03010-00	\$16.00
Toss Away Rulers: Large Print Only (24 pack)	1-03011-00	\$10.00
Transparent CCTV Rulers-Yellow	1-03008-00	\$10.75
Transparent CCTV Rulers-Clear	1-03009-00	\$10.75
Verbal View Office Ribbon Bar	D-10519-00	\$50.00
Verbal View Office Ribbon Bar-Flash cartridge	D-10519-FC	\$50.00
Verbal View of the Net and the Web	D-10512-00	\$50.00
Verbal View of Web Documents	D-10513-00	\$50.00
Verbal View of Web Searches	D-10514-00	\$50.00
Verbal View of Windows XP	D-10500-00	\$50.00
Verbal View of Word	D-10510-00	\$50.00
Verbal View of Word Advanced	D-10511-00	\$50.00
Work/Play Trays: small, black	1-03751-00	\$24.50
Work/Play Trays: small, yellow (17 x 11 ¾ inches)	1-03660-00	\$24.50
Work/Play Trays: small dividers (pack of four-two, three,	1-03770-00	\$26.00
Work/Play Trays: large, black	1-03761-00	\$21.00
Work/Play Trays: large, yellow	1-03740-00	\$21.00
Work/Play Trays: jumbo	1-03764-00	\$47.00

ORIENTATION & MOBILITY

ORIENTATION & MOBILITY



Perkins Training & Educational Resources Program presents Wheelchair Mobility & Orientation

In this webcast, James Scott Crawford, a Certified Orientation and Mobility Specialist, addresses the training needs of people with visual impairment who use power wheelchairs as their primary mode of transportation. The content is as follows: Chapter 1 Introduction, Chapter 2 Navigating Tight Spaces, Chapter 3 - Navigating Doors, Chapter 4 - Curb Ramps, Chapter 5 - Timing on Street Crossings, Chapter 6 Transportation, Chapter 7 - Working with Physical and Occupational Therapists.
http://support.perkins.org/site/PageServer?pagename=Webcasts_Wheelchair_OM

Hold the Dates!

Annual CDE and CAER O&M Workshop

The Annual Colorado Department of Education and CO AER Chapter Orientation and Mobility (O&M) Conference will be held May 5-7, 2011 on the campus of the Colorado School for the Deaf and the Blind (CSDB). Scott Crawford will be the featured speaker and will provide a two-day presentation on the topic of orientation and mobility for students who are blind/visually impaired and wheelchair users. The training is reserved for Colorado O&M specialists working in schools and/or rehabilitation agencies. Conference registration will be disseminated in late January.

ORIENTATION & MOBILITY

ORIENTATION & MOBILITY



New O&M Software Product from APH

The American Printing House for the Blind (APH) announces the release of a new Orientation and Mobility (O&M) product: O&M Family Booklet CD (Catalog #: D-03480-00) The price: \$50.

This software package provides pre-written information and forms for the instructor to complete and results in creating a smoothly written booklet about O&M and the student's progress for the student's family. To preview the program (see a demo), go to: <http://tech.aph.org/>

The software offers strategies and activities that the O&M instructor can select for the family to help the student enhance independence and use O&M skills. The instructor can also create his/her own activities and strategies. The authors Fabiana Perla and Betsy O'Donnell have packed a lot of information and yet allowed considerable room for customization into this software. This product is available with federal quota funds.

APH Museum Celebrates O&M with New Exhibit

The orientation and mobility (O&M) community gathered for a special celebration at the American Printing House of the Blind (APH) Museum on Saturday, October 16th, 2010. The occasion was the rededication of the AER O&M Division Warren Bledsoe Archives at APH. The collection, originally opened at the Maryland School for the Blind in 1988, moved to APH in 2007. The archive holds both the professional papers of pioneer Warren Bledsoe, and the organizational archives of the AER O&M Division.

Featured in the exhibit are videos, photographs, and artifacts from the Bledsoe Archives, including an excellent long cane collection, and possibly the best grouping of historic electronic travel aids anywhere. Another featured artifact is a dog harness used by the first dog guide team in the U.S., Morris Frank and his German shepherd, Buddy. Loaned by the Seeing Eye, Inc., the harness was professionally treated by an objects conservator to prepare it for this special showing. To use any of the resources in the Bledsoe Archives or to learn more about the history of orientation & mobility, contact Anne Rich at APH at (502)899-2364 or arich@aph.org



ORIENTATION & MOBILITY ORIENTATION & MOBILITY

Expanding the Curriculum for Travelers Who Are Deaf-Blind

BEYOND ARMS' REACH: O&M CURRICULUM MADE ACCESSIBLE FOR TRAVELERS WHO ARE DEAF-BLIND

(Orientation & Mobility)

May 16 – 19, 2011

Registration Deadline - Friday, April 30, 2011

4-day Seminar Cost - \$500

The standard techniques of orientation and mobility were designed for persons who were blind and hearing. The modifications and adaptations of these techniques are the challenge of the O&M Specialist working with consumers who are deaf-blind. This seminar includes strategies for curriculum modifications, communicating with the public, effectively working with interpreters, and street crossing techniques for travelers who are deaf-blind. An overview of the deaf-blind population and insight into deaf-blind culture will be explored. The participants will acquire the tools, strategies, and resources needed to teach a comprehensive O&M program to deaf-blind adults. CEU credits and Certificate of Completion are available.

Presenters will include O&M instructors, researchers, and specialist in the field: Monica Godfrey-Lehrer, Dona Sauerburger, Susanne Hogan, and Gene Bourquin, along with travelers who are deaf-blind and certified interpreters.

Because this seminar is hands-on and includes outdoor O&M instruction, participation is limited to those who are currently teaching or supervising in their field and qualify in one of the following categories: Certified Orientation and Mobility Specialists (COMS), Nationally Certified Cane Instructors, agency trained mobility instructors with 5 years of experience under a certified specialist, and/or dog guide trainers. *If you are uncertain about applicant qualifications, please contact the Orientation & Mobility Dept. at the Helen Keller National Center (516) 944-8900 ext. 289. Or respond to this email (private address, not the listserv) if you have any questions.*

Further information and registration at HKNC.org (click on National Training Team Professional Seminars)




Helen Keller National Center
For Deaf-Blind Youths and Adults



**Songs and Rhymes
that Build Readers**

Children get ready to read long before they start Kindergarten. You can help by singing, talking, and playing with the children in your care. Watch our videos to learn fun songs and rhymes, and how they help build readers!

Featured Video



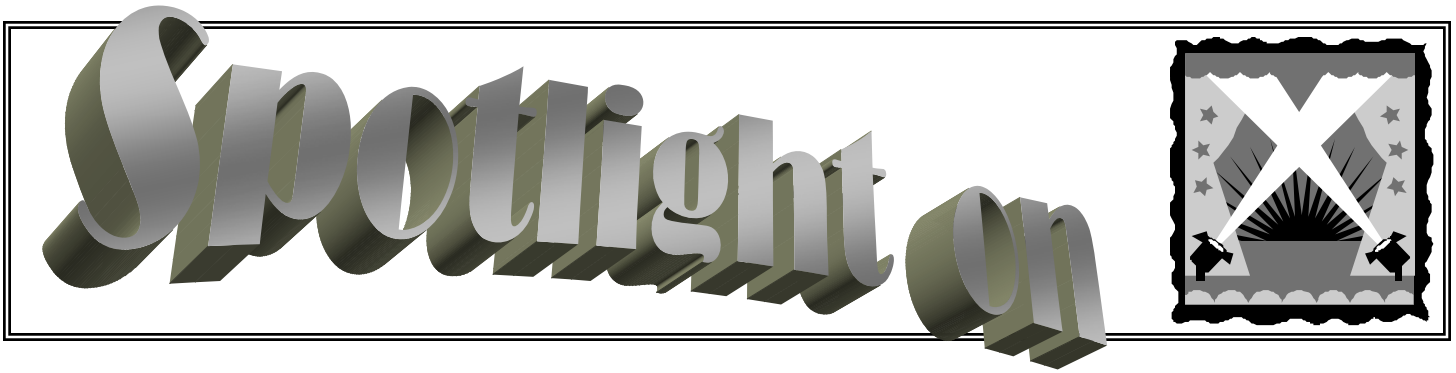
Early Literacy Collection Given to 35 Colorado Public Library Sites

The Colorado State Library announced today that 35 Colorado public library sites in 25 library systems have been awarded an Early Literacy Collection of 24 picture books. The collections contain picture books based on research on what works with young children to inspire learning. The story time collection was funded through federal funds designed to promote early literacy. Library sites were selected based on a demonstrated commitment to serving children, success in implementing literacy programs for children and interest in early literacy development in the community. All 35 library sites serve populations under 25,000 and are located across Colorado. The following library districts/systems were awarded one or more Early Literacy Collections:

Akron Public Library, Canon City Public Library, Cortez Public Library, Delta County Public Library District, Dolores Library District / Montezuma County, East Cheyenne County Library District, East Morgan County Library District / Brush, Elbert County Library District, Garfield County Public Library District, Gunnison County Library District, Kiowa County Public Library District / Eads, Lamar Public Library, Mancos Public Library District, Montrose Regional Library District, Northern Chaffee County Library District / Buena Vista, Park County Public Library, Penrose Community Library District, Rampart Library District, Rangely Regional Library District, Rio Grande Library District / Monte Vista, Spanish Peaks Library District / Walsenburg, Sterling Public Library, West Routt Library District / Hayden, Wray Public Library, and Yuma Public Library.

The early literacy collection books provide parents and caregivers with techniques for engaging infants and young children in language and literacy games that promote learning and school-readiness. In the program, children have exposure to language and literature and arrive at kindergarten ready to learn. Parents, child care providers and others are encouraged to discover ways to engage very young children in fun and playful interactions that also build healthy brain development. Public library story times are an excellent way for parents and children to read together, tell and talk about stories, say nursery rhymes and sing songs.

Early literacy skills are research-based practices from the Every Child Ready to Read (ECRR) program -- a national initiative from the Public Library Association to promote pre-literacy skills in children from birth through age five in public libraries. The State Library works with early literacy librarians throughout the state to promote literacy through books, songs and activities. Parents are encouraged to go to <http://www.StoryBlocks.org> to find other fun literacy activities. Questions? Contact Patricia Froehlich in the Colorado State Library at 303-866-6908 or froehlich_p@cde.state.co.us. Visit www.coloradostatelibrary.org



FETAL ALCOHOL SPECTRUM DISORDERS

Editor's Note: During my time in another state, I worked with many children who had a diagnosis of Fetal Alcohol Syndrome or Fetal Alcohol Effect. As a result of statewide attention to this diagnosis, I received specific training, at that time, on the unique educational needs of these learners. I gathered ophthalmological information specific to the high incidence of visual problems (refractive error, strabismus, and ptosis) and visual impairment (often ONH) specific to this disorder as a lot of the literature, at that time, did not detail these concerns. I was surprised when I moved to Colorado so many years ago that there was not state-level training on FAS/FAE. The purpose of this article is to increase awareness of Fetal Alcohol Spectrum Disorders, so that we can better understand the mental health and learning challenges, and provide appropriate accommodations and learning strategies. Not every child with the physical and/or behavioral indicators listed in this article will be a child who has a fetal alcohol spectrum disorder. It is a diagnosis that must be made by the appropriate professionals. One may ask why we need to have this diagnosis. My experience has been that such a diagnosis be treated with care to avoid any judgment of a family and/or as a label that may create a stigma for the child. When we understand the physiology of the diagnosis and its implications, it can lead to an understanding of why a child may struggle in certain areas and what strategies may be helpful to address sensory concerns, unique memory challenges, and other associated problems.

Information taken primarily from: <http://www.nofas.org/about/> and <http://fascenter.samhsa.gov>

What is FASD? Fetal Alcohol Spectrum Disorders (FASD) is a descriptive term and not a diagnostic term. The term "FASD" indicates that there are a variety of effects of prenatal alcohol exposure. FASD is not a diagnosis. Although the various fetal alcohol spectrum disorders are permanent conditions, specific symptoms may be treatable or manageable. Thus, the definition notes possible lifelong implications, depending on the specific nature of the disorder and the individual affected. Nationally, Fetal Alcohol Spectrum Disorders (FASD) affects 1 in 100 live births or as many as 40,000 infants each year.

What are Fetal Alcohol Spectrum Disorders? FASD is an umbrella term describing the range of effects that can occur in an individual whose mother drank alcohol during pregnancy. These effects may include physical, behavioral, mental, and/or learning disabilities with possible lifelong implications. FASD refers to several conditions.

The most well-known diagnosis is **fetal alcohol syndrome (FAS)**. Signs of FAS include distinct facial features (smooth philtrum [groove between nose and upper lip], thin upper lip, small eye openings), growth deficiencies, and central nervous system (CNS) defects. The Institute of Medicine has identified three other diagnoses:

- Partial FAS: facial anomalies and other symptoms without all the signs of FAS
- Alcohol-related neurodevelopmental disorder (ARND): CNS defects and behavior problems or cognitive deficits (e.g., speech delays, hyperactivity)
- Alcohol-related birth defects (ARBD): damage to organs, bones, or muscles



Another term that has been used over the last 30 years is Fetal Alcohol Effects (FAE).

How can I recognize FASD? Only trained professionals can make a diagnosis. Teachers or relatives may identify a problem, but they cannot diagnose an FASD. Signs that may indicate the need for assessment include:

- Sleeping, breathing, or feeding problems
- Small head or facial or dental anomalies
- Heart defects or other organ dysfunction
- Deformities of joints, limbs, and fingers
- Slow physical growth before or after birth
- Vision problems (ptosis, syndrome of optic nerve hypoplasia, refractive error, strabismus)
- Hearing problems
- Intellectual disability or delayed development
- Behavior problems

Why is Diagnosis Important? Because most people with FASD have no visible signs of alcohol exposure, their problems may be wrongly blamed on poor parenting or on other disorders. Early diagnosis and intervention contribute to positive long-term outcomes. Accurate diagnosis can:

- Help the person receive appropriate services.
- Aid communication among clinicians, caregivers, educators, and families
- Provide better self-awareness and understanding by family members.

What are Characteristics of Individuals with FASD? The following was adapted from the FASD Center for Excellence. The original information is on their website at <http://fascenter.samhsa.gov>

Overall difficulties for persons with an FASD

Taking in information / Storing information / Recalling information when necessary *

Using information appropriately in a specific situation

(Editor's Note: One concern may be a lack of understanding that the child is not willfully misbehaving in a task where there has been prior success, as the child may literally have recall problems that result in inconsistent task mastery).

Spotlight on

SPOTLIGHT ON FETAL ALCOHOL SPECTRUM DISORDERS *Continued from previous page*

Typical difficulties for persons with an FASD

Sensory Integration Issues: The child may be overly sensitive to sensory input (e.g., upset by bright lights or loud noises, annoyed by tags in shirts or seams in socks, bothered by certain textures of food, and/or have problems sensing where their body is in space (clumsy)).

Memory Problems (e.g., multiplication recall, time sequencing).

Information Processing Problems: The child may: not complete tasks or chores and appear to be oppositional, have trouble determining what to do in a given situation, not ask questions because he or she wants to fit in, say they understand when they do not, have verbal expressive skills that often exceed their level of understanding, misinterpret others' words, actions, or body movements, have trouble following multiple directions

Self-Esteem and Personal Issues: The child may: function unevenly in school, work, and development, experience multiple losses, be seen as lazy, uncooperative, and unmotivated, and/or have hygiene problems

Multiple Issues: The child may: not be able to entertain him/herself, have trouble changing task, and/or not accurately pick up social cues

Educational Implications: Not all students with on the Fetal Alcohol Syndrome Spectrum will have vision and/or hearing loss issues. If they do, however, it will be important to have teachers specializing in sensory disability(ies) involved in the child's assessments and programming. The document noted in the reference section of this article will provide general educational strategies.

Resources

- **National Organization on Fetal Alcohol Syndrome:** The National Organization on Fetal Alcohol Syndrome (NOFAS) is a resource to the Fetal Alcohol Spectrum Disorders (FASD) community. Founded in 1990, NOFAS is an international non-profit organization committed solely to FASD primary prevention, advocacy and support. Their website is: <http://www.nofas.org/>

- **Web Resources for Teaching Children with FAS or FASD :** <http://www.nofas.org/educator/links.aspx>

- **Fetal Alcohol Spectrum Disorder: Education Strategies** This manual can be downloaded from <http://www.usd.edu/medical-school/center-for-disabilities/upload/fasdeducationalstrategies.pdf>



The Colorado Commission for Individuals Who Are Blind or Visually Impaired (CCIBVI)

This commission was created by the Colorado General Assembly to make recommendations concerning the provision of services to aid individuals who are blind or visually impaired in Colorado. It is comprised of 15 members appointed by the Governor. Its statutory duties include serving as an information resource for the people of Colorado and making recommendations concerning the provision of vocational rehabilitation services, independent living services, pre-vocational services, and business enterprise programs.

This year the CCIBVI formed working Committees to address priorities identified in their Strategic Plan, including Outreach to Under-served Individuals, Medical Outreach, Statewide Needs Assessment and Development of a Statewide Comprehensive Information and Referral Website. They have recently worked on finalizing their annual recommendations to the Governor and the State Legislature.

The Commission meets four times a year, and the public is always welcome to attend. The meetings in 2011 will be held on February 16th, May 18th, August 17th and November 16th. If you are interested in being added to the email distribution list for CCIBVI meeting notices and other information, please contact our Administrator, Jean McAllister.

Contact Information:

Jean G. McAllister, Program Administrator
1575 Sherman Street, 1st Floor, Denver, CO 80203

Phone: 303-866-5867

Fax: 303-866-5024

Jean.McAllister@state.co.us

SAVE THE DATES!

AER Regional Conferences 2011

Featuring the AER Vision Rehabilitation Therapy Division

Conference Within a Conference

August 12-14, 2011, Boston Park Plaza, Boston,
Massachusetts



Association for Education and Rehabilitation
of the Blind and Visually Impaired

AER Regional Conference

Featuring the AER Information & Technology Division

Conference Within a Conference

October 28-30, 2011, Crowne Plaza Cleveland-City Centre, Cleveland, Ohio

Call for Papers Coming Soon!

PARENTS ENCOURAGING PARENTS

Winter 2011 Conference:

January 20-22, 2011 - Fort Collins, CO

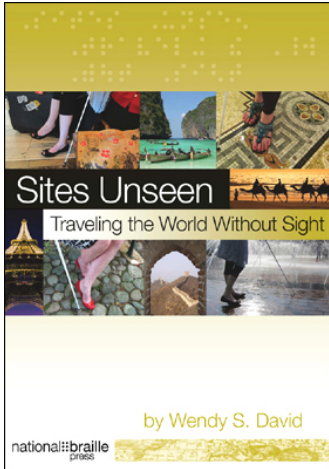
March 31st - April 2nd, 2011 in Colorado Springs

PEP Conferences are family centered conferences designed to offer support, information, and education to parents and professionals from Colorado. PEP promotes the partnerships that are essential in supporting and including children with disabilities and their families in all aspects of the school and community.

**For more information and to apply online
or download an application:**

<http://www.cde.state.co.us/cdesped/PEP.asp>

Resources and Materials



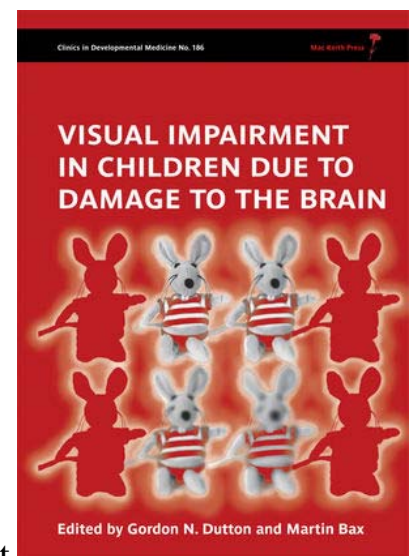
National Braille Press (NBP) has published a book dedicated to blind travelers, *Sites Unseen: Traveling the World Without Sight* by Wendy David. A frequent traveler, David noted, "Every time I leave on another trip to some exotic location, blind friends and acquaintances pepper me with questions: How do you get around countries with no public transportation? How do you deal with different types and sizes of currency? How do you travel overseas with a guide dog? Who describes the unique sights to you?"

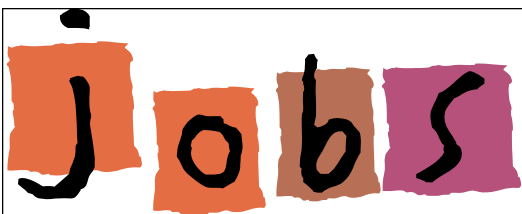
The NBP publication offers information that helps readers decide where to go, when to go and how best to get there. The author included tips for navigating busy airports, sleeping overnight on trains, enjoying bus lines, selecting a theme-based cruise, using accessible GPS and more. The book is available in braille, eBraille, accessible PDF and DAISY (text-to-speech audio). The PDF version is fully accessible and hyperlink-enabled (there are over 200 online resources specifically geared to blind and disabled travelers). Order *Sites Unseen* for \$19.95 from National Braille Press at www.nbp.org/ic/nbp/TRAVEL.html or call 800.548.7323. *Editor's Note: We will also order a copy for the CO Deafblind Project lending library.*

The increased awareness of cerebral visual impairment in children, combined with improved recognition of its wide ranging manifestations, has led to its recognition as the most common cause of visual impairment in children in the developed world. Yet the subject is in its infancy, with very little published to date. Information on this complex topic has been needed by all disciplines working with disabled children for many years. *Visual Impairment in Children Due to Damage to the Brain* links the work of authors from many of the major research teams in this field, who have made significant contributions to the literature on the subject of cerebral visual impairment and provide a structured amalgam of the viewpoints of different specialists.

The book contains some very novel concepts, which will be of great practical value to those who care for children with visual impairment due to brain injury. To order:

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-1898683867.html>





IMPORTANT! We have JOB OPENINGS!!

Please be proactive with anticipated vacancies for this school year. Please keep in touch with Tanni about your job openings. If you know of an anticipated opening in your part of the state, please begin working to recruit someone into our field by ensuring he or she has an opportunity to learn about being a TVI and/or an Orientation and Mobility Specialist. This may be a paraeducator, a brailist, and/or a colleague already in the teaching profession. Please work with Dr. Paula Conroy to learn more about the UNC distance education / graduate program to prepare TVIs and O&M Specialists in Colorado!

TVI = teacher certified in the area of visual impairment. COMS = certified orientation and mobility specialist

Metro Region Jobs for School Year 2010-2011

- ✓ **TVI / COMS** (.5 FTE): Please visit www.DPSK12.org to apply for this Denver Public School's position.
- ✓ **Paraeducator Positions Specific to Students with Visual Impairments:** Denver Public Schools position. Contact Cheryl Leidich at 303-324-9591 or Cheryl.Leidich@DPSK12.org
- ✓ **Rehabilitation Counselor I - Vision (Rehab Teacher/Vision)** Please email: christine.lrsik@state.co.us
- ✓ **TVI** (limited contract work): Vanguard Charter School. For additional information, please contact Christie McGovern, Coordinator of Student Services, at cmcgovern@vcsk8.org or (303) 691-2384.

Southern Region Jobs for School Year 2010-2011

- ✓ **TVI - Pre-School / Early Intervention Services** (current vacancy; 1 FTE): Contact Chelle Lutz, CSDB at clutz@csdb.org for more information
- ✓ **TVI - Elementary Education** (possible future vacancy for SY 2011-12; 1 FTE): Contact Chelle Lutz, CSDB at clutz@csdb.org for more information
- ✓ **TVI - English / Language Arts; Science; Mathematics; Social Studies** (possible future vacancy for SY 2011-12; 1 FTE): Contact Chelle Lutz, CSDB at clutz@csdb.org for more information

Statewide

- ✓ **TVI/COMS** (hourly contract work): Colorado Virtual Academy position. Flexible to your schedule. Contact Stacy Altman at 720-379-3985 or saltman@covcs.org



Application Now Available
2011 SEE THE FUTURE Fund Scholarships
Updated application information is now available on-line for the 2011
“Education for Life” Scholarships.

Application Deadline: March 1, 2011

1. Go to www.seethefuture.org
2. Click on: “Education for Life” Scholarships
3. Click on: “Application Information” to access an updated form

Kane-SEE THE FUTURE “Full-Ride Tuition” Scholarships

The SEE THE FUTURE Fund is pleased to continue a partnership with the Kane Family Foundation. The Kane Foundation is offering two merit-based “full-ride tuition” scholarships to visually impaired or blind students who meet the SEE THE FUTURE Fund criteria. The scholarship will also cover usual and customary fees and \$1,500 in books per school year. The scholarship does NOT cover room and board expenses.

Students who are interested in becoming a Kane-SEE THE FUTURE scholar must submit a completed SEE THE FUTURE application by the **March 1, 2011** deadline. All applicants will be considered for the Kane scholarship if they meet the STF criteria along with the following:

1. **Acceptance to CU-Boulder, CU-Denver, or CU-Colorado Springs.**
2. **Un-weighted high school GPA: 3.40 or higher (through senior year).**
3. **Achieve an A or a B in at least one AP (Advanced Placement) or IB (International Baccalaureate) course during junior or senior year. If a school district does not offer AP or IB courses, the student must address this in their application. If an applicant is graduating from the Colorado School for the Deaf and the Blind, that student must achieve an A or B in at least one AP class from a local high school.**
4. **Achieve an ACT composite score of 25 (80th percentile) or above.**

Up to two Kane-SEE THE FUTURE scholars may be selected each year by the SEE THE FUTURE Fund’s Selection Committee.

Please Be Advised: At this time, all Kane – SEE THE FUTURE recipients must attend CU-Boulder, CU-Denver, or CU-Colorado Springs. We recommend that eligible and interested students apply and have acceptance to one of the CU schools.

DOTS OF INTEREST



national:braille
press

AFB American Foundation®
for the Blind

Expanding possibilities for people with vision loss

ReadBooks! Because Braille Matters: This national literacy program is designed to encourage families to read books together at the earliest age and to promote braille literacy at home. Families with young blind children, birth to seven years of age, can receive free book bags simply by calling National Braille Press at 800.548.7323 ext. 520. The bags contain print/braille books, tactiles, an easy-to-read braille instructional book for parents and more. Visit www.nbp.org for more information.

Braille Readers are Leaders: The National Federation of the Blind Jernigan Institute, the National Association to Promote the Use of Braille, and the National Organization of Parents of Blind Children announced the 28th annual *Braille Readers are Leaders* contest for students in grades K-12. The contest encourages children to read braille and continually work to improve their skills. Beginning November 1, 2010 and continuing through January 4, 2011, students will read as many braille pages as they can to compete for ribbons, cash prizes and an all-expenses-paid trip to the 2011 NFB national convention in Orlando, Florida. Adults who are braille readers may also compete for cash prizes, national recognition and bragging rights. Registration for the contest began October 1. Visit www.nfb.org/BRAL for details and registration information.

DOTS (Development of Teacher Support) for Braille Literacy is published three times a year and is available online at www.afb.org/dots or in braille, by request. To check out the DOTS for Braille Literacy (Development of Teacher Support) Volume 16, Number 1, Fall 2010, please go to

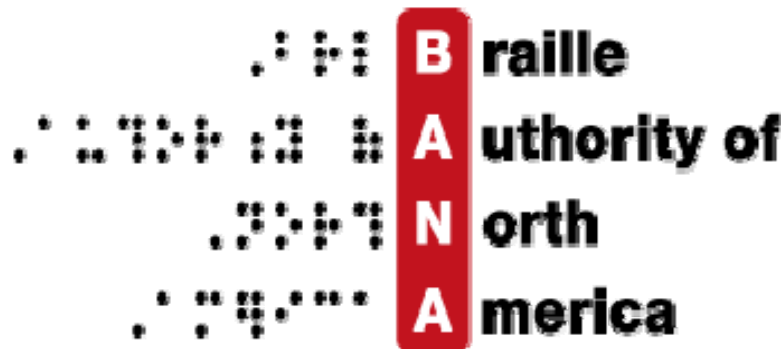
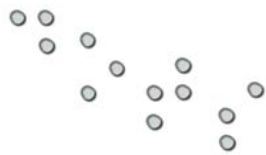
[www.afb.org/Section.asp?SectionID=6
&TopicID=19&DocumentID=5348](http://www.afb.org/Section.asp?SectionID=6&TopicID=19&DocumentID=5348)



Free Calendar from the Independence

2011 American Action Fund Braille Calendar This comb-bound, pocket-sized Braille calendar measures 6 x 6 1/2 inches. Each calendar page includes the days of the month and lists major holidays. A page for personal notes is in the back. This calendar is available free of charge. The calendar can be ordered online (<http://secure.nfb.org/ecommerce/asp/default.asp>) from the Independence Market. Please contact staff with any questions via e-mail IndependenceMarket@nfb.org) or by phone at 410-659-9314, extension 2216, Monday through Friday from 8:00 a.m. to 5:00 p.m. Eastern Time.

DOTS OF INTEREST



BANA Board Adopts Guidelines and Standards for Tactile Graphics!

The Braille Authority of North America (BANA) held its fall 2010 meeting in Toronto, Ontario, Canada, on October 29 - November 1, 2010. An exciting action on the agenda was BANA's approval and adoption of the long-anticipated Guidelines and Standards for Tactile Graphics! This unique document has been developed through a joint project sponsored by BANA and the Canadian Braille Authority (CBA) and will now go through production processes to make it available for purchase. BANA also approved several other clarifications to current braille codes and guidelines. The specifics of these decisions will be broadcast through press releases, email announcements, and postings on BANA's website at www.brailleauthority.org.

If you would like to stay up-to-date with BANA activities and rulings, sign up for BANA-Announce, a one-way email list that disseminates official BANA information. To join this list, send a blank email message to bana-announce-subscribe@brailleauthority.org and follow the directions in the confirmation email that will be sent in response.

BANA will hold its next meeting on April 1 - 4, 2011, at Clovernook Center for the Blind and Visually Impaired in Cincinnati. Visitors and observers are encouraged to attend the Open Forum as well as board deliberations. Stay tuned for more information!



2011 Conference on Inclusive Education:

Expand Your Toolbox & Construct New Possibilities



February 10-12, 2011

Hyatt Regency Denver Tech Center • Denver, Colorado

Inclusive education is a process of school reform that creates equality in education and increases achievement for ALL students, including students with disabilities. PEAK Parent Center's Conference on Inclusive Education holds the tools you need to reinvent schools to be places where all students can achieve success!

2011's Featured Keynote Speakers:

Patrick Schwarz, Oak Park, Illinois - Patrick Schwarz is a dynamic and engaging professor, author, motivational speaker and leader in Education (Inclusive Education, Special Education, General Education, Educational Leadership) and Human Services. He is a professor at National-Louis University, Chicago.

Sue Swenson, Washington, D.C. - Sue Swenson is the Deputy Assistant Secretary of the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS). She is also the parent of an individual with a disability.

Jason Corning, Baltimore, Maryland - Jason Corning is employed by the United States Department of Defense as an IT Project Manager. Jason is an only child, has been legally deaf-blind since birth, and has a seven-year old yellow lab guide dog named Spencer. Jason graduated from the University of Wisconsin, Whitewater in May 2009. He majored in Information Technology Infrastructure and is pursuing a Masters Degree in Business Administration.

Christi Kasa-Hendrickson, Colorado Springs, Colorado - Christi Kasa-Hendrickson is an Associate Professor in the Department of Education at the University of Colorado. Christi loves to teach, work with teachers, and support students with disabilities. She is dedicated to creating successful inclusive opportunities for all.

For more information:

<http://www.peakparent.org/conferences.asp>





Calendar of Events

2011 2011 2011 2011 2011 2011 2011 2011 2011 2011 2011

- January 3 - 31** **2010 - 2011 CELApro Testing Window Grades K-12**
 Visit: www.cde.state.co.us/cdeassess/assess_window.html#2010-2011
- January 13** **CSDB Board of Trustees' Meeting - Colorado Springs**
 Contact: Sue Pfaffenhauser spfaffenhauser@csdb.org
- January 24** **Southern Region TVI Meeting: Child Find + TRE - CSDB, Colorado Springs**
 Contact: Jim Olson at (719) 578-2195 or jolson@csdb.org
- January 27** **Metro TVI Meeting – Anchor Center for Blind Children, Denver**
 Contact: Nancy Cozart - ncozart@lps.k12.co.us
- January 28** **Northern TVI Regional Meeting**
 Contact: Teresa Barone at baronet@thompson.k12.co.us or 970-613-5564
- February 2 - March 25** **2010 - 2011 CSAPA Testing Window for Grades 3 - 10 Reading, Writing, Math, Grades 5, 8 & 10 Science**
 Visit: www.cde.state.co.us/cdeassess/assess_window.html#2010-2011
- February 4** **National Braille Challenge - CSDB, Colorado Springs**
 Contact: Lou Tutt at ltutt@csdb.org
- February 7 - February 18** **2010 - 2011 CSAP Early Testing Window Grade 3 Reading & Lectura**
 Visit: www.cde.state.co.us/cdeassess/assess_window.html#2010-2011
- February 10** **CSDB Board of Trustees' Meeting - Colorado Springs**
 Contact: Sue Pfaffenhauser spfaffenhauser@csdb.org
- February 17 - 18** **Northern Region Low Vision Evaluation Clinic - Brighton**
 Contact: Wendy Stoltman at wstoltman@sd27j.org
- February 22 - March 4** **2010 - 2011 CSAP Regular Testing Window Grade 3 Reading & Lectura**
 Visit: www.cde.state.co.us/cdeassess/assess_window.html#2010-2011
- February 25- 27** **Snow Shoe Weekend - Estes Park, CO**
 Contact: Mike Plansker - Mike.e.plansker@adams12.org
- February 28** **Southern Region TVI Meeting: SWAAAC/TVI Interface - CSDB, Colorado Springs**
 Contact: Jim Olson at (719) 578-2195 or jolson@csdb.org
- March 4** **Southern Region Low Vision Evaluation Clinic (Day 3) - CSDB, Colorado Springs**
 Contact: Judy Mumford at judy.mumford@asd20.org

More Calendar of Events

2011 2011 2011 2011 2011 2011 2011 2011 2011 2011

- March 7 - April 8** **2010 - 2011 CSAP Early Testing Window for Grade 3 Writing, Math, Escritura, Grades 4 - 10 Reading, Writing, Math, Grade 4 Lectura & Escritura, Grades 5, 8 & 10 Science** Visit: www.cde.state.co.us/cdeassess/assess_window.html#2010-2011
- March 9** **2010 - 2011 CSAP Schedule Pick-up Materials Deadline Gr. 3 Reading & Lectura**
Visit: www.cde.state.co.us/cdeassess/assess_window.html#2010-2011
- March 10** **CSDB Board of Trustees' Meeting - Colorado Springs**
Contact: Sue Pfaffenhauser spfaffenhauser@csdb.org
- March 10 - 13** **California Transcribers & Educators for the Blind & VI - Oakland, CA**
Visit: www.ctevh.org
- March 11** **2010 - 2011 CSAP Final Pick-up Materials Deadline Gr. 3 Reading & Lectura**
Visit: www.cde.state.co.us/cdeassess/assess_window.html#2010-2011
- March 11 - 12** **Josephine L. Taylor Leadership Institute - Seattle, Washington**
Contact: Scott Truax, AFB Program Manager struax@afb.net Visit: afb.org/JLTLI11
- March 14 - April 15** **2010 - 2011 CSAP Regular Testing Window for Grade 3 Writing, Math, Escritura, Grades 4 - 10 Reading, Writing, Math, Grade 4 Lectura & Escritura, Grades 5, 8 & 10 Science** Visit: www.cde.state.co.us/cdeassess/assess_window.html#2010-2011
- March 14 - April 19** **2010 - 2011 CSUN International Technology & Persons with Disabilities Conference**
Visit: www.csunconference.org
- April 1 - 29** **11th Grade Alternate Reading, Writing, Math, and Science Assessment Window**
Visit: www.cde.state.co.us/cdesped/CSAPA.asp
- April 6** **2010 - 2011 CSAPA Schedule Pick-up Materials Deadline for Grades 3 - 10 Reading, Writing, Math, Grades 5, 8 & 10 Science**
Visit: www.cde.state.co.us/cdeassess/assess_window.html#2010-2011
- April 7 - 9** **Career Day / Independent Living Skills Short Course - CSDB, Colorado Springs**
Contact: Donna Keale - dkeale@csdb.org
- April 8** **2010 - 2011 CSAPA Final Pick-up Materials Deadline for Grades 3 - 10 Reading, Writing, Math, Grades 5, 8 & 10 Science**
Visit: www.cde.state.co.us/cdeassess/assess_window.html#2010-2011
- April 8** **Metro TVI Meeting – Anchor Center for Blind Children, Denver**
Contact: Nancy Cozart - ncozart@lps.k12.co.us
- April 11** **Southern Region TVI Meeting: TBD - CSDB, Colorado Springs**
Contact: Jim Olson at (719) 578-2195 or jolson@csdb.org
- April 14** **CSDB Board of Trustees' Meeting - Colorado Springs**
Contact: Sue Pfaffenhauser spfaffenhauser@csdb.org
- April 20** **2010-2011 CSAP Pick-up Materials Deadline Grade 3 Writing, Math, Escritura, Grades 4 - 10 Reading, Writing, Math, Grade 4 Lectura & Escritura, Grades 5, 8 & 10 Science** Visit: www.cde.state.co.us/cdeassess/assess_window.html#2010-2011

More Calendar of Events

2011 2011 2011 2011 2011 2011 2011 2011 2011 2011 2011

- April 20** **Vision Coalition** - Division of Vocational Rehabilitation Office on Evans, Denver
Contact: Tanni Anthony - anthony_t@cde.state.co.us
- April 22** **2010-2011 CSAP Final Materials Deadline Grade 3 Writing, Math, Escritura, Grades 4 - 10 Reading, Writing, Math, Grade 4 Lectura & Escritura, Grades 5, 8 & 10 Science** Visit: www.cde.state.co.us/cdeassess/assess_window.html#2010-2011
- April 22** **Northern TVI Regional Meeting**
Contact: Teresa Barone at baronet@thompson.k12.co.us or 970-613-5564
- April 25 - 28** **Council for Exceptional Children Convention and Expo**, National Harbor, Maryland
Contact: www.cec.sped.org
- April 27** **Colorado ACT** Visit: www.cde.state.co.us/cdeassess/assess_window.html#2010-2011
- May 1 - 6** **11th Grade Alternate Reading, Writing, Math, and Science Data Entry on ADE**
Visit: www.cde.state.co.us/cdesped/CSAPA.asp
- May 2** **Southern Region TVI Meeting: New APH Products** - CSDB, Colorado Springs
Contact: Jim Olson at (719) 578-2195 or jolson@csdb.org
- May 5 - 7** **Annual Orientation & Mobility Conference** - CSDB, Colorado Springs
Contact: Tanni Anthony at anthony_t@cde.state.co.us
- May 11** **Colorado ACT Make-up Date**
Visit: www.cde.state.co.us/cdeassess/assess_window.html#2010-2011
- May 14** **UCCS GMI Crossover Technology Symposium**—Colorado Springs
Contact: Bonnie Snyder at BonnieLS21@gmail.com
- May 16 - 19** **O&M Curriculum Made Accessible for Travelers Who Are Deafblind**
Visit: www.HKNC.org or call (516) 944-8900
- June 9** **CSDB Board of Trustees' Meeting** - Colorado Springs
Contact: Sue Pfaffenhauser spfaffenhauser@csdb.org
- June 22-23** **Western Region Early Intervention Conference**—Ogden, UT
Contact: http://www.wreic2011.org/WREIC_StD.pdf
- December 7 - 10** **2011 Getting In Touch With Literacy Conference** - Louisville, Kentucky
Contact: TBA

The graphic features the words "Seasons Greetings" in a large, blue, serif font with a light blue drop shadow. The text is decorated with several stylized snowflakes of varying sizes and orientations scattered around and above the letters.

The National Braille Challenge—Colorado Regional Contest is coming!

All K-12 braille students are eligible, and if your student is not ready for the NBC quite yet, sign them up for the Rookie Contest!! The Rookie Contest is for beginning Braille students who are not quite ready for the NBC but still want an opportunity to participate.

The Colorado Regional Competition will be held on Friday, February 4, 2011 at The Colorado School for the Deaf and The Blind (CSDB). The school is located at: 33 N. Institute Street, Colorado Springs, CO.

Another option is for TVIs to administer and proctor the NBC tests individually with their student(s). Contact Christine Pack at the Braille Institute if you choose to administer the test for your own students.

Please inform parents that this year CSDB will be offering a parent seminar for any parents who attend. (Parents will not be allowed in the testing rooms during the contests.)

- Registration desk opens at 8:30 AM.
- Opening Ceremony at 9:00 AM.
- Closing Ceremony to end at 2:30 PM.

TVIs, we definitely need you to help us proctor! PLEASE let me know if you will be willing to serve as a test proctor on February 4, as we will need up to 8 TVIs.

SO-- it is time to send us the names and grade levels of your students who would like to participate. Please send EMAILS DIRECTLY TO ME, at bguerrero@csdb.org. Please DO NOT post student names or registrations on this list, as I will not get them in a timely manner.

The deadline for you to let me know which of your students will be coming is January 7, 2011. Please note that we will be ordering the tests the week of January 10.

We will post the registration form on this list serve, however, I will be happy to fax you a copy if needed. It will help things run smoothly if you can then turn around and fax the registration form to me.

Come and join us at CSDB to celebrate Braille on February 4, 2011.

Thanks so much, and please call if you have any questions.

Bertha Avila Guerrero, Braille Instructor/Public School Liaison
Colorado School for The Deaf and The Blind (CSDB)

bguerrero@csdb.org

Phone: 719 578-2204

Fax: 719 578-2247





A NATIONAL PROGRAM
OF BRAILLE INSTITUTE

THE COLORADO BRAILLE CHALLENGE

Sponsored by Colorado School for
the Deaf and the Blind

2011 PERMISSION FORM

MUST BE SIGNED BY PARENT/LEGAL GUARDIAN AND BE RETURNED TO BERTHA GUERRERO, COLORADO SCHOOL FOR THE DEAF AND THE BLIND, AT 33 N. INSTITUTE ST., COLORADO SPRINGS, CO 80903, OR FAX TO (719) 578-2247, BY JANUARY 7, 2011. ONLY CONTESTS SUBMITTED WITH A SIGNED PERMISSION FORM ATTACHED WILL BE ELIGIBLE FOR THE BRAILLE CHALLENGE® FINALS AT BRAILLE INSTITUTE®.

(Please print name clearly, as you would like it to appear on your certificate)

Last Name _____ First Name _____
Address _____ Apt. No. _____
City _____ State _____ ZIP _____
Birthdate _____ Age _____ Grade _____ Telephone (____) _____
E-mail _____ Alternate phone (____) _____

CONTEST RELEASE

I hereby give permission to Colorado School for the Deaf and the Blind and Braille Institute of America, Inc., for my child to participate in The Braille Challenge preliminary contest. I understand that if my child qualifies, he or she is eligible to attend The Braille Challenge final contest in Los Angeles on June 25, 2011.

PHOTOGRAPHIC RELEASE

I hereby authorize Colorado School for the Deaf and the Blind and Braille Institute of America, Inc. ("BIA") to photograph, videotape, or otherwise record by visual, audio, electronic or manual means, the visual likeness and/or voice or other sounds created by the above named contestant (collectively "Reproductions"). Colorado School for the Deaf and the Blind and BIA may use or permit to be used the Reproductions in any CD, DVD, exhibition, display, publication, solicitation or promotional or educational material or on any website including without limitation BIA's website, Facebook, or YouTube without compensation to the contestant, the contestant's heirs, successors or assigns.

Parent's Signature _____
Print Name _____

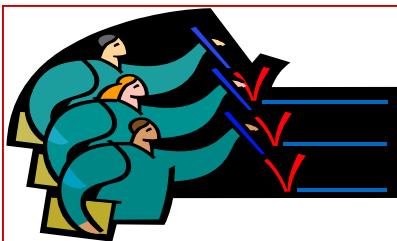
TO BE COMPLETED BY AGENCY REGIONAL COORDINATOR

Regional Coordinator Name _____
Name of Teacher for Visually Impaired _____
Teacher's Email _____ **Teacher's Phone** _____

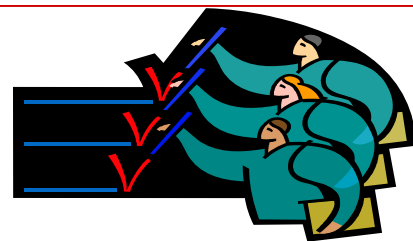
Mark one: **Student Contest Level** App Fresh Soph JV Va

Mark one: **At Grade Level** **Or** **Below Grade Level** **Mark one:** **Contracted** **Or** **Uncontracted**

1-800-BRAILLE (272-4553) • www.braillechallenge.org



CHECK IT OUT!



Life Long Learning through the Audio Information Network of Colorado

The Audio Information Network of Colorado (AINC) provides services that students who are blind / visually impaired or other print disabled may use throughout their lives. Children's programming is available in English and Spanish. It includes magazines, books, and stories recorded by a professional story teller. As children advance through school they may use the newspapers, science, travel, and other programs for school assignments. Young adults transitioning to post secondary education or the work place may find employment information, grocery advertisements, and discount store ads helpful.

AINC is in its 20th year of serving Colorado residents. All services and equipment are provided at no cost to listeners. Their recently launched new website has sample programming, live streaming, Podcasting, and online registration capabilities. In addition to the online options, listeners may choose to hear the broadcast on the telephone or call into the Information-On-Demand (IOD) system. To try a demo of the IOD system dial 303-443-2005 or toll free 877-443-2005 then enter 7777 when asked for a subscriber number. This will give you five minutes to try the system. Listeners may also choose a pre-tuned receiver to access the AINC broadcast.

Teachers may have access to AINC programming in the class room. Students may register for individual access at home. Teachers and parents are welcome to contact AINC at 303-786-7777/877-443-2001 or through our website at www.aincolorado.org with questions. AINC staff is available to speak to community groups or participate in local resource events.

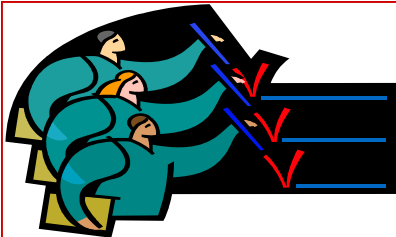


Website for the Advisory Commission on Accessible Instructional Materials in Postsecondary Education for Students with Disabilities has launched!

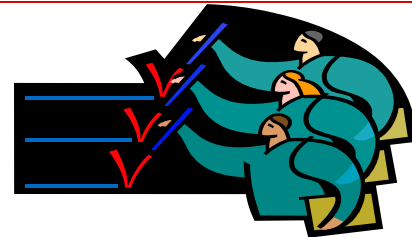


The Advisory Commission on Accessible Instructional Materials in Postsecondary Education for Students with Disabilities, established by the *Higher Education Opportunity Act of 2008*, has brought together government leaders, representatives from the publishing industry, individuals with print disabilities, representatives from two-year and four-year institutions of higher education and leaders in accessible technology. The Commission will study the current state of accessible materials for students with disabilities in postsecondary education and make recommendations to the U.S. Congress for improving access to and the distribution of instructional materials in accessible formats. This is the first commission in history charged with examining accessible instructional materials for postsecondary students with disabilities.

<http://www2.ed.gov/about/bdscomm/list/aim/index.html>



CHECK IT OUT!



How We See It

A visit to the eye doctor can be a frustrating experience for the child with a disability and everyone involved. Often, the information gathered from the exam is not very useful and the results are reported as "untestable". To ensure a productive appointment with minimal stress, planning should begin well in advance. Read a chapter from our publication *How We See It* to learn how to prepare for a low vision exam.

http://www.perkins.org/assets/downloads/educators-series/howweseeit_chapter3.pdf



Challenges that Families of Children who are Blind or Visually Impaired Face as Parents, Partners and Ambassadors

Professional Development Activity for Teachers of the Visually Impaired: Earn 2.0 ACVREP Credits

This is a web-based, self-guided professional development activity for TVIs, O&Ms, VRTs, Teachers of the Deafblind or Severely Impaired, Parents, etc. There are three webcasts included in this training module that demonstrate the various issues that parents of children who are blind or visually impaired with or without additional disabilities face as they assist their child in achieving success within the educational system.

Featuring:

1) Families as Partners in the Educational Team

Presenters: Susan LaVenture & Dr. Katharine Shepherd

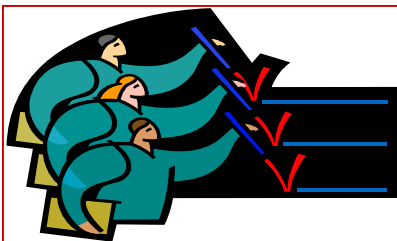
2) Parents as Ambassadors

Presenter: Robbie Blaha

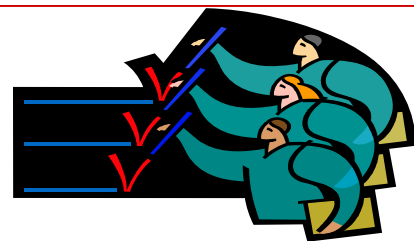
3) Love: Challenges of Raising a Child with Disabilities

Presenter: Jane Bernstein

https://secure2.convio.net/psb/site/Ecommerce?&store_id=1561



CHECK IT OUT!



ISAVE Interactive Webcast

The American Printing House for the Blind (APH) will be hosting a live webcast on the use of the Individualized Systematic Assessment of Visual Efficiency kit, ISAVE. The presentation will take place on January 28, 2011, from 12:30 to 4:30 ET. To participate and take advantage of all the webcast interactive features such as video, voice chat and text chat, you will need a computer running Windows, broadband internet access, computer microphone and speakers, as well as administrative rights to install a plug-in and receive video. We also recommend that you have an ISAVE kit to actively participate in the training from your own school, home or office.

To sign up and receive login info, please contact Maria Delgado at mdelgado@aph.org. After you sign up, an equipment test will be scheduled to make sure your equipment meets all the requirements. The deadline to sign up for the live webcast is January 20, 2011. The webcast will be archived for those individuals who are unable to participate in the live presentation.

Field Evaluators Needed! Expanded Beginner's Abacus

The Beginner's Abacus, the ever-popular classroom staple, is undergoing a make-over and APH is seeking field evaluators! The Expanded Beginner's Abacus will look a lot like the Beginner's Abacus except that it will have one more rod—the hundreds column—added. It will consist of the same black rectangular frame but will have 3 rods, each with 9 white beads for computation. We're looking for teachers who have used the Beginner's Abacus to teach math skills to their students in the past, or for those who are new to teaching math to their students. Evaluators will be provided with an Expanded Beginner's Abacus and an Instruction booklet.

The evaluation period will begin in early Jan, 2011 and run approximately 3 months. If you would like to be considered for participation, please contact Sandi Baker at sbaker@aph.org

Bentley University and NBP Need Your Help with Online Survey

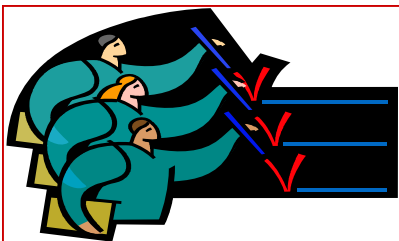
Bentley University student teams are working with the National Braille Press (NBP) to conduct research into the use of assistive technologies by visually impaired and blind individuals. The survey consists of thirteen questions. TVIs are encouraged to take the survey. The survey can be found at the following URL: https://bentley.qualtrics.com/SE/?SID=SV_3fs0pdBxChLuMSg

Lions Clubs International Essay Contest

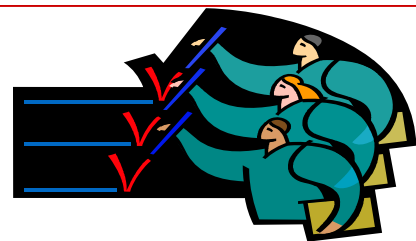
Lions Clubs International is offering an essay contest for students who are considered visually impaired and who will be 11, 12 or 13 years of age on November 15, 2010. One grand prize winner will receive an award of \$5,000. If able to travel, Lions Clubs International will provide accommodations and round-trip travel expenses to Seattle, Washington, for the winner and one parent to accept the award at the Lions International Convention, June 29 to July 3, 2011. The theme for the essay is "Power of Peace." Each essay must be submitted with a completed entry form. Essays must be no longer than 500 words in length, submitted in English, typewritten in black ink and double-spaced.

A Lions Club must sponsor participants! If students in your school/organization would like to participate, it will be necessary for you to contact your local Lions Club. You can find information about the nearest club on the Lions Clubs International Web site at www.lionsclubs.org. You will see a link to "Find a Club," or you can simply keyword search "find a club" in the search box. **Once again, please note that a school/organization cannot submit entries directly, but must work with its local Lions Club.**

If you have questions, or need help in getting in touch with a local Lions Club, please contact Kristopher Kempfski, Public Relations Specialist, Lions Clubs International at: 630/468-6835, or e-mail: Kristopher.Kempfski@lionsclubs.org



CHECK IT OUT!



Federal Resources
for Educational Excellence

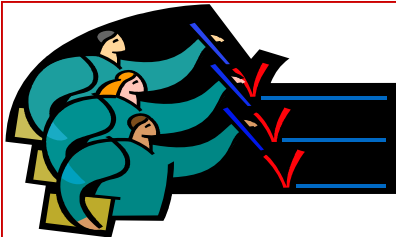
Teaching and Learning Resources from Federal Agencies

FREE ITEMS: The federal government offers a treasure trove of teaching and learning resources. **FREE** organizes more than 1,500 lesson plans, primary documents, science animations, math challenges, and works of art, literature and music from the Library of Congress, Smithsonian Institution, National Archives, National Science Foundation, NASA, National Park Service and other federal agencies. See resources by subject or topic at www.free.ed.gov

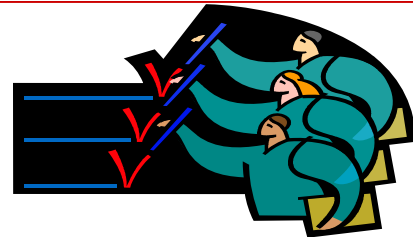
AFB and Perkins Announce New Partnership to Improve the Quality of Education for Students with Visual Impairments

The American Foundation for the Blind (AFB) and the Perkins School for the Blind announced July 21, 2010 that they have joined forces to ensure the Expanded Core Curriculum (ECC) is taught in mainstream schools. The groups will be undertaking an aggressive education effort to include the ECC in the reauthorization of the Individuals with Disabilities Education Act (IDEA), the law that guarantees services to children with disabilities throughout the country. IDEA is scheduled to be up for reauthorization in 2011. As part of the campaign, AFB and Perkins launched a new advocacy website www.ECCAdvocacy.org that will host online discussion forums on issues related to ECC and provide links to online resources. The site will serve as the central point for dissemination of information on the campaign, and will give readers information on how to support this key effort.

The expanded core curriculum has been taught in schools for blind and visually impaired children for decades, but is not fully incorporated into the curriculum in mainstream schools. It combines the general core curriculum for all students with a specialized program designed to meet the disability-specific needs of students with visual impairments. The areas it covers include: compensatory or functional academic skills, including communication modes; orientation and mobility; social interaction skills; independent living skills; recreation and leisure skills; career education; use of assistive technology; sensory efficiency skills; and self-determination. Visit www.afb.org or www.Perkins.org to learn more about the organizations sponsoring the effort to ensure that all students who are blind or visually impaired are taught the crucial Expanded Core Curriculum skills.



CHECK IT OUT!



educator series

knowledge is most powerful when shared

TRAINING & EDUCATIONAL RESOURCES PROGRAM

Tell Us! Is there a subject you want to hear more about?

Tell your friends!



Clean to the Touch

Presenting a professionally prepared, pragmatic, user-friendly handbook that can be an invaluable resource for young persons with vision impairment, family members or friends, teachers, therapists and/or other supportive professionals. It's a book that invites young persons, with or without assistance, to master the very basics of daily housecleaning, and it can be used as a self-learning guide or as a teaching resource.

[DOWNLOAD FREE CHAPTER \(PDF\)](#) »

Download Free Chapter PDF:

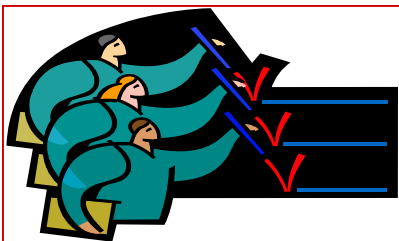
<http://www.perkins.org/assets/downloads/educators-series/clearingthetable.pdf>

Watch Mealtime Skills Video:

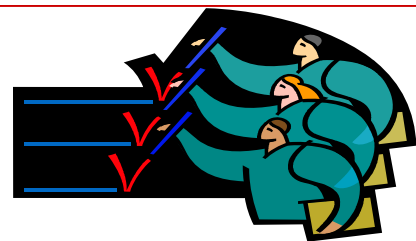
https://secure2.convio.net/psb/site/SPageServer?pagename=Webcasts_MealtimeSkills_Su eShannon&JServSessionIdr004=4yfxz3b6z9.app243a

Meet the Author:

<http://www.visionaware.org/Clean-to-the-touch>



CHECK IT OUT!



Announcing the Reading Without Seeing Webinar

AFB American Foundation™
for the Blind

Expanding possibilities for people with vision loss

Please join us as Neva Fairchild, national independent living associate at AFB's Center on Vision Loss, discusses the tools and resources for reading with vision loss.

The Reading Without Seeing webinar has two parts: a recorded audio file (available through the eLearning Center) and a live question-and-answer session to be held on December 8, 2010, from 1:00-2:00 p.m. EST. A recording of the question-and-answer session will be made available to those who are unable to attend the live session.

Continuing Education: Approved for 2 hours through ACVREP and CRCC.

To obtain the two hours of credit, attendees must listen to the webinar and the question-and-answer session that follows. After completing the lecture and the question-and-answer session, attendees will have to pass a 10-question post-test with a minimum score of 80% and complete an evaluation. Both the evaluation and the post-test will be available online in the eLearning Center. After attendees take the evaluation and the post-test, they will receive a certificate via e-mail.

To attend, purchase this course for \$35 through the [AFB Bookstore](#) or take advantage of our **special offer**: Purchase the entire [AFB eLearning Center on Aging and Visual Impairment Online Course Series](#)--a set of 21 online courses--for \$500 and receive this webinar, the [Contrast and Lighting webinar](#), and any new webinars posted to the eLearning Center on Aging and Visual Impairment in the next two years for **FREE!** Buy now and you'll have the ability to earn up to 34 ACVREP credits and 24 CRCC credits (in addition to credits for new webinars) for one low price.

For more information, please contact the eLearning Center at elearning@afb.net.

Check out the [AFB Bookstore](#) today for access to more online courses, as well as e-publications, JVIB, and new books!

You can unsubscribe at any time. To remove your name from this mailing list, or to find out what other newsletters are available from AFB, visit www.afb.org/myAFBNewsletter2.asp.

CSAP Administration Training

The 2010-2011 CSAP Administration Training is now posted on the CDE website on the Unit of Student Assessment page link: http://www.cde.state.co.us/cdeassess/training_info.html

The training includes a PowerPoint presentation, an online recording, and a link to a feedback survey. Please be sure to view the recorded training at your earliest convenience. This will ensure you have the most current information for your district trainings. In addition, we would greatly appreciate you taking the time to complete the corresponding feedback surveys. As always, your comments help guide our work around future trainings. Also, your survey is our record that you viewed the recorded training.

cde Improving
Academic
Achievement

Vision Coalition Meeting Minutes

December 1, 2010

Persons in Attendance: Tanni Anthony, Paula Conroy, Nancy Cozart, LaVerne Dell, Charlotte Javier, Jamie Lugo, Judy Mumford, Jim, Olson, and Wendy Stoltman.

Persons Absent: Angela Sims and Bill Muir

PROGRAM UPDATES

Northern Region (Wendy Stoltman)

The NE Vision teachers met in Loveland in September. Our group had an open discussion about Response to Intervention and individuals shared how they are handling referrals related to vision. We also discussed budget cuts in each of our districts and the generalist trends in education. Jan and Teresa shared about their wonderful experience attending the Brown Bag Lunch/discussion with parents at Anchor Center for Blind Children.

Our next meeting is in January, and thanks to Teresa Barone, we will have a presenter who will focus on accessibility features of the iPad for our low vision/blind learners. The tentative agenda for our January meeting is: (1) Introduction, (2) Sharing of general information, (3) Presentation of iPad and other technology, and (4) Open discussion of issues and general topics affecting us as a group.

The NE Low Vision Clinic will be held in Brighton on February 17th and 18th. Slots are already being filled. Please begin filling out needed forms and secure updated doctor's reports! Pre-clinic information should be returned to site coordinator Wendy Stoltman.

Discussion for Vision Coalition re: recent JVIB article shared by Tanni about neurological vision impairments. We would like clarification around if and where TVIs have service boundaries. Who has determined that this is an area that falls within a TVI's domain? Tanni explained the JVIB edition opens the door to just these questions. It was discussed whether the topic of brain-related visual impairment might be a topic of interest for future training / discussion. It is a complicated issue and may be worthy of further dialogue with international experts.

Discussion on RtI: There are still questions about the role of a TVI in the Response to Intervention model. CDE is working on new documents to clarify the RtI process in school districts. Tanni is working to identify ways to ensure that a unified message is sent from CDE on the role of professionals working with learners who have low-incidence disabilities. If TVIs have specific "stories" or questions that they would like to share, please direct them to Tanni.

Metro Region (Nancy Cozart)

Metro TVIs last met on November 19th at the Anchor Center. Pushing the meeting time back to a starting time of 3:00 pm has allowed a few more teachers to attend this year. Our guest speakers were Debbi MacLeod and Teresa Kalber from the Colorado Talking Book Library. They provided a wonderful presentation for us. Debbi began by explaining the application process for individual and organizational accounts with the CTBL. She also showed the standard and advanced players that clients are using now. Debbi was also able to share the types of services and technology offered at CTBL compared to Bookshare and Audio Info. Then, Teresa walked us through the BARD (Braille & Audio Recordings Download) system. Teresa is the tech go-to person and it is easy to see why! Patrons can purchase CDesk that provides direct assistance in the download process from AdaptiveVoice.com. They have free demos to try out. A very special thank you to Debbi and Theresa for the valuable information!

During the rest of the meeting, TVIs offered input on future meetings and events.

- One topic that came up is whether the role model team could put together events that we could plug into rather than TVIs planning events and inviting role model team members to attend. *Discussion: See CSDB Outreach Notes*
- Another recurring topic is meeting with eye doctors to talk about the role of the TVI and the role of eye doctor. In addition, this time, we thought about talking with technicians that often meet more with the families. We would like to get a list of eye docs and technicians updated. Can we do this through Vision Coalition regionally? *Discussion: Each VC rep is asked to bring in a listing of eye doctors from across the state to build a master list. Dr. Tom*

Theune has also recently updated a list of optometrists with low vision training background. Jim will see if he can get a copy to post on our listserv.

- Another question was brought up about a state eye report form. We shared history on this topic. We would like input on this again from vision coalition. Would it make sense to have a state form as a link on the CDE website? *Discussion: Different people have different experiences with having eye doctor offices completing an eye report. Different school districts have different eye report forms. Some folks have a version of a unified form that is just customized for their districts. It was suggested that people bring in their example forms at the next meetings.*
- Braille modules- Questions on the number of them; Are they now all literary? Why and how was the time to produce each decided?- concerns here; Why 15 modules?- If you passed your Braille class why are you proving it again?- concerns here; *Discussion: See the notes on braille competency section of this VC notes.*
- Is it true it now costs money for psych testing from CSDB? If so, how much? *Discussion: Jim shared that the costs of the assessments are individualized based on the level of testing. The costs usually are between \$600 - \$1,000.*
- What's the latest update on ONH training? *See CDE update.*
- Priorities for CDE \$\$\$- Low Vision Clinic, State and O & M conferences, money toward recreation activities like snowshoe weekend.

Southern Region (Judy Mumford)

Congratulations to Chris Maynard who passed the Library of Congress Braille Literary Transcriber course! This is a very intense process, D20 TVIs want to commend Chris for her diligence in working towards this goal and completing it so quickly. Way to go Chris!

Southern Vision group met in October to discuss producing "DAISY" formatted books. The December 6th meeting will focus on Apple's iPad and VoiceOver. *Discussion: it may be helpful to develop one or more articles on the importance of learning this skills (the why), as well as the how. Tanni and Jim will follow-up with Bonnie on possible next steps. This may also be a budget item for next year. Tanni will also follow up with the TVIs about their specific questions about Bookshare and RFB&D.*

Western Region (Angela Sims)

Everyone is working hard and getting excited about the winter weather! The Low Vision Clinic held in September was a success. Families truly appreciated the amount of time and personal attention given to them by the Low Vision team. Everyone that attended felt they learned a lot and were grateful for the experience. Thank you Dr. Theune, Jim, and Debbie for your hard work and commitment to our students!

We seem to have a few more students with vision disabilities entering pre-school this year than in the past. JC Greeley with the CDE (Anchor) 0-3 Outreach Clinics continue to work closely with TVIs on the western slope to make transitions into preschool easier on students and families. The TVIs and families both appreciate her willingness to include everyone in the transition process. Families feel more comfortable about having a contact in the school districts but also the reassurance there will be someone who understands their child's visual needs. Thank you J.C. for your valuable input and willingness to help ease families fears of school.

TVIs and COMSs on the western slope continue to work hard to meet student's needs while not letting distance and weather cause too many problems. When asked what's new, flexibility and creativity are the common threads for all of us.

CAER (Paula Conroy)

Mini-grant applications were reviewed, votes were cast, and awards were made. Mini-grants are a primary function of CAER and so we need to increase our fundraising. Members of the Board have many ideas, some more ambitious than others. The next round of mini-grants will be awarded in the spring. Requirements and applications are on the CAER

website (www.aerbvi.org and click on “Colorado”).

CAER is interested in supporting both winter and summer sport events for students with visual impairments. This is not currently a CAER function and may need to be run by another non-profit entity but several Board members are exploring how this could be done.

CSDB is interested in sponsoring a Goal ball league for middle/high schoolers and young adults. If you are interested in getting a team together or participating in any way, please contact Kathy at khegemann@csdb.org

Bill Muir presented an inventory of items that have been donated to the loan bank. This list will be on the CAER website along with a very simple item request form. To request a piece of equipment, a short application must be sent to Bill Muir at the address on the form.

CAER now has a Facebook page! Please take a look. There were some initial glitches, but they are now ironed out. If you have previously tried to join, please try again.

Colorado Division of Vocational Rehabilitation Services (LaVerne Dell)

DVR has again seen some staff changes. Ellie Carlson has transferred to the Fort Collins office from the P.A.T. program (teaching program.) Thus, there is a teacher vacancy at the Evans office. Both the Colorado Center for the Blind and the P.A.T. program have waitlist of over twenty individuals per waitlist.

The National Federation of the Blind of Colorado held their annual convention in October. Tanni, LaVerne and Michelle presented a workshop on transitions.

Barbara Boyer with the American Council of the Blind is collecting resources for a resource book. Each entity may have a page outlining its services to individuals who are blind/visually impaired. For more information, contact Barbara at barbara.boyer@acbco.org

LaVerne has submitted an application to represent DVR on the Colorado Commission for Individuals who are Blind/Visually Impaired.

Anchor Center for Blind Children (Charlotte Javier)

Congratulations to one of our Teachers of the Students who are Visually Impaired: Paula Stallman and her marriage to Jim Landry on November 20, 2010! Paula and Jim Landry were married on a mountainside with Paula's daughter, Maddie, beaming and so excited that “We are getting married!”

In January, we will welcome five new 3 year olds to our ever growing preschool. We also welcome Staci Veitch in the front office on Mondays and Thursdays. Total number of children served to date in November is 364 compared to the 330 last year.

As another way to serve our students and their families the best we can, we have begun to administer the *Ages & Stages Questionnaire* for the Social and Emotional growth. It is being administered across the programs to infants, toddlers and preschoolers by trained staff. Referrals are being made in areas of concern that families have and of when to administer it again in 6-12 months are noted.

On December 8, 2010, Anchor Center for Blind Children was a part of Colorado Gives Day which promoted online giving. A percentage of the giving was matched. Our Director, Alice Applebaum was asked to sit on the Honorary Advisory Committee for the No Barriers USA Summit 2011 chaired by Erik Weihenmayer.

On February 4, 2011 Anchor will be hosting *Visions of Love* – An evening event pairing fine wine and chocolate.

Colorado Instructional Material Center (Jim Olson)

Burdine Haas retired from her Administrative Assistant III position with the CIMC on November 30, 2010. A previous employee of the Colorado School for the Deaf and the Blind, Ms. Haas returned in 2005 to provide braille transcription services within the CIMC. Under her mentorship, four adults in Southern Colorado earned their Library of Congress certification as braille transcribers in the past three years.

At their fall meeting, the Braille Authority of North America (BANA) approved and adopted the “*Guidelines and Standards for Tactile Graphics 2010*”. Please visit BANA’s website at www.brailleauthority.org for announcements and updates.

In preparation for the January 3, 2011 Federal Quota count, the CIMC is preparing to disseminate revised “VI Registration” spreadsheets to 92 Colorado school districts in late December. TVIs and CIMC district contacts are asked to verify spreadsheet content against their district’s student enrollment information on count day -- the first Monday in January of each calendar year.

Textbook returns: Please remember to fill out the textbook return box label completely when returning your books when you are finished with them. Please return books promptly when you are finished using them with your students. When returning books to the CIMC, please do not put any other materials in the same shipping box (such as a book order or ink-print copy of a book).

Textbook orders: TVIs are encouraged to begin submitting book orders for next school year (2011-2012). If the CIMC staff can be of assistance working with your curriculum coordinators and schools to educate them about the time and expense involved in the production of a braille formatted text please contact (719) 578-2196 or email cimctexts@csdb.org.

All forms available on the CIMC website can be located by going to: www.csdb.org - clicking on “programs”, “outreach,” and “CIMC.”

Braille Writer Inventory June 2011: The CIMC will once again be reviewing the inventory of all braillewriters owned by the Colorado Department of Education (CDE) and the Colorado Instructional Materials Center (CIMC) at the end of the 2010-2011 school year. Jim will distribute an inventory document for each district to review. If there are any questions about a braillewriter(s), it may be necessary that the district return the braillewriter(s) to the CIMC for inspection and inventory recording. Special Education Directors will be notified about the rationale of the process and its importance. The goal is to ensure that the inventory is accurate – all braillewriters must be accounted for on this inventory.

TVIs and administrative units need to return all (APH) electronic equipment obtained using the Federal Quota at the end of the school year as well. This includes:

- Braille Plus Mobile Manager Item # 1-07450-01 (\$1,395.00)
- Braille+ QWERTY Docking Station: Item #1-07452-00 (\$600.00)
- Refreshabraille 18: Item #1-07445-01 (\$1,695.00)
- Book Port Plus Item #1-07191-00 (\$299.00)

Please note that all Braille Plus Mobile Managers will have software upgrades to update their operating systems to the most current versions. Students will be able to receive the same serial numbered device after the upgrade. TVIs, please be sure to identify each piece of equipment with the name of the student it is checked out to and include a mailing address for return shipping.

Jim Olson is the Ex Officio Trustee (EOT) for the Colorado Department of Education account of the American Printing House for the Blind (APH). Louis Tutt is the EOT for the Colorado School for the Deaf and the Blind, School for the Blind account. Jim has been appointed to the Educational Services Advisory Committee (ESAC) to the Trustees of the American Printing House for the Blind for a two-year term. Mr. Tutt has previously been an ESAC committee member and chair. This is an outstanding opportunity to represent Colorado on a national level. The purpose of the five-member Educational Services Advisory Committee is to:

- Provide oversight and leadership in the planning, evaluation, and delivery of services.
- Identify new services needed.
- Assist the promotion of APH products through services, and
- Advise APH on general operations and communications as they related to the accountability of services provided.

CSDB – BVI Outreach (Jim Olson)

The first short-course of the school year was held in October 2010 and focused on Orientation and Mobility skills, including bus travel. The next short course is scheduled for April 2011 and will focus on the Expanded Core Curriculum area of daily living skills. Contact Donna Keale for additional information: dkeale@csdb.org, (719) 578-2251.

The CSDB Early Education and Preschool programs have collaborated to provide parents of children with visual impairment/blindness in their programs with an opportunity to gather with their children for socialization and information sharing. Louise Gettman and Donna Keale held their second “Families Together” event on November 16, 2010.

CSDB’s new three-year strategic plan for the area of Outreach is in its implementation phase. The outreach strategic plan committee, co-facilitated by Aaron Rosenthal and Jim Olson, has met twice to discuss outreach efforts. A few of the activities that have occurred in the four identified goal areas of the plan include:

- The Education Beyond High School Fair was sponsored October 8, 2010 at the Douglas County Event Center. Along with 25 vendors, the fair included a panel of role models and a panel of community members (PEPNet, Division of Vocational Rehabilitation, Work Force Center, etc.).
- The first five CSDB produced videos on blindness/visual impairment are in their final editing stages and will be posted to the CSDB website upon completion. The videos cover a general overview of braille production, braille literacy and screen reading software.
- A short course on Orientation and Mobility focusing on bus travel was held in October and included activities with the adult role model team comprised of individuals who are blind and visually impaired. The next short course is scheduled for April 2011 and will focus on the Expanded Core Curriculum area of daily living skills.
- A new student activity fund for students who are blind/VI has been established. Additional information is available on the CSDB website.
- CSDB can consider setting up events that involves the Blind Adult Role Team. There have been past examples of such events (Education Beyond High School Fair) where the role models have participated. There are also \$300 mini-grants stipends that TVIs can request for such activities through Dr. Laura Douglas (ldouglas@csdb.org).

Discussion: The VC members asked about the testing document that Dr. Laura Douglas worked on during the last school year. People are anxious for this final product to share with their school psychologists.

CSDB – School for the Blind (Jamie Lugo)

As we are approaching the end of the first semester of the 2010-2011 school year, our students and teachers have been working away at meeting goals and objectives of their IEPs. Students have received their first quarter grades and progress reports, and we were able to discuss those reports with parents and guardians at the Parent Teacher Conferences held October 21, 2010.

Our students have taken the first round of the MAP and are getting ready for the second round coming up in January 2011. In collaboration with our technology department, we have addressed many of the accessibility issues associated with online testing. Our Professional Learning Communities (PLCs) are meeting weekly and teachers are collaborating relative to student achievement and progress. The PLCs are also addressing targets from both the Schoolwide Plan and the Strategic Plan.

Two of our middle school students participated in the STEM project at UCCS and several students from the School for the Blind participated in our annual science fair this semester. Four of our CSDB students, two deaf and two blind, will be attending the annual Colorado Association of School Boards’ (CASB) Student Strand along with the CSDB Superintendent during the first weekend in December. The Bad News Bulldog Band will be playing at the CASB Convention as well.

And finally, as we start the second semester of this school year, our six seniors are preparing for graduation and planning what they will do after they graduate. We did welcome one new middle school student to our school this semester.

Dr. Karen Wolffe recently came to CSDB to assist with Expanded Core Curriculum. The staff is working on ECC Checklists that they will share with the state.

University of Northern Colorado – VI Program (Paula Conroy)

There are five graduates for the fall of 2010. Three of these students are from Colorado. Congratulations to Roberta Wiedemeyer, Marty Rahn and Jerri Nelson. Roberta is currently working as a TVI in Jeffco. Marty is currently employed as a TVI by four rural districts in eastern Colorado and Jerri is in the southern Colorado area finishing her practicum at CSDB.

The College of Education and Behavioral Sciences went through our NCATE accreditation review that culminated with an onsite visit and interviews at the beginning of November. UNC was recognized for exemplary programs in the School of Special Education. We have been working hard on this for a long time so it is rewarding to receive positive feedback.

The VI program continues to get many applicants even with a full grant. Please note that we will apply for more funding in the summer for the fall or spring semester of 2011/2012 (depending upon when the RFP is issued by OSEPS). Dr. Ferrell will be on sabbatical for the spring semester of 2011.

Colorado Department of Education (Tanni Anthony)

Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project: The project is in its third year of a five-year grant cycle. The annual census packets were mailed to district / agency contact personnel in mid-November. The forms are due back into CDE by December 17. Tanni and Gina recently attended a project leadership meeting held in Washington, DC. Everyone is encouraged to check out the recently updated project webpage (located at <http://www.cde.state.co.us/cdesped/Deafblind>) and specifically the Topic Index page. This page holds over a hundred documents and/or links to training information pertinent to deafblindness.

Annual O&M Conference: The conference is a joint event with CDE, CAER, and CSDB. It will be held on May 5-7, 2011 on the campus of CSDB. Scott Crawford will be the lead presenter and will discuss O&M for learners who are blind/visually impaired and wheelchair users.

Syndrome of ONH Training: Four dates have been submitted to Dr. Mark Borchert for a training on this topic. Once we have a date, information will be sent out to TVIs and parents.

Low Vision Evaluation Clinics: Three of the five clinics have occurred yet this school year. Thanks to the site coordinators (Judy Mumford for the Southern Clinic, Sarah Sonnier / Angela Sims for the Western Clinic, and Nancy Knight for the Metro Clinic) have done great work to organize and host the clinics. The Northern Region and a one-day repeat Southern Region Clinic remain for this school year. It is very important that TVIs ensure that the parent addresses and the eye doctor addresses are accurate on the paperwork. There have been some recent challenges with the clinic reports coming back due to incorrect addresses.

Recruitment and Retention: Currently we have TVI positions in Denver Schools. David Gooldy has taken the full time position in Cherry Creek and will be starting shortly! Please keep in touch with any expected vacancies for the 2010-11 school year.

Mentors for New TVIs / COMS: If you are new to the field of teaching students who are blind/visually impaired and would like a mentor to work with you during this school year, please be in touch with Tanni. Mentors can also be arranged for veteran TVIs/COMS who have been out of the teaching field for a while and would like some update support. There is no cost to having a mentor.

Braille CSAP Tests: Tanni Anthony, Nancy Cozart, and Wendy Stoltman will travel to Boston on December 4-7 for the purpose of previewing the 2010-11 braille-format CSAP Tests.

DISCUSSION ITEMS

Colorado Braille Competency Testing

Tanni reviewed the five documents detailing the Colorado Braille Competency Testing procedures. These documents can be found on the CDE webpage specific to blindness/low vision: (<http://www.cde.state.co.us/cdesped/BLV.asp>).

The five documents detail: (a) procedures for the state test; (b) recommended preparation materials; (c) procedures for requesting test accommodations; (d) CDE-funded braille mentors; and (e) the renewal process.

Tanni reviewed the history of the state testing process, which began with the passage of a Colorado Braille Bill in 1994. State testing has had three formats over the years: (a) a statewide braille refresher course, (b) a portfolio system, and (c) a state test. The current testing procedures only involve the state test. The Colorado Braille Competency Test was developed before there was a national level test, even though there were state requirements for TVIs to demonstrate braille competency. The testing materials and process have been designed by Colorado TVIs and vetted through the Colorado Department of Education per the approval of the CO Attorney General's Office.

The intent of the testing procedures is to measure both efficiency and accuracy of a TVI's knowledge and skills of the Literary Braille Code. Accuracy was protected by doing a contraction analysis of each passage to ensure an equivalency among the four passages of using across-board contractions. The multiple choice section of the test balanced out the rules that may not be addressed through the passages. The questions found on the multiple-choice test were tied directly to published braille training materials. The amount of time allocated for the test's braille sample was based on time trials of TVIs with considerable braille expertise and experience AND agreement to quadruple the average of these timed trials for personnel who are new to the field. Scoring practices have been matched to other national standards of braille transcription / competency.

The braillewriter is a recognized tool of demonstration of braille competency. Content validation has confirmed that a TVI must have efficiency and accurate braille production skills using a braille writer. TVIs are in classrooms with students learning braille and/or using braille as their primary or secondary literacy medium. Often a braille writer is the primary tool for the student and is what is available in the classroom for quick production of needed materials. The braillewriter is one of the recognized tools for the National Literary Braille Test, as is the slate and stylus. In an informal 2009-10 survey of teacher training programs in the field of visual impairment, all faculty confirmed the selection choice of the braillewriter as the tool for testing braille competency.

Changes to the testing procedures over the years have occurred based on changes to national level testing, certification procedures, or in response to an identified need for test security / improved testing conditions / identified challenges from individual test candidates.

No one is grandfather/mothered in the testing process. If a veteran TVI returns to the field, he or she would need to earn a CDE Certificate of Braille Competency unless he or she holds the final renewal certificate.

A one-time renewal is the Colorado mandate. This is consistent with many states that have braille competency testing procedures in order to have longitudinal evidence of braille competency across an individual's teaching career. The National Literary Braille Test mandates testing every five years. Some states require annual testing. The modules were designed per field input for TVIs to have the opportunity to earn clock hours toward licensure and shorter testing experiences. Fifteen Literary Braille Modules were designed per a request from the field to protect the requirement of competency specific to Literary Braille. The other modules specific to foreign language, algebra, and geometry are opportunities for TVIs to earn extra CDE clock hours and to practice their knowledge and skills in different codes.

If there are questions about braille testing requirements and/or procedures, please be in touch with Tanni at anthony_t@cde.state.co.us> If it would be helpful for Tanni to come to a regional TVI meeting to address specific questions about the braille testing procedures, please let her know.

Online Assessment and instruction Programs Document

We made a few additional tweaks to the current draft document. Tanni, Nancy, and Wendy will finalize the document this next week.

Direct and Indirect Service Examples

We have a handful of examples of direct and indirect hours of services that are on the IEPs of students who are blind/visually impaired. There is agreement that there is no agreement of a consistent way to document service needs such as paraeducators, materials prep, braillists, etc. Questions were raised about "what goes in the box." A bottom line consideration is does the IEP hold content that confirms the needs of the child?

CDE ESLU Budget for 2010-11

The following budgets are currently proposed for the 2010-11 school year. TVI reps were asked to solicit further input on other budget activities. Tanni will finalize the budgets by late February and present them to CDE in mid-March 2011.

1. *State Conference on Blindness/Visual Impairment* (potential topics: neurologically-based visual impairment, secondary transition, Learning Media Assessment, writing goals / objectives / indirect/direct services)
2. *Low Vision Evaluation Clinics*
3. *Annual O&M Conference*
4. *Braille CSAPs*
5. *Braille Competency Testing*
6. *Mentors for new TVIs / Braille Mentors*
7. *Technology Support (Ipad, Scientific Notebook – need specific 1 to 1 tutoring)*

Recreation Activities for students who are blind/visually impaired

CDE funded CSDB Activities

1. *CIMC (the CDE Contribution)*
2. *Braille Transcriber Mentor Project*
3. *Low Vision Evaluation Clinics (funding of Jim and Debbie’s role on the clinics)*

Dates for next Meetings: April 20, 2011 at the CO DVR Office at 2211 West Evans in Denver

Assignments for the April 2011 Meeting

WHO	WHAT	WHEN
Vision Coalition members	Submit updates to Tanni	April 15, 2011
Tanni, Wendy, Nancy	Finalize the Online Test / Instruction document for final CDE review and posting on the CDE blindness/low vision webpage.	December 2010
Tanni, Wendy, Nancy	Finalize examples of indirect and direct services on IEPs for a listserv discussion	December 2010
Jim and Tanni	Write an article(s) on Daisy downloads etc.	January 2011
TVI reps	Discuss topics for the state conference and ideas for 2010-the 2010-11 CDE budget on blindness/visual impairment and share this information to Tanni.	Late January 2011
VC Members	Bring examples of Eye Report Requests and names / contact information of eye care specialists to the April meeting.	April 2011



colorado connections

- 🔊 Colorado TVIs, COMSs, and other CSDB staff were in full force at the recent National Federation of the Blind of Colorado's 56th Annual State Convention. Thanks so much to President **Scott LaBarre** for graciously waiving the registration fee for these personnel. In attendance were: **Rita Albright, Tanni Anthony, Alexandria Bradstreet, Michelle Chacon, Angel Fidler, Bertha Guerrero, Ann Gillmesiter, Nancy Knight, Carolyn Mariapain, Jan Megarry, Mo McGowan, Loretta Finnegan-Nelson, Julie Novak, Karen Ortega Sedlar, Paula Stallman, Vicki Pearson, Robin Theryoung, Louis Tutt, Randy Witte, and Doris Wiloughby.** The CSDB School for the Blind Bad News Bears Band played for everyone before the Friday lunch session – they were jamm'in! **Michelle Chacon** was very busy at the conference being the leader of the Colorado Kid Coral Leader. **Tanni Anthony** gave an overview of "Educating our Blind Children in Colorado: A report from the CDE." **Nancy Knight** and her student **Carissa Oretega** gave a presentation on "Not your Usual Safari to Africa: A Young Blind Woman's Journey to the Other Side of the World." **Louis Tutt** gave a talk on "The State of Residential Schools for the Blind in the 21st Century." **Tanni Anthony, Michelle Chacon, and LaVerne Dell** moderated a session on "Transition Planning: it is Never Too Early." **Jan Megarry** working with **Brent Batron** and **Roger Larson** (from our Science Conference – Venier Software and Technology) gave a session on "Science is Accessible to the Blind." **Jan Megarry** also did a session on Science Works: making Science Accessible to Blind and Visually Impaired Youth." **Mo McGowan** of the Rocky Mountain Office of the Helen Keller National Center worked with **Diane McGeorge** to offer a Deaf-Blind Seminar: What You Need to Know." **Paula Stallman, her daughter Maddie Stallman, and Kirk Pfeffer** provided a presentation on "Hitting a Home Run: Developing Positive Experiences and Equal Opportunities for Blind Youth in Sports and Recreation Activities."
- 🔊 Congratulations to **Christine Maynard**, a brailist in Academy 20 School District, for earning her Library of Congress Braille Transcriber's Certificate. We are so proud of you, Christine! Thanks to **Burt Haas** for her braille transcriber mentoring assistance!
- 🔊 Congratulations to **Melinda Holtz** and **Brooke Sanden** for earning their CDE Certificate of Braille Competency! Good work to **Mary Chambers, Michelle Chacon, Melinda Carter, and Peg Collins** for earning renewal braille clock hours. Thanks to proctors **Lucia Hasty, Brenda Shepard, and Julie Wetzstein!**
- 🔊 Wedding Bells Bliss to **Paula Stallman** and **Jim Landry** who were married on November 20th. Congrats to you both and daughter Maddie!



colorado connections

- 🔊 Thanks to **Tanni Anthony**, **Nancy Cozart**, and **Wendy Stoltman** who traveled to Boston on December 6-7 to preview the 2011 braille-format CSAP tests. **Dan Dube** was our CSAP test publisher was also on hand to provide input into the process, which involves previewing all tactile graphics and determining if there is sufficient visual bias to modify / suppress test items.
- 🔊 Thanks so much to **Nancy Cozart** for her assistance with the item-analysis validation review of the Spring 2010 braille-format CSAP tests. Nancy and Tanni met on November 5 to review the item comments submitted last spring. Many thanks to the following individuals who submitted information about last year's braille and large print format CSAP tests: **Diane Fitzkee**, **Ann Marie Jansen**, **Nancy Knight**, **Shelley Moats**, **Jamie Lugo**, **Lorraine Hutcheson**, **Sue Newhart Larson**, **Cheryl Leidich**, **Jan Megarry**, **Deb Mendoza**, **Michael Plansker**, **Mimi Schaper**, **Angela Sims**, **Sarah Sonnier**, **Judy Wiepert**, and **Randy Witte**.
- 🔊 **David Gooldy** is the new TVI in Cherry Creek School District. David is a graduate student in the program of Visual Disabilities at the Florida State University. In 2009, he graduated with a bachelors degree after which he immediately began his masters' coursework in Orientation and Mobility. His work experience with students with visual impairments includes work with the Leon County School District (Tallahassee, FL) as well as with the Lighthouse of Central Florida (Orlando, FL). He enjoys attending both state and national conferences in the field of visual impairments, especially in the area of O&M, bring back new curriculum and perspectives on how to benefit students. In David's free time, he enjoys ski and outdoor activities. So glad you are in Colorado, David!!
- 🔊 Congratulations to the following individuals who were awarded CAER Mini-grants: (a) **Elaine Karns** was awarded \$500 for a van rental for 2011 snowshoe weekend; (b) **Pat Lewis** was awarded \$200 for students that traveled to Guide Dogs for the Blind this past summer to attend a summer camp, (c) **Angela Sims** was awarded \$305 for the repair of a student's personal Amigo, (d) **Tanya Wells** was awarded \$50 for a CD player for her daughter to play audio books on and also requested kindergarten level braille books. Various districts have lent books from their collections for the family to borrow and will send Deb Andrews electronic files of books to braille for the student.
- 🔊 We are very proud of **Jim Olson** for his recent appointment to the Educational Services Advisory Committee (ESAC) to the Trustees of the American Printing House for the Blind for a two-year term.

State of Colorado Department of Education

Colorado State Board of Education

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3rd Congressional District

Angelika Schroeder
2nd Congressional District

Elaine Gantz Berman
1st Congressional District

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4th Congressional District

Randy DeHoff
6th Congressional District

Peggy Littleton
5th Congressional District

Jane Goff
7th Congressional District

Dwight D. Jones
Commissioner of Education



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