

# THREE MILLION DONG

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**WHAT'S HAPPENING OUT THERE!**

**A Newsletter for Parents and Service Providers  
of Colorado Children Who Are Blind/Visually Impaired  
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Traveling to another country brings an abundance of new learning. One of the first transactions is exchanging money from one currency to another. We usually convert to another currency based on our understanding of the US dollar (How many US dollars do I get for one Vietnam dong?). My husband and I just did this at an ATM in Hanoi without the benefit of detailed knowledge of the currency conversion. Wayne thought he entered 300,000 on the screen and came away with 3,000,000 dong. Amazing what an extra zero can do for one's potential shopping spree! We thought we were big-time rich!

Now comes the second part of the formula - what can I buy with my money? Most of us have a concept of what things cost. Within this base understanding comes the realization that all things are not equal with our own US dollar – some restaurants are more expensive than others (even if we order the same type of food), some pairs of shoes cost more than others, etc. Our understanding of what we can buy even in our everyday familiar environment is honed through opportunity for experience. The more experience we have, the better we can "do the math" of real life as we face new environments.

Experience matters for all children. Preteaching is key—working to ensure that learners who are blind/visually impaired have the conceptual framework to understand new vocabulary and learning constructs. We start with “what do you know” and then add what is new to build upon the student's understanding.

With the CSAP tests just around the corner, many people worry that our students do not have all the background knowledge to compete with these tests. Please know that considerable efforts have made to ensure that the tests are accessible and that visual bias has been removed. Students may have questions that seem foreign to their experience, but often the underlying construct (the concept we are measuring) is within their grasp. It may not actually be about Vietnamese dong, but can the student do the math to calculate a problem based on the numbers. Take away the window dressing of the problem and look at the numbers. Or take away that the story is about kangaroos and a child may not really understand a kangaroo, but the question is whether the child remembers a fact about kangaroos that was detailed in the story.

This newsletter edition has important information about the CSAP. Please take time to read through and let me know your thoughts and questions. And as for the 3,000,000 dong. It came to just about \$160, which bought several great noodle bowls and a few lacquer treasures to bring home. Don't you love the true math of life?!



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# CSAP Update

## GENERAL RECOMMENDATIONS: 2010-11 CSAP Tests and Students Who Are Blind/Visually Impaired

By Tanni Anthony

The 2010-11 CSAP Test Administration period is just around the corner! Please review these general recommendations **well before** administering a CSAP test to a student who is blind/visually impaired.

<u>CSAP Administration Dates</u>	<u>Regular Testing Window</u>	<u>Early Testing Window</u>
Grade 3 Reading	2/22/11 to 3/4/11	2/7/11 to 2/18/11
Grade 3 Writing	3/14/11 to 4/15/11	2/28/11 to 4/01/11
Grades 4-10 Reading and Writing	3/14/11 to 4/15/11	2/28/11 to 4/01/11
Grades 3-10 Mathematics	3/14/11 to 4/15/11	2/28/11 to 4/01/11
Grades 5, 8, 10 Science	3/14/11 to 4/15/11	2/28/11 to 4/01/11

**Test Formats:** The CSAP test is published in five possible formats for students who are blind/visually impaired: (a) regular print; (b) standard large print of 18 point; (c) extra large print (per an approved nonstandard accommodation request); (d) uncontracted braille; and (e) contracted braille. If the test is in braille format, **it is mandated** that the person who is administering the test can read and write braille. The test should be administered by someone with a current CDE Certificate of Braille Competency.

**Data Grid or Biogrid of the Test:** Please fill out the “braille version” bubble on the student data grid. This is very important as some of the tests MAY have omitted items due to visual-bias challenges. This bubble is **the only way** for the test publisher to know that a particular grade/content test in braille may need to be pulled for special scoring (due to fewer test items).

**Transcriber and/or Teacher Notes in the Braille Tests:** All braille CSAP tests will include transcriber notes and/or teacher notes. **Please go through the braille test(s) ahead of time** to become familiar with this information. Further TVIs should work with their students to scan for braille transcriber notes using other materials well before the test administration period so they are able to scan the transcriber notes on the actual days of testing. This skill may need to be an actual IEP goal to ensure that the student has this ability (if it is not already, please consider this as a future IEP goal).

There will be transcriber notes specific to picture descriptions. Captions will be noted as such to make the distinction between a picture description and an actual picture caption.

Teacher notes have been added in some instances to clarify what is appropriate for a student response when drawing is required and/or if there are special materials that are permissible to bring to the assessment setting for a particular item.

**Preview of the Test and Gathering of Needed Testing Materials:** Look in the back of the test booklet for the envelope for any provided materials for that particular test. It is the responsibility of the TVI to read through the braille-format CSAP test well ahead of time in order to determine if there are any needed and allowable “other materials” for the test. For example, some of the math tests will require materials such as graph paper, material to plot points for making a line graph, and appropriate manipulatives. Other needs may include 3-D geometric shapes. It may be helpful to bring a tactile diagram kit, wikki sticks, and thumb tacks for some items on the math tests. It is the TVIs’ responsibility to ensure that the student has the needed materials on the day of the assessment.

**Protractors, Rulers, and Tangrams:** If the test requires a protractor, an APH protractor will be included. It would be best practice, however, to be proactive and ensure that the student uses the protractor used in everyday instruction prior to the test. (CDE is no longer dispersing protractors).

The rulers used last year seemed to be fine. They are paper rulers with braille added. If you want to bring the ruler that the student has used for everyday instructional purposes, that may be the better option. Please note: ALL measurement tools are preserved at their true measurements. A large print ruler, for example, is not going to have larger increments of spacing than a regular ruler.

Tangrams will be provided for the math tests needing these materials. Be proactive to ensure that these materials have been sent with the test.

**Graphs:** Students who are blind/visually impaired should have grade-appropriate graphing skills. The person administering the braille-format tests should know in advance of the testing date that that student will be expected to graph an answer. In this situation, the student will need graph paper separate from the braille-format testing booklet. This is the same situation that braille students face when asked to graph in everyday instruction.

Please be aware there may be an instance where there is not sufficient space on a tactile graphic to include numbers or complete set of numbers on the X and Y axis lines.

**Drawing as Response:** See the comments below under accommodations. This continues to be a “red flag” for some personnel completing the annual item analysis. Please be aware of how to work with a student to complete a response that requires drawing. As in everyday instruction when print readers are asked to draw, the TVI can work with the braille learner to accommodate a “drawing response.”

**Accommodations:** The *Colorado Accommodations Manual* can be found at: [http://www.cde.state.co.us/cdeassess/documents/csapa/2010/2010\\_Accommodations\\_Manual.pdf](http://www.cde.state.co.us/cdeassess/documents/csapa/2010/2010_Accommodations_Manual.pdf)

Please review the manual for allowable accommodations both in general and specifically for learners who are blind/visually impaired. These accommodations must be on the student’s IEP for instruction and testing purposes.

It will be important to be aware of the rules for scribing. There are times when using a scribe is the most efficient way to collect the student’s information. For example, during CSAP items that require drawing, it may be best for the student to describe what needs to be drawn to the test administrator or the student can dictate his or her thinking as a math problem is worked on the abacus when the problem asks for the student to show written work of the problem. Some students who use braille may choose to do their own drawing. For other students, it is permissible for them to verbally indicate what needs to be drawn or physically use manipulatives to demonstrate knowledge of the answer specific to the math tests.

A scribe cannot be used when the test is actually measuring writing skills unless the student dictates needed punctuation etc. It is recommended that rules on scribing be read prior to test administration.

For tasks requiring writing, students can use a separate piece of paper(s) for their answer.

**Test Directions Etc.:** If a student does not understand the test directions, the TVI can use different words to convey the intent of the test items. If the directions do not apply to the student such as “use your number 2 graphic pencil, the TVI can substitute the language needed to fit the type of writing instrument for the student.

It is permissible to give students verbal information to help orient them to a tactile graphic, as long as information is not given to guide the student to the answer.

**Suppressed Test Items:** There are a handful of suppressed items in the braille version of the CSAP tests. This should not be a surprise to the TVI administering the test(s) – the expectation is that each test is pre-viewed ahead of time. A suppression of a test question DOES NOT mean that we do not have high expectations of our braille readers or that they should not know a certain construct. Please be sure to explain this to your student. In the rare instance that a question has been suppressed, it has been done so through a strict peer-review process. Reasons for an item to be legitimately suppressed include: (a) there is not a good way to illustrate the graphic tactually and there are no corresponding easy-to-get objects to accommodate the missing graphic; (b) there are no commercially-produced manipulatives, such as a geometric shape, that correspond to a question where the tactile graphic is highly confusing; and (c) the amount of time needed to tactilely review the needed graphics that correspond to the test question are inordinate (we test this onsite at the National Braille Press and have instances where it took the braille reader 30 minutes just to acquire the needed tactile information to answer one test question).

**Transcription of Results in the Regular CSAP Booklet:** Students who use a large print and/or braille test format may record answers directly on the adapted format copy of the test, may use a scribe or use other techniques for response as designated in the student’s IEP. Upon completion of testing, the student’s test responses MUST be transferred into a regular print test booklet. When the student has used braille as a response format, the transfer of this information into the regular print assessment booklet should be completed by the TVI or a district brailist. The content of both a large print and a braille test must be transcribed into the regular print CSAP booklet. The data grid should indicate it was a braille test.

**Storage and Returning Completed Tests:** Please remember that the Braille version of the test is always considered to be a part of the secure materials and must be secured on a daily basis. No versions of the CSAP may be stored in classrooms.

All transcribed test booklets, along with the original braille and standard and nonstandard large print test materials must be returned to your administrative unit District Assessment Coordinator.

**Contributing to the Annual Item Analysis Process:** I will send out an electronic form to gather information about the 2010-11 large print and braille-format CSAP tests. If there are particular test items in a grade / content / particular format test that were problematic for your students, this information will be critical to further test development. We also want to know if the test had no concerns. This item specific information is reviewed annually with the Unit of Student Assessment, the test publisher, and the braille vendor.

The CSAP questions have been reviewed over the past 8-9 years for visual-item bias. We have been diligent in removing or altering questions that are too visually-based for accommodation and, on rare occasions, would be too time consuming to complete. As such, the expectation is that the braille reading student will be able to complete the CSAP test. For example, visual bias is NOT due to a student not having an experience

with a particular type of a tree or a school gym. Be aware of the construct being measured as it may not be tied to what is thought to be visually-biased phenomena. For example, if the student is required to measure the parameter of a tree house, the question is not about a tree house, but what to do with the provided dimensions. Also do not assume that all pictures provide needed information on reading comprehension tests. Many times the picture does not truly add to the content of the story and the answers tied to reading passages are tied only to the text.

Be familiar with grade-level expectations and content standards for your students. We can ensure that our students have instructional experiences commensurate with their peers when we are aware of what is addressed in the state standards (e.g., graphing, Venn Diagrams, etc.).

**Thanks to everyone for ensuring an optimal testing experience for our students! Your proactive and onsite work with the CSAP is great appreciated and very important.**

### **CSAP Testing Booklet - Ready for TVI Preview**

The CSAP Grade 3 Reading test materials (including Large Print and Braille) should now be in districts. A January 21, 2011 email was sent to all District Assessment Coordinators (DACs) as a reminder that teachers certified in the area of visual impairment (TVIs) may have access to the Braille test books as soon as they arrive in the district to provide them with time to familiarize themselves with the materials. As such, please work with your DAC to review the braille-format CSAPs. It is imperative that the testing booklet be reviewed in advance to have an understanding of the transcribers notes and needed materials for the test. Also this is a time for the TVI to become aware of any test item omissions.

### **CSAPA Testing Materials – Ready for TVI Adaptations**

The CSAPA test materials should be in your district. A January 25, 2011 reminder was sent to all District Assessment Coordinators (DACs) that test examiners need access to these materials prior to the assessment window to allow for adaptations for individual students. In this email memo, there was a specific reminder that CSAPA tests may require significant adaptation for students who are blind/visually impaired and that DACs should work with their administrative unit's teacher certified in the area of visual impairment (TVI) to release the test materials for these adaptations.

The TVI will need electronic / hard copies of the test materials to enlarge, Braille, and/or create adaptive materials for their student(s)' access. The DACs will need to ensure procedures to protect test security and that there is a chain of custody documented as test examiners check the materials in and out to work on accommodations.

## CSAPA TEST EXAMINERS SURVEY INSTRUCTIONS FOR 2011

For the past several years CSAPA test examiners have completed a survey for each of their students assessed with the CSAPA. This survey includes information about student performance on the CSAPA *based upon teacher observation* and student response modes both within assessment activities and within daily classroom interactions. For every student administered the CSAPA assessment a CSAPA Test Examiners Survey should be completed by the test examiner.

The information collected will be used in the technical reporting for the CSAPA. There are five Performance Levels (Inconclusive, Exploring, Emerging, Developing, and Novice) in the survey, mirroring those obtained by students within the assessment reporting categories.

The survey will be available online. The survey window will close shortly following the close of the testing window (it is important to complete the survey soon after the testing for a student concludes in order to provide the most accurate judgments of performance).

The results of the survey are completely confidential, and participation is voluntary. The names associated with all ratings will be removed once data analyses are complete (names are needed in order to match the survey data with student assessment results). **Please note that ratings will only be used to provide information for the technical reporting and will not affect students' test scores.**

### Steps to complete the survey:

**Step 1:** Go to the welcome/registration website below:

<http://www.centerpointsurveys.com/csapa/2011/welcome.htm>

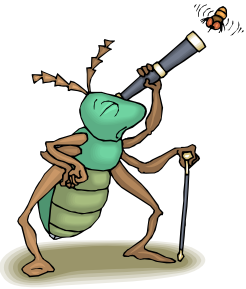
**Step 2:** Read the information carefully. Print the Performance Level Descriptors for reference, if necessary.

**Step 3:** Click the link to register for the survey and complete the registration form. Be sure to have your current email address handy. Registration is quick and easy. Once you have completed the registration process, you will be presented with the password and a direct link to the online survey. You should plan to complete both the registration and the survey itself during the same online session.

**Step 4:** Follow the directions within the survey. You will classify each CSAPA test-taker into one of five Performance Levels (Inconclusive, Exploring, Emerging, Developing, or Novice) based on your perceptions of his or her individual student performance within the context of the current assessment activities. To do this, test examiners completing the survey should consider each student's performance on the CSAPA along with the descriptors of the Performance Levels developed by the CDE. You will also be asked about the response modes used by the test-takers within daily classroom interactions as well as within assessment activities.

For more information, contact: Mira Monroe, Colorado Department of Education, Office of Standard and Assessments. Phone: (303) 866-6709 and Email: [Monroe\\_m@cde.state.co.us](mailto:Monroe_m@cde.state.co.us)





# LOW VISION EVALUATION CLINIC NEWS



## The CDE Low Vision Evaluation Clinic Schedule

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](http://www.cde.state.co.us/cdesped/BLV_CarFamAct.asp#Activity)

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

### “TELL Colorado;” Statewide Survey of Teaching and Learning Conditions

All principals, specialists, assistant principals, building-level administrators (such as deans), and charter school teachers (regardless of licensure status) should take the survey, as should full- or part-time licensed teachers including instructional coaches, mentor teachers, department heads, vocational teachers, literacy specialists, endorsed school librarians, itinerant teachers, long-term substitutes and other specialists such as special education teachers, speech therapists and audiologists, school psychologists, school psychiatrists, social workers and school nurses.

The TELL Colorado Survey will capture anonymously educators’ perceptions about teaching and learning conditions. Research supports that these conditions influence student achievement and teacher retention. Each Colorado school will receive its own data for ongoing improvement planning – if at least a 50 percent of their staff participates.

The TELL Colorado Survey will be online between **Monday, January 31 and Monday, February 28**. Responses will be anonymous and confidential. Educators will receive a personal security code which allows them to go online and provide their perceptions on the critical issues of time, facilities and resources, community engagement and support, student conduct management, teacher leadership, school leadership, professional development, instructional practices and support and resources for new teachers.

For more information about the survey, visit [www.tellcolorado.org](http://www.tellcolorado.org)



# Bits From Bonnie

By Bonnie Snyder  
BonnieLS21@gmail.com

This month I would like to address the procedures for setting up the speech and braille on the iPad. If you want to teach your student how to set up speech, you will need to connect the iPad to a computer with iTunes installed. You'll need to be a bit careful about this because as more applications and files are added to the iPad, it is imperative that the same computer with the same iTunes is used. If the iPad is connected to a different computer, iTunes thinks that the iPad needs to be "cleaned off" and all your apps and files will go away.

Once the iPad is connected to the computer with iTunes and a screen reader, the student will need to go down to the bottom of the first screen where it says "Configure Universal Access." A small window will open where the VoiceOver on radio button can be selected. At this point the iPad has speech and the student can follow the directions that follow independently.

On the iPad screen, select "Settings." Then select "Accessibility" from the menu. VoiceOver should be marked as on the right side of the VoiceOver menu choice. At the very bottom of the screen **may be** an option called "Triple-click Home" and when you select it, you'll get a menu of choices that turn on or off the accessibility options when you triple click. There are times when VoiceOver needs to be turned off, particularly within music applications, so it would be a good idea to select "Toggle VoiceOver" from that menu. I use the "ask" option, which brings up a menu of the various accessibility options from which you can choose whether to turn them on or off. My iPad is the 64-gig version, and the lower versions (16 gig and 32 gig) may not have the option above.

Once the Triple-click Home option is set up, the next thing you might want is to choose voices. These choices are limited and are not available on the lower versions of the iPad. To select which voices you want to use, tap on the "VoiceOver" option on the Accessibility menu. At the very bottom it says "Language Rotor." Select that and a list of languages will appear. If all that will be used on the iPad will be in English, you can select "Australian English" and "British English" so that you have alternatives to the American English that is the default voice.

Then last but not least, let's set up a refreshable braille display. I am using the Refreshabraille that is available from CIMC on Quota. It has Bluetooth capability so it can be completely wireless. First you need to go back to the General Settings and turn on Bluetooth on the right side of the Bluetooth menu option. Once you have done that, go back



into the Accessibility menu and the VoiceOver menu. The Braille menu option is located third from the bottom. You may want to turn on contracted braille from that menu. Then, making sure the braille display is turned on (with the Refreshabraille you don't have to turn on Bluetooth, it is on by default) go down and select "Choose a Braille Device..." and the iPad will search around for a Bluetooth device to "pair" with. It will tell you when it has found the braille display, and the first time you do this, it may ask for the pin number. For the Refreshabraille, it is 1234. That only happens the first time. After that, they will pair up automatically from that menu.

Presently, I have used the braille display to read books and PDF files in iBooks. Since the voice and braille do not coordinate, just do a three-finger tap on the screen to silence the voice, and then use the braille display with the advance keys to read through the book or document. I have also used the braille display to enter text into a Pages document. You can write the text in contracted braille, but it will come out as regular text in the Pages document, which is really pretty nifty! Now you know all you need to know to set up speech and braille on the iPad (the same steps can be followed for the iPhone and the iPod Touch).

Feel free to email me with ideas or requests for technology information you'd like to see in this column. My email address is [BonnieLS21@Gmail.com](mailto:BonnieLS21@Gmail.com).



**Apple's iPad**

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## **SAVE THE DATE!!**

### **Syndrome of Optic Nerve Hypoplasia: Medical and Educational Implications**

**April 16, 2011 - 8:30 a.m. to 4:30 p.m.  
Denver (venue not yet determined)**

The Colorado Services for Children and Youth with Combined Vision and Hearing Loss will host a one-day training specific to the topic of Syndrome of Optic Nerve Hypoplasia. The training is open only to Colorado parents of children with this diagnosis and Colorado TVIs. The two featured speakers will be Dr. Mark Borchert and Dr. Terese Pawletko. The morning will focus on a medical overview of syndrome of optic nerve hypoplasia and the afternoon session will address the educational needs of learners with this diagnosis. For more information, contact Tanni Anthony at (303) 866-6681 or [anthony\\_t@cde.state.co.us](mailto:anthony_t@cde.state.co.us). A training flyer and link to online registration will be posted to the CDE Blind/Low Vision webpage (<http://www.cde.state.co.us/cdesped/BLV.asp>) by February 21st, 2011.



## Spotlight on Turner Syndrome

*Information Compiled By Tanni Anthony.*

### What is Turner Syndrome?

Turner syndrome has been recognized since the 1930s when Otto Ullrich and Henry Turner described females with the association of short stature and other physical features. It was not until 1959 that the chromosomal nature of the condition was described.

Turner syndrome affects approximately one out of every 2,500 female live-births worldwide. It encompasses a spectrum of features, from major heart defects to minor cosmetic issues. Some individuals with Turner syndrome may have only a few features, while others may have many. Almost all people with Turner syndrome have short stature and loss of ovarian function, but the severity of these problems varies considerably amongst individuals.

Features may include:

**General Appearance:** Some individuals with Turner syndrome have a short neck with a webbed appearance, a low hair-line at the back of the neck, and low-set ears. Hands and feet of may be swollen or puffy at birth and often have soft nails that turn upward at the ends when the individual is older. All these features appear to be due to obstruction of the lymphatic system during fetal development. Another characteristic cosmetic feature is the presence of multiple pigmented nevi, which are colored spots on the skin, or moles.

**Short Stature:** Almost all individuals with Turner syndrome have short stature. This is partially due to the loss of one copy of the SHOX gene on the X-chromosome. This particular gene is important for long bone growth. The loss of SHOX may also explain some of the skeletal features found in Turner syndrome, such as short fingers and toes, and irregular rotations of the wrist and elbow joints. Linear growth is attenuated in utero, and statural growth lags during childhood and adolescence, resulting in adult heights of 143-145 cm (approximately 4 feet 8 inches). Final adult height in Turner syndrome can be increased by a several inches if growth hormone (GH) treatment is given relatively early in childhood.

**Puberty/Reproduction:** Unknown genes on the X-chromosome regulate the development and functions of the ovary. Most individuals experience loss of ovarian function early in childhood, and do not enter puberty at the normal age.

Some teenagers may undergo some breast development and begin menstruating, but cease further development and menses during the later teen years. A few women with Turner syndrome have apparently normal ovarian function with regular menses until the mid-20s before ovarian failure occurs. A few spontaneous pregnancies have been reported.

**Cardiovascular:** From 5-10% of children with this condition are found to have a severe constriction of the major blood vessel coming out from the heart, a condition known as "coarctation of the aorta." This can be surgically corrected as soon as it is diagnosed.

Other major defects in the heart and its major vessels are reported to a much lesser degree. Approximately 30% of individuals with Turner syndrome are reported to have "bicuspid aortic valves," meaning that the major blood vessel from the heart has only two rather than three components to the valve regulating blood flow. Comprehensive screening and evaluation by a cardiologist with expertise in congenital heart conditions is essential for individuals with Turner syndrome at the time of diagnosis. The evaluation should include cardiac magnetic resonance as well as echocardiography and ECG.

# Spotlight on

Many women with Turner syndrome have high blood pressure, which may be apparent even in childhood. In some cases this high blood pressure may be due to aortic constriction, or to kidney problems. In a majority of women, however, no specific cause for the high blood pressure has been found.

**Kidney:** Kidney malformations affect approximately 1/3 of individuals with Turner syndrome. While the kidneys usually function normally, there may be a tendency towards urinary infections.

**Osteoporosis:** There is a high incidence of osteoporosis (thin or weak bones) in adult women.. Osteoporosis leads to loss of height, curvature of the spine and increased bone fractures. The primary cause of osteoporosis in individuals with Turner syndrome appears to be inadequate circulating estrogen in the body. Women who have low levels of estrogen due to ovarian failure can take estrogen treatments, which will help prevent osteoporosis.

**Diabetes:** Type II diabetes, also known as adult onset diabetes, has a high occurrence rate in individuals with Turner syndrome. There is twice the risk of the general population for developing this disease. The reason for the high risk of diabetes amongst individuals with Turner syndrome is unknown, but there appears to be insufficient insulin release in response to glucose. Diabetes type II can be controlled through careful monitoring of blood-sugar levels, diet, exercise, regular doctor visits and sometimes medication.

**Thyroid:** Approximately one third of individuals with Turner syndrome have a thyroid disorder, usually hypothyroidism. Symptoms of this condition include decreased energy, dry skin, cold-intolerance and poor growth. It is often caused by an immune system attack on the thyroid gland (also known as Hashimoto's thyroiditis). The condition can be treated with thyroid hormone supplements.

**Vision and Hearing Issues:** Refractive error (nearsightedness, farsightedness, and/or astigmatism) is very common (around 40%). There is high rate of amblyopia (almost 30%) and strabismus or poor eye alignment (33%). There is a danger that parents and community doctors may concentrate exclusively on other medical features of Turner's syndrome, resulting in delayed recognition of strabismus and developing amblyopia. Other potential, though less frequent, vision concerns include color vision challenges, X-linked congenital stationary night blindness, glaucoma and abnormal irides. The high prevalence for some type of visual conditions would argue for early systematic screening of children with Turner's syndrome. Early and regular eye exams are important to ensure optimal visual performance. If a visual impairment is present that affects school performance, the child will require the services of a certified teacher of students with visual impairments.

Hearing loss is common among girls or women with Turner syndrome. This may be due to the gradual loss of nerve function. Also, slight abnormalities in the shape of the skull increase the risk of frequent middle ear infections and hearing loss related to these infections. Otitis media (ear infection) is extremely common in girls particularly in infancy and early childhood. Changes in the structure of the middle ear and eustachian tube (tube connecting the middle ear with the back of the throat) probably account for poor drainage and ventilation in the middle ear and easier movement of germs from the throat into the ear - all of which play a role in causing frequent middle ear infections and effusions (fluid in the middle ear), especially in early childhood. Individuals may develop early sensorineural (nerve) hearing loss . This hearing loss may begin in childhood and appears to worsen over time, so that more than 90% of women with Turner syndrome in their forties have some degree of hearing loss, with more than 25% of them needing hearing aids. It is recommended that individuals with Turner syndrome should have their hearing and middle ear function checked regularly throughout life. If hearing loss is present that affects school performance, the child will require the services of a certified teacher of students who are deaf/hard of hearing.

# Spotlight on

**Cognitive Function/Educational Issues:** In general, individuals with Turner syndrome have normal intelligence. However, some girls and women with Turner syndrome may have difficulty with specific visual-spatial coordination tasks (e.g. mentally rotating objects in space) and learning math (geometry, arithmetic). This very specific learning problem has been termed the "Turner neurocognitive phenotype" and appears due to loss of X-chromosome genes important for selected aspects of nervous system development. Verbal skills are usually normal or superior.

## **Education and Medical Supports**

Individuals with the diagnosis of Turner syndrome will often be eligible for the services of a state project serving students who are deafblind. Education specialists trained in sensory disabilities should be members of the student's Individual Education Program team, if vision and/or hearing loss are diagnosed. Medical specialists will play an important role in ensuring that the individual with Turner syndrome has appropriate treatments and clinical care.

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*Parkin, M. W. P, (2009). Hearing loss in Turner syndrome. International Journal of Pediatric Otorhinolaryngology, 73 (2):243-7. Epub 2008 Dec 9.*

## **Resources**

<http://www.turnersyndrome.org/resources.htm>

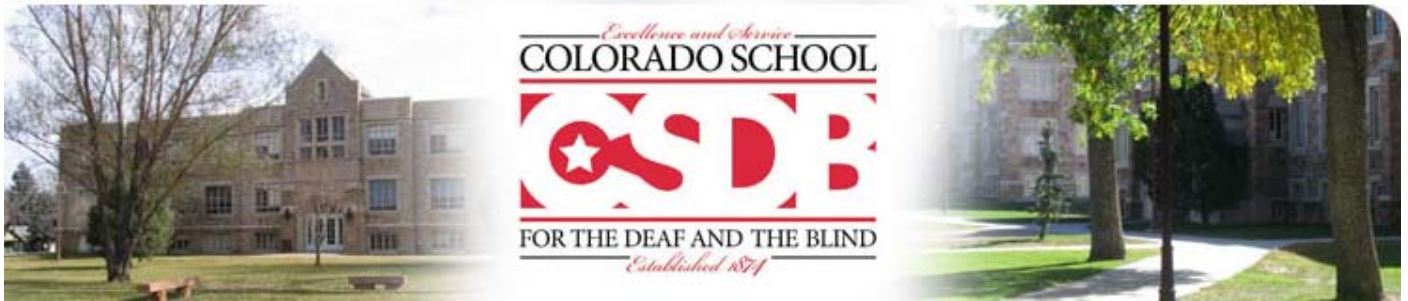
**Turner Syndrome Society of the United States:** The Turner Syndrome Society of the United States (TSSUS) is a national non-profit 501 (c) (3) organization that provides health-related resources to patients, families and physicians for the diagnosis and treatment of Turner syndrome. There are chapters and support groups located throughout the country. TSSUS holds an annual conference with speakers from a variety of professions including medical experts, social workers, educators and psychologists. These meetings provide an opportunity to exchange information on many topics of interest to TS patients of all ages.



Creating AWARENESS,  
promoting RESEARCH,  
and providing SUPPORT,  
for all persons touched  
by Turner syndrome.

[www.turnersyndrome.org](http://www.turnersyndrome.org)





## UPCOMING CSDB EVENTS

**Colorado Sports Education Camp for ages 10-16** will be held June 6-10th. This camp is divided into two camps, Junior Camp which includes 10-12 year olds takes place June 6-8th, the Senior Camp 13-16 year olds is June 6-10th. Junior Camp Athletes will be allowed to stay the entire week IF they were able to handle all the activities. Students who are past the age of 16, but are still under 18 will be accepted on a space-available basis. This is a sports camp not a recreation and leisure camp, so students must be willing to participate in all the activities at a developmental level. Activities include: Swimming, Judo, Wrestling, Tandem Cycling, Goalball, and Track and Field Activities.

**Independent Living Skills Camp for Middle School** is June 12-17th. This camp is for students attending middle school grades 6th, 7th, or 8th. If you have a 9th grader who would like to attend, CSDB will take them on a space-available wait list.

**The cost of the programs above is \$80 each this year** and there are a limited number of scholarships available to help those who need help in paying. Adams 12 families have already started requesting information - way to go TVIs! For more information please contact Donna Keale at 719-578-2251 or [dkeale@csdb.org](mailto:dkeale@csdb.org)

**Save the Date for the Family Learning Retreat** CSDB will host a one-day event on June 4<sup>th</sup>, 2011 for families of children with a sensory loss between the ages of birth through eight years. Topics of interest to parents of young children with vision and/or hearing loss will be presented for parents, while the children are engaged in recreational activities. There will be two concurrent day sessions; one at CSDB on Colorado Springs and one in Montrose. More information about the event and the registration will be on the CSDB website in the future. The web address is [www.csdb.org](http://www.csdb.org)

### Two trainings with Dr. Karen Wolffe

**February 16, 2011 (1:00 – 5:00 p.m.):** Regional TVI training “Current Research & Best Practices in Implementing Expanded Core Curriculum (ECC)”. Open to TVIs, COMSs, Rehab Counselors, and other professionals in the field. An activity open to parents is planned for later in the day. Contact Donna Keale at (719) 578-2251 or [dkeale@csdb.org](mailto:dkeale@csdb.org) for further information.

**February 16, 2011 (6:30 – 8:30 p/m.):** Parent Workshop. TVIs please feel share this information with the parents of your students with visual impairment. Contact Donna Keale at (719) 578-2251 or [dkeale@csdb.org](mailto:dkeale@csdb.org) for further information.

# **Erikson Fund Grant Guidelines**

## **Deadlines for 2011: February 15 and August 15**

This Fund, named the Gerald F. Erikson Fund, honors the charitable legacy of a person who cared deeply about the challenges facing *visually impaired and blind people*. The Fund accepts proposals from qualified nonprofit organizations that provide effective solutions to issues and challenges faced by this part of our Colorado population.

**Application information and procedures:** (We also accept the Colorado Common Grant application)

**Cover letter** (one-page) & Required Narrative (Recommended maximum length: three pages) should include: Amount requested; Specific purpose for the funds requested; Need for and expected impact of the project in the community; Statement and description of how the funds will be expended; and Statement of how you will measure the success of the project.

**Required Baseline Information** should include: Organization contact information and one-paragraph history; Key personnel and their brief qualifications; Amount requested; List of other recent grants received and other grant applications pending; List of Board of Directors and their principal occupations; Copy of IRS tax-exempt letter; Names, titles, and phone/email for three professionals (not board or staff) who can serve as references for the work of your organization; and Signature of either Executive Director or Board Chair certifying that this grant application has been approved for submission by the Board of Directors.

**Required Financial Information** should include: Current fiscal year-to-date balance sheet; and Current fiscal year-to-date actual income and actual expenses compared to board-approved budget.

PPCF reserves the right to request additional information such as the 990 IRS tax return or most recent audit/financial review.

Please be aware that, in general, non-profit organizations can only submit one proposal in each 12-month period of time.

**Make sure you address these questions in the proposal:** Does the proposal address community needs efficiently and cost effectively? Does the organization operate with optimal staff and make maximum use of volunteers? Do 100% of board members make a personal financial contribution and volunteer their time to the organization? Does the organization demonstrate sound fiscal management practices? Does the organization avoid duplicating existing programs or services? Does the organization collaborate with others providing similar services? Does the organization identify outcomes resulting from possible funding?

**Other Considerations:** PPCF Erikson's Fund generally does not fund the following (absent special circumstances): Grants to organizations that do not have an active 501(c)(3) tax status; Grants outside of the state of Colorado; Grants to another foundation or organization that distributes money to nonprofit recipients of its own selection; Debt retirement, endowments or other reserve funds; Grants to individuals or for individual healthcare procedures; Medical, scientific, or academic research; Grants that further political doctrine or religious doctrine; and Non-strategic purposes such as: Sponsorships, camperships, travel, vehicle purchases, conference fees, symposium fees, workshop fees, writing, publications, or distribution of books, articles, newsletters, electronic media, annual memberships, dinners, etc.

### **Three options to submit:**

1. (Preferred) Email your proposal to: [mhannigan@ppcf.org](mailto:mhannigan@ppcf.org) and [jbrown@ppcf.org](mailto:jbrown@ppcf.org)
2. FAX your proposal to: 719-389-1252
3. Mail your letter to: Michael Hannigan, Executive Director  
Pikes Peak Community Foundation  
730 N. Nevada Ave.  
Colorado Springs, CO 80903

# ORIENTATION & MOBILITY

## ORIENTATION & MOBILITY

### Accessible Pedestrian Signals

The Transportation Association of Canada has specific guidelines for installation and operation of Accessible Pedestrian Signals. Read more: [Transportation Association of Canada Standard for the Visually Impaired | eHow.com http://www.ehow.com/facts/7371886-transportation-canada-standard-visually-impaired.html#ixzz1C5C7azbm](http://www.ehow.com/facts/7371886-transportation-canada-standard-visually-impaired.html#ixzz1C5C7azbm)



## Annual Orientation and Mobility Workshop

Have Wheels—WILL Travel!

Registration Coming Soon!



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). We will kick-off the training with hands-on activities in the gym (focusing on sports, recreation, and leisure activities with onsite facilitators Mark Lucas, Donna Keale, Mike Plansker, and David Gooldy. Scott Crawford will be the featured speaker on Friday and Saturday. His two-day presentation will be 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. Tanni will be sending out the conference flyer and link to the online registration by mid-February. Foremore information, contact Tanni at (303) 866-6681 or [anthony\\_t@cde.state.co.us](mailto:anthony_t@cde.state.co.us)

# Resources and Materials



Eye-Doodle was founded in 2003 when owner, Annie Agars' daughter Julia was born with a cataract in her right eye. To prevent blindness in that eye, Julia was required to wear an eye patch for 8 hours a day. Annie began drawing fun images on the patches to encourage people to make eye contact and interact with Julia. Julia's doctors encouraged Annie to market these images for other kids. Eye-Doodle's mission is to help promote eye patching and prevent blindness by making the process easy, attractive and FUN! A line of decorative stickers that adhere to any eye patch application. There are currently 15 sets of themed stickers with new images being created daily. For more information, go to <http://eye-doodle.com/>



## National Association for Parents of Children with Visual Impairments (NAPVI)

NAPVI is a non-profit organization of, by and for parents committed to providing support to the parents of children who have visual impairments. NAPVI is a core partner for the Families & Advocates Partnership for Education (FAPE) project spearheaded by the Parent Advocacy Coalition for Education Rights (PACER). Publications include: *In Celebration of Grandparenting (in English and Spanish)*, *Equals in Partnerships: Basic Rights for Families of Children with Blindness or Visual Impairment*; *Children with Visual Impairments: A Parent's Guide*, *Mainstreaming the Visually Impaired Child: Blind and Partially Sighted Students in the Regular Classroom*; *Legislative Handbook for Parents*; *Childhood Glaucoma*; *The Student with Albinism in the Regular Classroom*. For prices and ordering information, please contact NAPVI at [www.napvi.org](http://www.napvi.org)

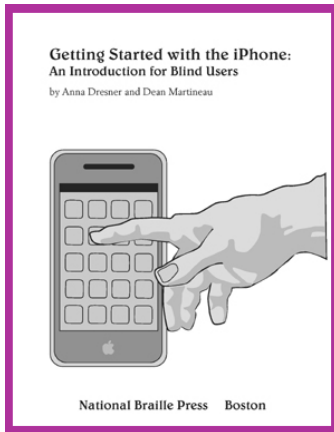
**vsa** The International  
Organization on  
Arts and Disability

INFINITE DIFFERENCE  
literary journal

VSA's online literary journal, showcasing the creative writing of middle and high school students. The journal presents pieces selected by a distinguished panel of professional writers and teachers from an annual, themed call for writing. The writing offers diverse perspectives and exemplifies the creative voices that emerge from experiences with disability. In addition to featuring the work of young people with disabilities, the journal's website includes resources designed to help educators and parents gain more useful information on the relationship of arts, education, and disabilities, especially for children with disabilities. The journal is available online at [www.vsarts.org/prebuilt/showcase/openbook/onlinejournal/](http://www.vsarts.org/prebuilt/showcase/openbook/onlinejournal/)



# Resources and Materials



## Getting Started with the iPhone: An Introduction for Blind Users

By Anna Dresner and Dean Martineau

In *Getting Started with the iPhone*, authors Anna Dresner and Dean Martineau show you what's possible on the iPhone and get you up and running. The book is divided into four main parts. Part 1 explains what you need to know before you can start using your iPhone: advice on purchasing an iPhone and getting it ready to use. In Part 2 you'll turn on your iPhone and begin to use it. You'll explore the home screen, configure basic settings, make phone calls, and type using the on-screen keyboard, a Bluetooth keyboard, and a braille display keyboard. Part 3 goes through the wide variety of apps that come with the phone, and shows how to purchase apps, music, and other fun content. Finally, Part 4 includes a journal Anna wrote as she learned to use the iPhone. It will give you an idea of what it's like to use an iPhone and how you might go about learning new apps. Appendix A compiles all the gestures - specific ways of touching the iPhone screen. Appendix B includes answers to frequently asked questions, and Appendix C lists resources you can use to learn more.

Read the complete table of contents at: <http://www.nbp.org/ic/nbp/IPHONE.html>

While this book focuses on the iPhone, most of it also applies to the iPod Touch, and much of it applies to the iPad. Costs: In braille, eBraille, ASCII text/Word, and DAISY formats, \$18. For more information, contact the National Braille Press at toll-free (800) 548-7323 or (617) 266-6160 ext 520 or go to:

<http://www.nbp.org/ic/nbp/publications/index.html>

## New Olympus Digital Device

The Olympus DM-4 digital audio recorder offers two key features that users who are visually impaired may find useful. It supports DAISY talking book files and includes voice recognition to navigate menus, set time and date, and create a schedule. For more information, visit [www.olympusamerica.com](http://www.olympusamerica.com).

## Guitar Instruction - Audio Disc Set

With over 20 hours of step-by-step instruction on standard audio CDs, this disc set teaches you the appropriate actions for both hands and provides progressively difficult play along examples at slower and faster speeds. Tracks are kept short to provide ease of repetition and referencing. You can learn to: Identify main operating parts of the guitar; Apply basic music concepts such as time, signature, and rhythm; Differentiate major and minor chords and scales; Completely perform a 12 bar blues progression in the keys of A and E; and Completely perform any or all of the eight provided play-it-now tunes along with the recording. For more information contact <http://shop.aph.org>



## TRANSITION INFORMATION ABOUT MOVING ON!



### ***Finding Employment* Course from Hadley School for the Blind**

The mission of The Hadley School for the Blind is to promote independent living through lifelong, distance education programs for individuals who are blind or visually impaired, their families and blindness service providers. They offer several correspondence courses for individuals who are blind/visually impaired, parents, and service providers. *Finding Employment* is a course is designed as part of their high school program. A course description details: *Are you ready to enter or reenter the world of work? Maybe it is time to advance into a better position. This course provides the information you need to conduct a successful job search. It provides the basics of how to find employment while addressing specific strategies for job seekers who are visually impaired.* There are six lessons and the course.

Lesson 1 Objectives: (a) discuss why people want to be employed and (b) identify interests and skills

Lesson 2 Objectives: (a) match interests and skills to careers and (b) research various occupations

Lesson 3 Objectives: (a) describe networking as a job search technique, (b), identify other job search strategies, and (c) list job search services and organizations for visually impaired job seekers

Lesson 4 Objectives: (a) explain how to complete a job application, (b) list the elements of a good resume, and (c) identify the features of a good cover letter

Lesson 5 Objectives: (a) explain how to prepare for the interview, (b) practice commonly asked interview questions, and (c) describe the five-fingered approach to interviewing

Lesson 6 Objectives: (a) discuss the ADA and reasonable accommodation and (b) discuss when to disclose your visual impairment to a prospective employer

For more information about this course or other Hadley School for the Blind correspondence courses, please go to: <http://www.hadley.edu/>

### **Recording for the Blind & Dyslexic National Achievement Awards**



RFB&D is now accepting applications for the 52nd annual national achievement awards. College seniors who are blind or visually impaired are encouraged to apply. Nine scholarships will be awarded at three financial levels: three each in the amounts of \$6,000, \$3,000, and \$1,000. Applicants are judged on academic excellence, demonstrated leadership skills, and service to others. The application deadline is March 1, 2011. For additional details or to apply, visit [www.rfbd.org/108](http://www.rfbd.org/108).



## TRANSITION INFORMATION ABOUT MOVING ON!



### Think College Briefs

Think College is a program of the Institute for Community Inclusion at the University of Massachusetts Boston that conducts research, training, and dissemination activities on topics related to postsecondary education for individuals with intellectual disabilities. The project's INSIGHT briefs provide in-depth policy, research, and practice information on specific topics. Recent issues focused on employment outcomes and educational coaches. More>>> <<http://www.thinkcollege.net/about-us/publications>>



**LIGHTHOUSE.**  
INTERNATIONAL

### College Scholarships for Students with Visual Impairments

Established in 1980 by Lighthouse International's Women's Committee, the Scholarship & Career Awards (SCA) is a time-honored tradition that recognizes outstanding students who have overcome the challenges of vision loss by awarding them with scholarships for college and graduate studies. The program also honors extraordinary corporate citizens committed to breaking down barriers in the workplace for people with vision loss.

Note to all applicants: We highly recommend reviewing Lighthouse International's award categories, application criteria and procedures, to confirm your eligibility and your understanding of the application process before completing an online application. If you have any questions, please contact us at: [sca@lighthouse.org](mailto:sca@lighthouse.org).

The 2010 SCA application deadline is March 14, 2010. To download the application, please go to: <http://www.lighthouse.org/services-and-assistance/scholarship-award-programs/scholarship-career-awards/>

### News Service Offers Job Listings

A free news service for individuals with visual impairments recently began offering searchable job listings that include positions from the hundreds of thousands of employment classified advertisements published across the United States. This is a free service from the National Federation of the Blind (NFB) that provides individuals who are blind with access to over 300 publications in English and Spanish, including national and local newspapers, magazines, and information from state agencies and organizations. Subscribers can choose to read publications on the web or with a digital Talking Book player. [www.nfbnewsline.org](http://www.nfbnewsline.org)



## TRANSITION INFORMATION ABOUT MOVING ON!



### News for the Research and Training Center on Blindness and Low Vision at Mississippi State University

MSU's Center on Blindness and Low Vision has been selected by the National Institute on Disability and Rehabilitation Research (NIDRR) as the federally-designated Rehabilitation Research and Training Center on Employment Outcomes for Individuals Who Are Blind or Visually Impaired. This RRTC will focus on six research projects:

- **Customized Transportation Intervention** – will utilize a quasi-experimental design to develop and evaluate a new intervention addressing transportation barriers to employment for persons who are blind or severely visually impaired.
- **Business Mentoring Intervention** – will utilize a randomized controlled trial to evaluate the effectiveness of a business mentoring program relative to employment outcomes of college seniors who are legally blind.
- **VR Agency-Employer Practices** – will utilize survey methodology and secondary data analyses to evaluate the effectiveness of existing practices used by VR agencies to interact with employers in their states.
- **Randolph-Sheppard (R-S) Program Evaluation** – will utilize survey methodology to evaluate the current status, present needs, and future possibilities of the R-S Business Enterprise Program.
- **Outcomes of Social Security Disability Insurance (SSDI) Beneficiaries** – will involve analyses of RSA-911 data to contribute to new knowledge about employment outcomes of SSDI beneficiaries served by State Vocational Rehabilitation.
- **Accessibility in the Workplace** –Subcontractor American Foundation for the Blind (AFB) will test and evaluate accessibility to individuals who are blind or visually impaired for two common elements of contemporary workplace technology: multifunction document centers and Voice over Internet Protocol (VoIP).

For more information about this new NIDRR grant, see the MSU press release at <http://www.msstate.edu/web/media/detail.php?id=5074>.



## Gettin' Literate in Louisville

The Tenth Biennial Getting in Touch With Literacy will take place in Louisville, December 7-10, 2011. You are sure to find the same great presentations, exhibits, opportunities to network, special activities and more that you've come to expect from this outstanding grass roots conference. The 2011 event will also herald the return of the celebrity auction, so you'll want to be here to bid on autographed items from your favorite celebs!

CO TVIs—please consider submitting a paper and presenting at this important training! We've got a lot of great stuff to share! A call for papers and other vital information will be available soon at: <http://www.gettingintouchwithliteracy.org>

Until then, please contact Janie Blome, [jblome@aph.org](mailto:jblome@aph.org), or Jane Thompson, [jthompson@aph.org](mailto:jthompson@aph.org), for more information!

# **PARENTS ENCOURAGING PARENTS**

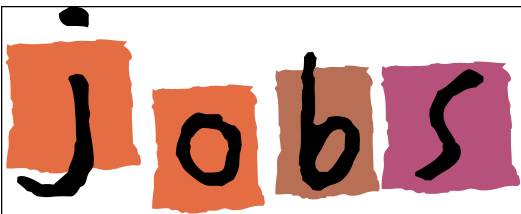
**Winter 2011 Conference:**

**March 31<sup>st</sup> - April 2<sup>nd</sup>, 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>



## 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

- ✓ **Vocation Rehabilitation Counselor / O&M Specialist** (1 FTE): Colorado Division of Vocational Rehabilitation. For more information, please contact Lindsey Pacheco at (303) 866.3319 or [Lindsey.Pacheco@state.co.us](mailto:Lindsey.Pacheco@state.co.us)
- ✓ **Paraeducator Positions Specific to Students with Visual Impairments:** Denver Public Schools position. Contact Cheryl Leidich at 303-324-9591 or [Cheryl.Leidich@DPSK12.org](mailto:Cheryl.Leidich@DPSK12.org)
- ✓ **TVI** (limited contract work): Vanguard Charter School. For additional information, please contact Christie McGovern, Coordinator of Student Services, at [cmcgovern@vcsk8.org](mailto:cmcgovern@vcsk8.org) or (303) 691-2384.

### Southern Region Jobs

- ✓ **TVI - Preschool / Early Intervention Services** (current vacancy; 1 FTE): Contact Chelle Lutz, CSDB at [clutz@csdb.org](mailto: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](mailto: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](mailto: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](mailto: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](http://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.

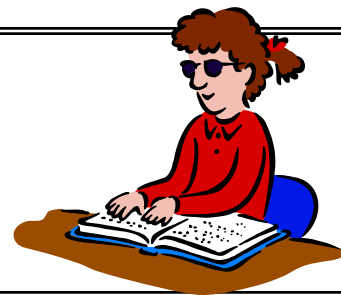
Students who are interested in becoming a Kane-SEE THE FUTURE scholar must submit a completed SEE THE FUTURE application by the **March 1, 2011** deadline. All applicants will be considered for the Kane scholarship if they meet the STF criteria along with the following:

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



## NFB Braille Reading Pals Club

Registration is now open for the 2011 NFB Braille Reading Pals Club!

The NFB Braille Reading Pals Club is an early literacy program designed for families of blind children ages infant to seven. Participating club members will receive a print-Braille book, a plush reading pal, a monthly parent e-newsletter containing early Braille literacy tips, quarterly Braille activity sheets for young children, Braille birthday cards for child participants, and access to a network of resources devoted to serving parents of blind children. The program kicks off in January 2011. Interested families can register now at <http://www.nfb.org/readingpals> or email [BrailleReadingPals@nfb.org](mailto:BrailleReadingPals@nfb.org). Call Treva Olivero at (410) 659-9314, extension 2295, for more information, or watch a video about this exciting program.

## BANA Announces Update to Computer Braille Code (CBC) Special Symbols Page

December 3, 2010: The Braille Authority of North America (BANA) announces an update to the *Computer Braille Code: 2000 Revision* (CBC), Rule 3.3, Symbols.

Standard Computer Braille Code symbols, including any symbols that have been devised by the transcriber, should be listed on a "Special Symbols" page. These symbols must be transcribed in accordance with the rules of the *Braille Formats: Principles of Print to Braille Transcription* (latest edition).

In CBC, there are often paired symbols, such as the symbols that begin and end Computer Braille Code. To make the CBC section of the Special Symbols Page more user-friendly, the BANA CBC Technical Committee devised an order in which these symbols should appear

on the Special Symbols page no matter what order they appear in the document. Transcribers may use this order as a checklist when creating a document, making it easier to determine which CBC symbols are included in transcribing a document.

This update, including the newly devised ordering of the CBC symbols, is posted on the website of the Braille Authority of North America at:

<http://www.brailleauthority.org/CBC-Special-Symbols.pdf>

For additional resource information, visit [www.brailleauthority.org](http://www.brailleauthority.org) or contact Mary Nelle McLennan, APH Representative to BANA, at [mary.nelle@earthlink.net](mailto:mary.nelle@earthlink.net)



## Teaching Tactile Graphics

In this webcast Lucia Hasty, our very own local and national expert on tactile graphics, discusses spatial relationship and graphic literacy, moving from models to graphics and strategies for teaching students to read tactile graphics. For more information, visit Lucia's website, [www.TactileGraphics.org](http://www.TactileGraphics.org)

The webcast presents the following chapters: Ch. 1: Introduction, Ch. 2: Spatial Relationship and Graphic Literacy, Ch. 3: Moving from Models to Graphics, and Ch. 4: Strategies for

Reading Tactile Graphics Webcast:

[http://support.perkins.org/site/PageServer?pagename=Webcasts\\_Teaching\\_Tactile\\_Graphics](http://support.perkins.org/site/PageServer?pagename=Webcasts_Teaching_Tactile_Graphics)





# Assistive Technology Partners

BREAKING BARRIERS, CHANGING LIVES

## Your Phone and You: An Assistive Technology Toolkit in Your Pocket

**\*CEU's Available**

(See registration form  
for details.)

Presented by Jim Sandstrum, MA, CCC-SLP

Friday, February 11, 2011 at Assistive Technology Partners in Denver

Friday, February 18, 2011 available at SETAC and WesTAC via Webex

### **COURSE DESCRIPTION:**

Bring your recent Blackberry phone (Torch 9700, Storm), Android based phone, Windows 7 phone or iPhone and participate in a session focused on exploring web-based applications and mobile apps that can be used to support individuals with sensory, communication, physical and cognitive disabilities. Activities will include creating talking calendars, sending emails and text messages by voice, and setting up automated reminder calls. The session will also cover the built-in capabilities and accessibility features of these devices. The morning session will be followed by an afternoon lab to enable a more personal, hands-on experience with these technologies.

This training will be offered to remote sites on Friday, February 18, 2011 using live video, screen sharing and interactive audio conferencing.

### **Course Presenter:**

**James Sandstrum, MA, CCC-SLP** is a senior instructor at Assistive Technology Partners and specializes in the selection and customization of assistive technology solutions for children and adults in educational and vocational settings. He serves as a consultant to the Colorado Department of Labor and Employment and provides direct support to Colorado's network of school-based assistive technology providers.

Mr. Sandstrum has extensive experience supervising clinical faculty and presents widely on topics relating to assistive technology and accessible information technology. He provides technical assistance to agencies and organizations regarding tools and techniques to improve the accessibility of web sites and web based distance learning applications.



<http://AssistiveTechnologyPartners.org>

Pearl Plaza 601 East 18th Avenue, Suite 130 Denver, CO 80203

Phone: 303.315.1280 Email: [GeneralInfo@AT-Partners.org](mailto:GeneralInfo@AT-Partners.org)

## **All About AER**

**The mission of the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER for short) is to support professionals who provide education and rehabilitation services to people with visual impairments, offering professional development opportunities, publications, and public advocacy.**

The Association was formed in 1984 as the result of a consolidation between the American Association of Workers for the Blind and the Association for Education of the Visually Handicapped. AER's history began over 20 years ago, one that the Association's History and Memorial Committee strives to keep alive. The most important part of AER's history is the nearly 4,500 vision professionals who have chosen to be members of the association. Many of these members have been with AER since 1984, when the association began

AER develops and promotes professional excellence through support of those who provide services to people with visual impairments by providing:

**Professional Support** : Communication and networking on a local level are achieved through automatic membership in Chapters. The Colorado Chapter is called CAER and is very active with monthly meetings. The CAER Board members and their roles include: Mike Plansker (President), Heather Parson (President-Elect), Samantha Hoffman (Past-President), Deb Carlisle (Treasurer), Sally Eldridge (Secretary), Barb Galgano (Membership and Recruitment Chair), Paula Conroy, Bill Muir, Kathryn Botsford, and Nancy Cozart. The CAER Board meets monthly.

Division memberships enable members to focus on specific topics of expertise, including Administration and Leadership, Rehabilitation Counseling, BEP & Employment Services, Multiple Disabilities & Deafblind, Psychosocial Services, Information and Technology, Low Vision Rehabilitation, Infant & Preschool, Orientation & Mobility, Education Curriculum, Vision Rehabilitation Therapy, Division on Aging, Itinerant Personnel, and Personnel Preparation.

International and regional conferences provide the opportunity for professional development as well as support. The most recent international conference was held in July 2010 in Little Rock, Arkansas. The next international conference will be held in the summer of 2012.

**Publications**: AER provides its members with opportunities for professional growth and development through continuing education, regional, national and international conferences, and several publications. The AER Report keeps members informed about Association news and policy. AER Journal: Research and Practice in Visual Impairment and Blindness is AER's newest member benefit, providing information on excellent research that can be applied in a practical setting. The journal also features best practice examples that contain enough detail to be implemented by other practitioners. The journal reports on informative and helpful practices, research findings, professional experiences, experiments, and controversial issues.

**Professional Development**: To enhance career development, AER members have exclusive access to AER Job Exchange, listings of job openings in the field. For more information about the AER Job Exchange, please go to: [www.aerbvi.org/modules.php?name=Content&pa=showpage&pid=33](http://www.aerbvi.org/modules.php?name=Content&pa=showpage&pid=33)

**Continuing Education** is an important part of professional development. Go to this website ([www.aerbvi.org/modules.php?name=Content&pa=showpage&pid=10](http://www.aerbvi.org/modules.php?name=Content&pa=showpage&pid=10)) to check out opportunities for continuing education credit. One of AER's goals is to develop ongoing continuing education opportunities for its members. *Members Only* articles cover field-specific topics.

Professional Recognition through biennial awards including the C. Warren Bledsoe Award, the Alfred Allen Award, Mary K. Bauman Award, John H. McAulay Award, the Ambrose M. Shotwell Award, the Douglas C. MacFarland Award, and the AER Outstanding Chapter Award.

**Scholarships:** AER provides two scholarships to students who are legally blind and are studying for a career in the field of services to the blind or visually impaired. The scholarships are named in honor of William and Dorothy Ferrell. They are awarded in the even number years.

**Advocacy:** Through its lobbying efforts, AER gives professionals and consumers in the field a collective voice on Capitol Hill to keep the focus on the importance of maintaining specialized blind services for consumers of all ages.

**For more information about AER, please go to [www.aerbvi.org](http://www.aerbvi.org)**

### **2012 AER International Conference!**

The AER 2012 International Conference will be held from July 17-22, 2012 at the Bellevue Hyatt, Bellevue, Washington State on Seattle's East Side. If you have any questions about the conference please feel free to contact the AER office staff at any time. The International Conference Committee is already hard at work on this event and we look forward to seeing all of you in the Pacific North West! Find out more at [www.aerbvi.org](http://www.aerbvi.org)



### **CAER Has a Face Book Page!**

If you are a Facebook member and want to “like” the CAER Colorado page, go to:

[www.facebook.com/?ref=hp#!/profile.php?id=100001914183509](http://www.facebook.com/?ref=hp#!/profile.php?id=100001914183509)





# Calendar of Events

2011 2011 2011 2011 2011 2011 2011 2011 2011 2011 2011

- February 16**                      **Regional TVI Training & Parent Workshop** - CO Springs, CO  
Contact: Donna Keale at 719-578-2251 or [dkeale@csdb.org](mailto:dkeale@csdb.org)
- February 17 - 18**                **Northern Region Low Vision Evaluation Clinic** - Brighton, CO  
Contact: Wendy Stoltman at [wstoltman@sd27j.org](mailto: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](http://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](mailto:Mike.e.plansker@adams12.org)
- February 28**                      **Southern Region TVI Meeting: SWAAAC/TVI Interface** - CSDB, CO Springs, CO  
Contact: Jim Olson at (719) 578-2195 or [jolson@csdb.org](mailto:jolson@csdb.org)
- March 1**                            **Deadline for the See the Future Scholarship Applications**  
 (see information in this newsletter for details)
- March 4**                            **Southern Region Low Vision Evaluation Clinic (Day 3)** - CSDB, CO Springs, CO  
Contact: Judy Mumford at [judy.mumford@asd20.org](mailto:judy.mumford@asd20.org)
- 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](http://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](http://www.cde.state.co.us/cdeassess/assess_window.html#2010-2011)
- March 10**                            **CSDB Board of Trustees' Meeting** - CO Springs, CO  
Contact: Sue Pfaffenhauser [spfaffenhauser@csdb.org](mailto:spfaffenhauser@csdb.org)
- March 10 - 15**                    **California Transcribers & Educators for the Blind & VI** - Oakland, CA  
Visit: [www.ctevh.org](http://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](http://www.cde.state.co.us/cdeassess/assess_window.html#2010-2011)
- March 11 - 12**                    **Josephine L. Taylor Leadership Institute** - Seattle, WA  
Contact: Scott Truax, AFB Program Manager [struax@afb.net](mailto:struax@afb.net) Visit: [afb.org/JLTLI11](http://afb.org/JLTLI11)
- March 14 - April 15**            **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](http://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 14 - April 19** **CSUN International Technology & Persons with Disabilities Conference**  
Visit: [www.csunconference.org](http://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](http://www.cde.state.co.us/cdesped/CSAPA.asp)
- April 7 - 9** **Career Day / Independent Living Skills Short Course - CSDB CO Springs, CO**  
Contact: Donna Keale - [dkeale@csdb.org](mailto:dkeale@csdb.org)
- April 8 - 9** **CSDB Short Course: Career Fair & Independent Living Skills for HS Students**  
Contact: Donna Keale at 719-578-2251 or [dkeale@csdb.org](mailto:dkeale@csdb.org)
- April 11** **Southern Region TVI Meeting: TBD - CSDB, CO Springs, CO**  
Contact: Jim Olson at (719) 578-2195 or [jolson@csdb.org](mailto:jolson@csdb.org)
- April 14** **CSDB Board of Trustees' Meeting - CO Springs, CO**  
Contact: Sue Pfaffenhauser [spfaffenhauser@csdb.org](mailto:spfaffenhauser@csdb.org)
- April 16** **Training on Syndrome of Optic Nerve Hypoplasia - Denver area**  
Contact: Tanni Anthony - [anthony\\_t@cde.state.co.us](mailto:anthony_t@cde.state.co.us) or (303) 866-6681
- April 20** **Vision Coalition - Division of Vocational Rehabilitation Office on Evans, Denver**  
Contact: Tanni Anthony - [anthony\\_t@cde.state.co.us](mailto:anthony_t@cde.state.co.us)
- April 22** **Northern TVI Regional Meeting**  
Contact: Teresa Barone at [baronet@thompson.k12.co.us](mailto:baronet@thompson.k12.co.us) or 970-613-5564
- April 25 - 28** **Council for Exceptional Children Convention and Expo, National Harbor, MD**  
Contact: [www.cec.sped.org](http://www.cec.sped.org)
- April 27** **Colorado ACT**  
Visit: [www.cde.state.co.us/cdeassess/assess\\_window.html#2010-2011](http://www.cde.state.co.us/cdeassess/assess_window.html#2010-2011)
- April 30** **CSDB "Sensory Safari" - Cheyenne Mountain Zoo, CO Springs, CO**  
Contact: Donna Keale at 719-578-2251 or [dkeale@csdb.org](mailto:dkeale@csdb.org)
- May 1 - 6** **11th Grade Alternate Reading, Writing, Math, and Science Data Entry on ADE**  
Visit: [www.cde.state.co.us/cdesped/CSAPA.asp](http://www.cde.state.co.us/cdesped/CSAPA.asp)
- May 2** **Southern Region TVI Meeting: New APH Products - CSDB, CO Springs, CO**  
Contact: Jim Olson at (719) 578-2195 or [jolson@csdb.org](mailto:jolson@csdb.org)
- May 5 - 7** **Annual Orientation & Mobility Conference - CSDB, CO Springs, CO**  
Contact: Tanni Anthony at [anthony\\_t@cde.state.co.us](mailto: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](http://www.cde.state.co.us/cdeassess/assess_window.html#2010-2011)
- May 14** **UCCS GMI Crossover Technology Symposium - CO Springs, CO**  
Contact: Bonnie Snyder at [BonnieLS21@gmail.com](mailto:BonnieLS21@gmail.com)
- May 16 - 19** **O&M Curriculum Made Accessible for Travelers Who Are Deafblind**  
Visit: [www.HKNC.org](http://www.HKNC.org) or call (516) 944-8900

## More Calendar of Events

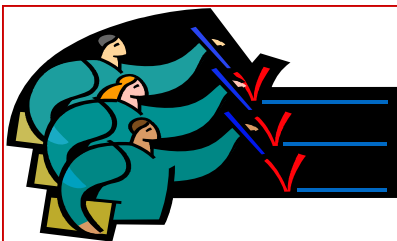
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- June 4**                      **CSDB Family Learning Retreat** - Two locations: CO Springs and Montrose, CO  
Contact: Donna Keale at 719-578-2251 or [dkeale@csdb.org](mailto:dkeale@csdb.org)
- June 6 - 10**                **CSDB Colorado Sports Education Camp** - CO Springs, CO  
Contact: Donna Keale at 719-578-2251 or [dkeale@csdb.org](mailto:dkeale@csdb.org)
- June 9**                      **CSDB Board of Trustees' Meeting** - CO Springs, CO  
Contact: Sue Pfaffenhauser [spfaffenhauser@csdb.org](mailto:spfaffenhauser@csdb.org)
- June 12 - 17**              **CSDB Independent Living Skills Camp for Middle School** - CO Springs, CO  
Contact: Donna Keale at 719-578-2251 or [dkeale@csdb.org](mailto:dkeale@csdb.org)
- June 22 - 23**              **Western Region Early Intervention Conference** - Ogden, UT  
Visit: <http://wreic2011.org/>
- July 3 - 8**                    **National Convention of the National Federation of the Blind** - Orlando, FL  
Visit: [www.nfb.org](http://www.nfb.org)
- August 12-14**              **AER Regional Conference 2011** - Boston, MA  
Contact: [www.aerbvi.org](http://www.aerbvi.org)
- July 8 - 16**                **American Council of the Blind 50th Anniversary Convention** - Reno, NV  
Visit: [www.acb.org/conference/info2011.html](http://www.acb.org/conference/info2011.html)
- October 13 - 15**            **143rd Annual American Printing House for the Blind Meeting** - Louisville, KY  
Visit: [www.aph.org](http://www.aph.org) or contact [info@aph.org](mailto:info@aph.org)
- October 28-30**            **AER Regional Conference 2011** - Cleveland, OH  
Contact: [www.aerbvi.org](http://www.aerbvi.org)
- December 7 - 10**         **2011 Getting In Touch With Literacy Conference** - Louisville, KY  
Contact: Janie Blome [jblome@aph.org](mailto:jblome@aph.org) or Jane Thompson [jthompson@aph.org](mailto:jthompson@aph.org)

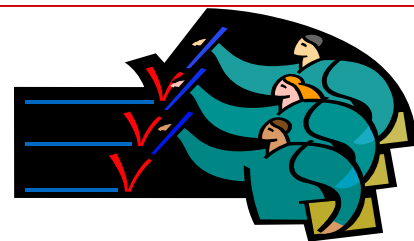
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- July 17 - 22**                **AER 2012 International Conference** - Bellevue, WA  
Visit: [www.aerbvi.org](http://www.aerbvi.org)





# CHECK IT OUT!



## Making Science Accessible

This book, which is authored by Michelle Engelbrecht and Kate Fraser addresses effective techniques for teaching physics. It designed for the science teacher who works with a student who is blind/visually impaired. It has suggestions for easy adaptation and readily available equipment. The books is available from the Perkins School for the Blind for \$24.95 plus shipping and handling. For more information, go to [www.perkins.org](http://www.perkins.org) and type the word science in the search box.



## Bullying Policies Best Practices

U.S. Education Secretary Arne Duncan recently disseminated a memo to state leaders highlighting key components of strong state bullying laws and policies. The memo divides existing state laws into 11 different categories, such as enforcement, training, and definitions of bullying behaviors. More>>> < [www2.ed.gov/policy/gen/guid/secletter/101215.html](http://www2.ed.gov/policy/gen/guid/secletter/101215.html)>



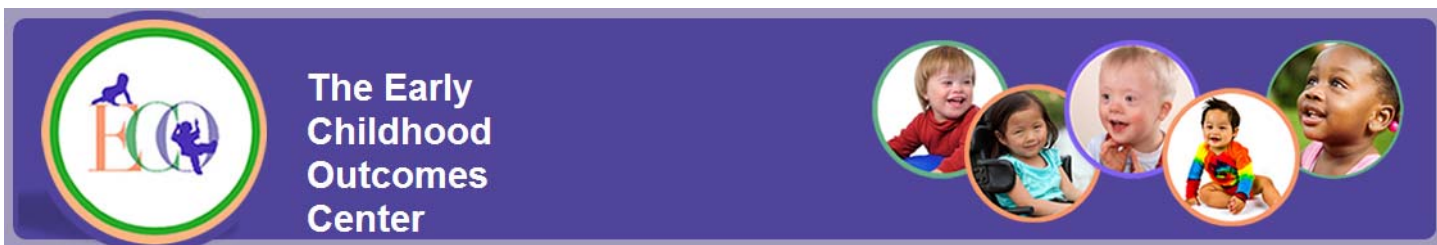
## Download Free Magazines

The American Printing House (APH) announces an offer for free downloadable Reader's Digest® and Newsweek® as an option to our subscribers and patrons of the National Library Service (NLS). If you are not a patron, visit the NLS website at <https://nlsbard.loc.gov> and follow the instructions. There is no charge for this service. To download magazines in Digital Talking Book (DTB) format visit [www.aph.org](http://www.aph.org) and follow the **Download Magazines** link for quick facts and details on how to register. <http://tech.aph.org/mags>



## Colorado Academic Standards

Crosswalk documents linking the revised Colorado Academic Standards (including the Common Core State Standards) to the current Assessment Frameworks are now available at [www.cde.state.co.us/cdeassess/UAS/Crosswalk/CAS\\_Crosswalk.html](http://www.cde.state.co.us/cdeassess/UAS/Crosswalk/CAS_Crosswalk.html) New documents are available at this time only for two content areas: 1) Math and 2) Reading, Writing and Communicating. This document looks at content and not issues of rigor or inclusions such as 21st century skills. Crosswalk documents for other content areas are also available on the standards implementation Web page.



## Early Childhood Outcomes Center

The Early Childhood Outcomes Center is a Technical Assistance & Dissemination project dedicated to helping states implement high quality outcomes measurement system for their early childhood special education programs. Their work is conducted in the three main areas of knowledge development, technical assistance & dissemination, and leadership & coordination.

Find out more >>> <[www.fpg.unc.edu/~eco/index.cfm](http://www.fpg.unc.edu/~eco/index.cfm)>



## Western Region EI Conference Coming Your Way!

Western Regional Early Intervention Conference on Sensory Impairment, June 22-23, at Weber State University, Ogden, Utah. Utah School for the Deaf and the Blind is the host. Programs for young children with sensory impairment in Colorado, New Mexico, Wyoming, Utah, Idaho, and Nevada participate and support funding of this conference which focuses on services to young children who are Deaf/Hard of Hearing, Blind/Visually Impaired, or Deafblind. Be watching for more information about the conference, including the program and the registration details. The website for the conference is: [wreic2011.org](http://wreic2011.org)



## UNITED STATES EDUCATION DASHBOARD

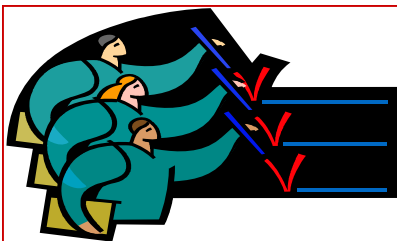


### Education Secretary Launches U.S. Education Dashboard

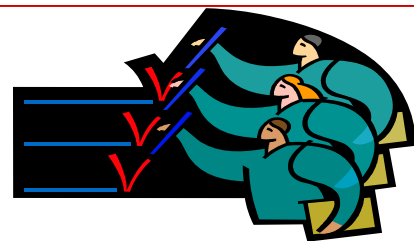
The U.S. Department of Education today launched a new website that provides convenient and transparent access to key national and state education data, highlighting the progress being made across the country in every level of the education system and encouraging communities to engage in a conversation about their schools. The United States Education Dashboard, available at <http://dashboard.ed.gov>, presents important indicators of whether the country is making progress toward the President's goal - that, by 2020, the United States will once again have the highest proportion of college graduates in the world.

<http://www.ed.gov/news/press-releases/education-secretary-launches-united-states-education-dashboard>





# CHECK IT OUT!



## Recorded Teleconferences on: Early Childhood Vision and Hearing Screening

A teleconference to review the **Colorado Early Childhood Hearing Screening Guidelines**, share relevant resources, and allow opportunity for Questions and Answers was recently offered, and was recorded. Those with interest in the topic who could not participate in the teleconference directly can now access the information by calling: 1-800-875-8023. Enter the following replay number: 191567. This recording will be available until February 19th, 2011.

A teleconference to review the **Visual Screening Guidelines for Children Birth through Five Years**, share relevant resources, and allow opportunity for Questions and Answers was recently offered and was recorded. Those with interest in the topic who could not participate in the teleconference directly can now access the information by calling: 1-800-875-8023. Enter the following replay number: 960636. This recording will be available until February 25th, 2011.

Handouts can be found at: <http://www.cde.state.co.us/early/PreSpEd-TrainingsnEvents.htm#Teleconf>



## Teaching Braille Reading & Writing

Lucia Hasty is a well known lecturer and adjunct professor with extensive expertise related to teaching braille reading and writing. In this webcast, she discusses the importance of early literacy, language and concept development for children who are blind and the specific skills needed for braille literacy. In addition, Lucia shares information regarding the importance of supporting others involved in the process e.g., classroom teachers as well as "best practices" for teachers of the visually impaired.

The webcast presents the following chapters: Ch. 1: Introduction, Ch. 2: Early Exposure to Books and Reading Experiences, Ch. 3: The Significance of Concept and Oral Language Development, Ch. 4: Additional Skills Necessary for Braille Literacy, Ch. 5: Maintaining Currency with the Braille Code, Ch. 6: Conveying Information in Brailled Formats, and Ch. 7: Supporting the Classroom Teacher. Webcast:

[http://support.perkins.org/site/PageServer?pagename=Webcasts\\_Teaching\\_Braille\\_Reading\\_Writing](http://support.perkins.org/site/PageServer?pagename=Webcasts_Teaching_Braille_Reading_Writing)

## NFB Youth Slam: A STEM Leadership Academy

Registration for the 2011 NFB Youth Slam has begun! In the summer of 2011, the National Federation of the Blind will host its third NFB Youth Slam, a five-day experiential academy for blind high school students focusing on science, technology, engineering, and math (STEM) fields. Even if science or technology is not "your thing," there's sure to be something for everyone. Learn the science behind building apps for an iPod, learn how to be a journalist, use cutting-edge equipment and technology to determine chemical reactions in chemistry labs, build robots, or learn how to use nonvisual techniques to perform a real dissection! If you are interested in attending the NFB Youth Slam, either as a student participant or as an adult volunteer, visit <http://www.blindscience.org> to complete an online application, or call Mary Jo Hartle at (410) 659-9314, extension 2407.

# Kids say the Cutest Things!

**TEACHER:** Maria, go to the map and find North America.  
**MARIA:** Here it is.  
**TEACHER:** Correct. Now class, who discovered America?  
**CLASS:** Maria.

**TEACHER:** Gina, what is the chemical formula for water?

**GINA:** H I J K L M N O.

**TEACHER:** What are you talking about?

**GINA:** Yesterday you said it's H to O.

**TEACHER:** Marcus, how do you spell 'crocodile?'

**MARCUS:** K-R-O-K-O-D-I-A-L'

**TEACHER:** No, that's wrong

**MARCUS:** Maybe it is wrong, but you asked me how I spell it.

**TEACHER:** John, why are you doing your math multiplication on the floor?

**JOHN:** You told me to do it without using tables.

**TEACHER:** Winnie, name one important thing we have today that we didn't have ten years ago.

**WINNIE:** Me!

**TEACHER:** Bobby, your composition on 'My Dog' is exactly the same as your brother's. Did you copy his?

**BOBBY:** No, sir. It's the same dog.



# colorado connections

- 🔊 Congrats to our Colorado TVI and DB presenters at the TASH 35<sup>th</sup> Annual Conference held in Denver on December 8-11, 2010. **Dr. Paula Conroy** presented on the topic of *Peer Mediated Interventions for the Social Development of Students with Visual Impairments*. **Gina Quintana** of the ESLU, who co-presented with Dr. Diane Carroll from Metro State and Dr. Robin Brewer from UNC on the *Quality Indicators for Improving Services for Students with Significant Support Needs* at the TASH 35<sup>th</sup> Annual Conference held in Denver on December 8-11, 2010.
- 🔊 Congrats to **Amy Gunning, Melinda Carter, and Karen Jamison** for completing braille module hours. Congrats also to **LeiLani Scott** for earning her CDE Renewal Braille Competency Certificate. Thanks to proctors **Lucia Hasty, Sarah Sonnier, and Julie Wetzstein**.
- 🔊 Welcome back to **Karen Woods** who has returned to the TVI world and is now working with the Pikes Peak BOCES team. Karen started teaching in 1988 at CSDB. After a couple years, she went to Harrison #2 in Colorado Springs as a TVI for 10 years. Then she taught in K, 1st, & 2nd grade classrooms for 10 years in the same district. Now she is with Pikes Peak BOCES and reports "Technology has changed drastically in the last 10 years, but teaching braille is like riding a bike, it all comes right back to you!"
- 🔊 We are thrilled announce that **Jasmine Campbell** is on board as a new TVI and COMS in Denver Public Schools. Jasmine shares, "I graduated with my bachelors in visual disabilities education and my masters in O&M from Florida State University. While this is my first official full time paid teaching position, I have interned at the Florida School for the Blind and at the Lighthouse of the Big Bend in Tallahassee, FL. I just got engaged and moved out here with my fiancé because I have lived in Florida my whole life and wanted to try something totally different. (tomorrow will be my very first snow day, we only get hurricane days where I'm from). I love playing soccer and I'm looking forward to trying all of these winter sports I've only ever seen on tv."
- 🔊 Welcome new AER (and CAER) member **Kaitlyn Lombardi!** **Kathryn Botsford** was highlighted as the AER District 1 Rep in the Winter 2010 AER Report. Kathryn is working on her doctorate at UNC with the first cohort of NCLSD fellows. She is a member of our CAER Board of Directors.
- 🔊 The Exceptional Student Leadership Unit is pleased to announce the hiring of **Dr. Karen McAvoy** with a federal grant to create and manage Brain Injury efforts in school districts across the state of Colorado. At CDE, Dr. McAvoy will focus on helping school districts across the state access training to increase confidence and skill in the assessment and servicing of students with mild to moderate to severe brain injuries. Currently, only a small handful of school districts in Colorado have an identified Brain Injury Team. This grant will help school districts mentor each other to increase the number of brain injury teams and/or regional school experts in brain injury. In addition, this grant will focus on strengthening the transition of students with brain injuries from medical hospitals and/or from emergency rooms (following concussion) successfully back to school. Lastly, as the 2011 Colorado state legislative session will likely require school districts to have a well-defined protocol on concussion management, Dr. McAvoy will be working hard to help define the CDE and state guidelines, as well as, will be available to school districts for consultation in developing their protocol.

**State of Colorado Department of Education**

**Colorado State Board of Education**

Marcia Neal  
3rd Congressional District

Deborah Scheffel  
6th Congressional District

Angelika Schroeder  
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Commissioner of Education



COLORADO DEPARTMENT OF EDUCATION  
Exceptional Student Leadership Unit  
1560 Broadway, Suite 1175  
Denver, CO 80202



**25-23B-3401**

**MAIL TO:**