

NOT Waiting for Super(wo)man

By Tanni L. Anthony



Editor:

Tanni L. Anthony, Ph.D.
State Consultant on
Blindness/Low Vision

Colorado Department of Education
1560 Broadway, Suite 1175
Denver, CO 80202

(303) 866-6681 (voice)

(303) 866-6767 (fax)

E-mail: anthony_t@cde.state.co.us

WHAT'S HAPPENING OUT THERE!

A Newsletter for Parents and Service Providers
of Colorado Children Who Are Blind/Visually Impaired
August—September 2011

Welcome back to a new school year! Over the summer months, students, families, and educators think about what they might do differently in the upcoming school year. I too have been thinking, reflecting, and even doing a little plotting myself.

Last year I watched the 2010 documentary *Waiting for Superman* and was impressed by Geoffrey Canada. In the documentary, Canada describes his need as a young child to believe that superman was coming to save him and others in need of many things, but especially a high-quality education program.

Imagine my delight when Canada was a keynote speaker at the Office of Special Education Program (OSEP) Project Directors' Meeting that I attended this past July. He did not disappoint. I worked hard to keep my ears and mind open as my fingers typed furiously on my keyboard. I wanted to capture his every word. I wanted to think, reflect, and plot. Here are some of his important messages:


Family and environment are two of the most powerful forces in a child's life. Canada's schools begin early with baby college, where parents learn about early brain development and parenting skills. Informed and supported families create a powerful early learning environment. We are grateful for our early intervention services in CO!

We need to make sure that our children have a sense of optimism. You have to have faith before you need it. Kids need to believe in their future. Start the day with a creed about being college-bound. I would add - start the day for a purpose for life beyond public school. If we aim for the future, we have a much better chance of getting there.

SPECIAL in special education is because WE need to be special. I like that one! When we do better, our kids do better. This means that we as professionals need to be extra special with our kid-knowledge. Content specialists rely on us to be experts in access and specialized instruction. We can't wait for Super(wo)man—we need to be Super(wo)man! And the good news is that Colorado is rich in super trainings!

Welcome back—check out this newsletter for all that is happening to ensure our students have informed families, powerful learning environments, and super heroes in Colorado schools. Then put on your super capes and plan to fly!

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Training and Support Activities Specific to Children and Youth who are Blind/Visually Impaired, Their Families, and Their Service Providers

School Year 2011-12

Compiled By Tanni Anthony
State Consultant on Blindness/Visual Impairment, Colorado Department of Education

Legend for Acronyms:

CDE ESLU	Colorado Department of Education Exceptional Student Leadership Unit
CIMC	Colorado Instructional Materials Center
COMS	Certified Orientation and Mobility Specialist
CSDB	Colorado School for the Deaf and the Blind
TCAP	Transitional Colorado Assessment Program (formerly CSAP)
TVI	Teacher certified in visual impairment

We have a lot of good things happening over the course of the upcoming school year. The following activities are not exclusive to all that may be happening across the state. If there is an activity that was missed on this list, please be in touch with Tanni to post it in future editions of the newsletter.

Adult Role Model Team (CSDB Outreach Funds): The Adult Blind and Visually Impaired Role Model Team's purpose is to provide students who are blind or visually impaired and their parents and teachers the opportunity to meet successful adult role models who are blind and visually impaired. To openly and frankly discuss, from personal experience, topics related to low vision, vision loss and blindness. Team members share their experiences, triumphant and otherwise, on topics ranging from low vision aids and high-tech devices to overcoming denial and when and how to seek support. Discussion topics have included careers, social interaction, drivers' licenses, organizations, resources, orientation/mobility, daily living skills and other topics that are of interest to students and their families. Contact: Laura Douglas at ldouglas@csdb.org or (719) 578-2110

Braille Competency (CDE ESLU Set Aside Funds): Funds have been reserved for four braille proctors (Lucia Hasty, Brenda Shepard, Sarah Sonnier, and Julie Wetzstein) to provide opportunities to TVIs / Braillists to take the Colorado Braille Mastery Test and/or the 15+ clock-hours of CDE established renewal modules. Care must be taken to spread out the completion of the modules over the five-year-renewal period so that competency can truly be demonstrated across a period of five years. For information about braille competency testing and renewal requirements, please go to <http://www.cde.state.co.us/cdesped/BLV.asp>

Braille-Format Colorado Student Assessment Program (CSAP) Test Review (CDE ESLU Set Aside Funds): TVIs have had the opportunity to meet with the CDE Assessment Unit and the TCAP publisher to review the large print and braille TCAP tests each year since June 2004. Thanks to the feedback of many of you, we had helpful data to draft "theme recommendations" for improvement to future TCAP tests. Funds have been reserved to review the 2011-12 braille tests BEFORE they are sent to Colorado. Sarah Sonnier, Nancy Cozart, and Tanni Anthony will return to Boston's National Braille Press in early December for a sixth year of onsite test review. They will meet with the tactile graphics experts and the test publisher over a two-day period.

Braille Transcriber Mentor Project (CSDB Outreach Funds): The Braille Transcribers Mentor Project is for experienced Library of Congress certified braillists to mentor new braillists who are working on their LOC certification. Arrangements will be made to pay the mentor for his or her time. For more information, contact Jim Olson at jolson@csdb.org or (719) 578-2195.

CDE State Conference on Blindness/Visual Impairment (CDE ESLU Set Aside Funds): The key professional development activity for TVIs during this school year will be the *Autism and Blindness/Visual Impairment*. The

featured speakers will be Marilyn and Jay Gense. The course is specifically for Colorado TVIs working with children and youth who are blind/visually impaired and parents of children who are blind/visually impaired and suspected or diagnosed with autism spectrum disorders.. The dates of the training, which will be held in Denver, are October 27-29, 2011. For more information, please contact Tanni at Anthony_t@cde.state.co.us or (303) 866-6681.

Close Up (CSDB Outreach Funds) Close up involves a 7-day learning adventure in Washington, D.C. for high school students and educators. The program develops students' knowledge of basic concepts of government and citizenship. It is the hope of CSDB to send one student who attends a school other than CSDB and one CSDB student. Students interested in going need to complete an application form which will be posted on the CSDB website during fall 2011. For more information, please contact Laura Douglas at ldouglas@csdb.org or (719) 578-2110.

Colorado Center for the Blind Summer Activities Each school year and during the summer, the CCB offers programs to students who are blind/visually impaired. During summer 2011, CCB offered programs for elementary, middle, and secondary aged students. For more information, please contact Brent Batron at batron@cocenter.org

Colorado Instructional Materials Center (CIMC) (CDE ESLU Set Aside Funds flowed through CSDB, administrative unit assessment fees of \$250 per identified child who is blind/visually impaired, CSDB in-kind contributions): Housed on the campus of CSDB, the role of the CIMC is to provide braille K-12 grade-level textbooks and serve as a repository for the American Printing House for the Blind (APH) educational materials for all Colorado school-age students through twelfth grade who are blind/visually impaired. For CIMC questions or assistance, contact Jim Olson at jolson@csdb.org or (719) 579-2195.

CIMC Brailist Scholarships (Sponsored by the CIMC) The CIMC is offering three \$200 scholarships to help certified Library of Congress braillists attend the National Braille Association Professional Development Conference. Scholarship recipients are asked to share the conference information with other CO braillists. Conference information is posted at www.nationalbraille.org. Contact: Jim Olson at jolson@csdb.org or (719) 578-2195.

CSDB Internship Placements (CSDB Sponsored). CSDB offers an educational setting with a diverse student population for university students completing their graduate training in vision to obtain internship or student teaching credits. Contact: Carol Hilty, CSDB Superintendent, at chilty@csdb.org or (719) 578-2102.

CSDB Lending Library (Sponsored by CSDB): The library provides materials and information in a variety of formats for students who are deaf/hard of hearing and/or blind/visually impaired, as well as their parents and service providers. Most items may be borrowed the library's community use form. The libraries are open Monday—Friday during the school year from 8:30 a.m. to 3:30 p.m. Please call before coming in person to either library. For more information, please contact Amanda Batteiger at abatteiger@csdb.org or (719) 578-2205/2206 or the CSDB website at www.csdb.org

CSDB Short Courses (Sponsored by CSDB): CSDB will offer short courses to focus on the Expanded Core Curriculum during the school year. Check out dates and a description of short-courses for the 2011-12 school year in future editions of *WHOT* and the CSDB website (www.csdb.org). If you have questions, contact Donna Keale at dkeale@csdb.org or (719) 578-2251.

CSDB Summer Enrichment Program (Sponsored by CSDB): Each summer programs are offered to students who are blind/visually impaired across the state. The programs focus on Braille/O&M/ independent living, social relationships, and recreational activities. For more information, contact Donna Keale at dkeale@csdb.org or (719) 578-2251.

CSDB Touch Museum (Sponsored by CSDB): Some animal specimens are available for loan within the state of Colorado. Sharon Boyd, the manager of the Touch Museum, can be reached at sharon_boyd_co@msn.com or (719) 592-9193.

Colorado O&M Workshop (CDE ESLU Set Aside Funds): This training is co-sponsored by CDE and CAER. A planning committee works together to determine the theme, presenters, dates, and location. Be watching future newsletters for more details on the annual workshop. This training is reserved for Colorado Certified Orientation and Mobility Specialists. The contact person is Dr. Tanni Anthony at (303) 866-6681 or Anthony_t@cde.state.co.us

Colorado Services for Children and Youth with Combined Vision and Hearing Loss Project (also called the Colorado Deafblind Project) (Funded by the federal Office of Special Education Projects, housed at CDE ESLU): The project is entering its fourth year of a five-year grant cycle. There are currently 135 children and youth, age birth through 21 years, who have combined vision and hearing loss (deafblindness) in Colorado. Free technical assistance is provided the families and service providers of children and youth with combined vision and hearing loss (deafblindness). The project hosts an annual Summer Institute, which focuses key assessment of and intervention / instructional strategies for children and youth who are deafblind and/or who have significant support needs. The project has a newsletter, *VIBRATIONS*, which is disseminated three times over the course of a school year. The project website has over 100 fact sheets (in English and Spanish) on information specific to deafblindness and other topics pertinent to sensory disability and significant support needs.. The library is open to parents and professionals and is stocked with great resources, including about 100 items specific to visual impairment. The library's inventory is listed on the website, where there also is a downloadable book-loan order form. For more information, contact Tanni Anthony at Anthony_t@cde.state.co.us or (303) 866-6681, Gina Quintana at (303) 866-6605 or Quintana_g@cde.state.co.us or and/or go the project's continually updated webpage: <http://www.cde.state.co.us/cdesped/Deafblind.asp>

CO TVI COMS listserv (operated through CDE ESLU): This listserv is exclusively for Colorado TVIs and COMSs working in Colorado administrative units. It is a venue for professionals to share information, ask questions, and gather information. Persons wishing to be added to the listserv should contact Tanni Anthony at (303) 866-6681 or Anthony_t@cde.state.co.us

Family Learning Retreat 2012 (CSDB Outreach Funds): The weekend retreat is for families who have a child who is deaf/ hard of hearing, blind/visually impaired, or deafblind. The retreat is a great opportunity for families to meet other families and share their stories, have fun, make friends, and learn together. More information about the Family Learning Retreat will be posted in future *WHOT* newsletters and on the CSDB website (www.csdb.org).

Family Literacy Packs (CSDB Outreach Funds): Each Family Literacy Pack contains several books (braille and print) along with a Video or DVD of each story and several Activity Kits placed in a colorful child's back pack. Students keep the items they make and return the extra materials with the backpack. Activities may include a game, a song, or an activity and can be enjoyed by the whole family. The packs are available for TVIs to check out by contacting Amanda Batteiger at abatteiger@csdb.org or (719) 578-2205.

Low Vision Evaluation Clinics (CDE ESLU Set Aside and CSDB in kind funds): The Low Vision Evaluation Team is once again funded for five regional clinics. The clinic team consists of an optometrist specializing in low vision services (Dr. Tom Theune), a certified low vision therapist / TVI (Jim Olson), and a Clinic Coordinator (Debbie Haberkorn). The dates of the 2011-12 clinics are posted within this newsletter, as are the local site coordinators for each clinic (who have the clinic paperwork). For more information, contact Dr. Tanni Anthony at Anthony_t@cde.state.co.us or (303) 866-6681.

National Braille Challenge: (Sponsored by CSDB) The Colorado regional contest will again be held at CSDB in 2012. Students may also compete individually in their home school with their TVI administering the tests. Students compete in various categories such as spelling, reading comprehension, speed and accuracy, proofreading, and charts and graphs. The date for this event is to be determined. For more information, contact Bertha Guerrero at bguerrero@csdb.org or (719) 578-2204. You can also visit www.brailleinstitute.org for additional information about the National Braille Challenge.

TVI Mentor Project (CDE ESLU Set Aside Funds): This will be the ninth year of the mentor project! The goal is to provide mentoring assistance to students enrolled in the UNC Visual Impairment Program, as well as new TVIs

and/or COMSs in Colorado administrative units. Each participant will be paired with a mentor teacher currently working in Colorado. Mentors will receive a \$500 annual stipend for their time and commitment to mentoring over a full school year. If you would like to be a mentor or would like to have a mentor, please contact Tanni Anthony at anthony_t@cde.state.co.us or (303) 866-6681.

Psychological Assessments and Consultation (CSDB staff) Psychological assessments (cognitive and social emotional) provided to school districts by Ellen Trapp, Ed. S., school psychologist, to assist school districts in developing appropriate educational services and supports for students with vision losses. There is a fee for this service. Contact: Laura Douglas at ldouglas@csdb.org at (719) 578-2110.

Snow Shoe Weekend (sponsored by TVIs and CSDB staff): The 10th Annual Snowshoe Weekend is February 24-26th, 2012, at the YMCA Snow Mountain Ranch outside of Winter Park, CO. This event has been successful over the years thanks to the teachers who graciously volunteer their time and the School for the Blind staff at CSDB. The change of venue this year means the opportunity for new winter fun. Please look for the 2012 Snowshoe Weekend Flyer in the next couple months. Anyone interested in this exciting opportunity or anyone who has ideas for funding assistance for this weekend should contact Mike Plansker, mike.e.plansker@adams12.org or (303) 870-7649

SMART Assessments (CSDB personnel): Members of the Statewide Multidisciplinary Assessment Resource Team (SMART) at CSDB are available to consult with your districts' OT, PT, SLP, & School Psychologist in the area of blindness. There is a fee for these services. Complete an Indirect Outreach Request Form found on the CSDB website and email to Laura Douglas at ldouglas@csdb.org or (719) 578-2110.

Technology Consultation (CDE ESLU Set Aside Funds): Bonnie Snyder has been hired to provide 28 days of free consultation across the state. Bonnie can meet with TVIs on an individual or a small group basis. She is also available for phone or email consultation. Be watching for information about the May 2012 Technology Symposium. Contact: Bonnie at BonnieLS21@gmail.com or (719) 322-3854.

Vision Coalition: (CDE ESLU Set Aside Funds): The Vision Coalition is a statewide advisory committee on the educational activities for and state initiatives to students who are blind/visually impaired, support activities for their parents, and professional development activities specific to their service providers. Members include: Tanni Anthony (CDE ESLU), Paula Conroy (UNC), Nancy Cozart (Metro region), Laverne Dell (Voc Rehab), Charlotte Javier (Anchor Center for Blind Children), Jamie Lugo (School for the Blind– CSDB), Kathryn Botsford (CAER), Judy Mumford (Southern Region), Jim Olson (CIMC), Angela Sims (Western region), and Wendy Stoltman (Northern Region). The VC meets three times a school year. For more information, please contact Tanni Anthony at Anthony_t@cde.state.co.us or (303) 866-6681.

What's Happening Out There Newsletter (CDE ESLU Set Aside Funds): This newsletter started about 17-plus years ago when folks across the state talked about a lack of communication continuity. It has mostly been a labor of love internal to CDE, but there are some great folks who actively contribute to each edition or from time-to-time. Please consider being one of them – there is always room to brag on the accomplishments of a colleague, post an announcement, or to share an article. The newsletter is sent out to CO parents of children and youth who are blind/visually impaired, TVIs, COMS, braillists, and VI paraeducators. It is also posted on the CDE Blindness/Low Vision website for others to download. The following editions are planned for this school year: August/September 2011, October 2011, November/December 2011, January/February 2012, March/April 2012, and May 2012. For more information, please contact Tanni at Anthony_t@cde.state.co.us or (303) 866-6681.

Please put in your web favorites so you have ready access to a host of great information

CDE webpage specific to Blindness/Low Vision:	http://www.cde.state.co.us/cdesped/BLV.asp
CDE webpage specific to Deafblindness:	http://www.cde.state.co.us/cdesped/Deafblind.asp
CDE webpage specific to O&M:	http://www.cde.state.co.us/cdesped/RS-OM.asp



Bits From Bonnie

By Bonnie Snyder

BonnieLS21@gmail.com

<http://TVIVIP.org>

This certainly was a fast Summer! It's time to start thinking about all the good things that will be happening during the upcoming school year.

One of the things that I tested out with two of our colleagues was using **Skype** to provide technology support. It worked marvelously and I would love to show all of you how this works. Additionally, I am leading two discussion groups over Skype, and they are also working super well. One group presently has 8 members and the other has 12 members, and both have sighted and non sighted members. So yes Skype is accessible. You will need a computer (there is a version of Skype for PC, Mac and Linux) with Internet access, and a microphone. It is also helpful, but not mandatory, to have a web cam. Let's challenge ourselves to take a step or two out of our comfort zone and give Skype a try. It is marvelous!

This year I will continue to be available to provide technical assistance support at your location, over the phone, or by email. If you are investigating "i devices" or Mac, I have added both to my repertoire and will be more than happy to work with you on these tools.

I am also hoping to partner with other colleagues to bring specific trainings for groups of TVIs and paraeducators to your location. Please send along your requests and I will get things rolling (see email address at the top of this article and please send your request there.)

Finally, last but very important: Please set aside **Saturday May 12, 2012**. That is the date of the 2012 Symposium on Technology for the Blind and Visually Impaired, hosted by the University of Colorado at Colorado Springs. This will be our third year for the Symposium, and we are planning to open it up to TVIs, parents and their children who are blind/visually impaired, and paraeducators in the western states. Our Symposium has grown noticeably from year one to year two and we anticipate even greater growth in year three!

I hope you all have a wonderful school year and I hope to see and/or hear from all of you.

Editor's Note: *A very special thank you to Bonnie for all of her great work with the May 2011 Symposium on Technology. There were some amazing sessions and the seminar provided an important forum for technology-related discussions. Please see the article on page 7 that details more information about the symposium and plans for the future.*

Technology continues to be a topic of great need for our students. TVIs, please continue to use the cotvi listerv to discuss your technology findings and needs. CDE and CSDB will continue to work with the field to identify how best to provide training and support on this important topic.

Teaming up for Technology to Improve Education for the Blind

Sudhanshu Semwal, professor in the Department of Computer Science at the University of Colorado, Colorado Springs, has been a catalyst in improving education for the blind. Most recently, Semwal collaborated with Ida Dilwood, director, Office of Disability Services and University Testing, and Bonnie Snyder, a technology consultant for the visually impaired, for the May 14 Crossover Applications Symposium at UCCS.

“There is clear understanding of the role that technology can play in assisting learning for those who are visually impaired,” Semwal said. “Technological advances have given the blind and visually impaired new and more accessible methods to make use of all sorts of computer-based media and tools used for learning and professional application.”

About 50 community participants including parents, teachers, visually impaired children in grades K-12 and administrators from The Colorado School for the Deaf and the Blind attended the second annual event. The symposium shared examples of state-of-the-art technology to assist blind and visually impaired people. The demonstrations showcased technologies that include screen readers offered by the Office of Disability Services, games for the visually impaired, learning environments for the blind, and touch, sound, graphics and aroma devices.

“Our students are developing new tools in the Games and Media Integration and Computer Science programs which might provide better opportunity for delivery of information and perhaps new freedom to use technology and find employment. We still have a long way to go, but with costs coming down, more technologies being developed and available, and a general awareness of new opportunities to create technologies to serve people with disabilities, we hope that soon most visually impaired people will be able to tap into these new technologies to make their lives easier.”

Semwal received his Bachelor of Engineering degree in electronics and communication engineering from the University of Roorkee, India; his Master of Science degree in computing science from the University of Alberta, Canada; and his Ph.D. in computer science from the University of Central Florida. He joined the UCCS Computer Science Department in 1994 as an associate professor, and became a professor in August of 2000. Semwal's main areas of interest are computer graphics, wearable computing and virtual reality, computer-human interaction, medical applications, human animation and avatars, and volume Rendering and Visualization, Realistic Images, Ray Tracing, computational geometry.

Source: University of Colorado System Website

<https://www.cu.edu/content/semwalteamingtechnologyimproveeducationblind>



Sudhanshu Semwal

AT Competencies Possessed by TVIs in the United States

Dear certified teacher of students with visual impairments:

It is our pleasure to invite you to join our research called "Assistive Technology Competencies Possessed by Teachers of Students with Visual Impairments (TVIs) in the United States." Assistive technology (AT) refers to assistive, adaptive, and rehabilitative devices for people with disabilities. Students with visual impairments increasingly rely on AT tools. However, recent research has found that many TVIs are not confident in supporting students with the use of AT. We would like to know what the level of AT expertise is currently possessed by TVIs. Findings of this research will help us design and deliver more effective and efficient in-service services to support TVIs' work.

As a TVI in the United States, you are sincerely needed to participate in this research. If you agree to participate, please go to the website (<http://www.surveymonkey.com/s/atnationalsurvey>) to complete an online survey. This survey is completely anonymous. It will take approximately 30 minutes to complete and you can quit at any time you want during the survey without any penalty. The results of this research will only be used for educational purposes and there is no potential harm by your participation. To show our appreciation for your participation, upon the completion of the online survey, you will be offered an opportunity to win **a random drawing of \$100 or some assistive technology prizes**. Please note that winners would need to provide private information for tax reporting.

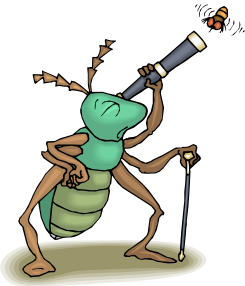
Please complete this survey by October 31st, 2011.

For further information about this research, please contact any of the investigators listed below. For information about the rights of research participants, you may also contact the Texas Tech University Institutional Review Board for the Protection of Human Subjects (Office of Research Services, Texas Tech University, Lubbock, Texas, USA, 79409).

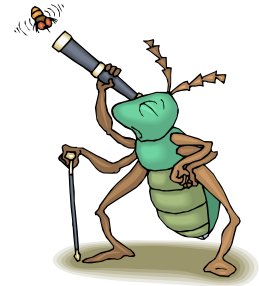
Nora Griffin-Shirley, Ph.D., Texas Tech University - Phone: 806-742-1997, ext. 247, Email: n.griffin-shirley@ttu.edu

Paul M. Ajuwon, Ph.D., Missouri State University - Phone: 417-836-5397; Email: PaulAjuwon@MissouriState.edu

Derrick W. Smith, Ed.D., COMS, University of Alabama in Huntsville - Phone: 256-824-3048; Email: derrick.smith@uah.edu



LOW VISION EVALUATION CLINIC NEWS



The CDE Low Vision Evaluation Clinic Schedule Clinic Schedule for School Year 2011-2012

REGION	DATES	PAPERWORK DEADLINE	SITE COORDINATOR
Southern (CSDB low vision room)	Th Sept 15, 2011 Fri Sept 16, 2011	September 1, 2011	Donice Fennimore
Western Slope (Grand Junction, Hawthorne Building)	Fri Sept 30, 2011 Sat Oct 01, 2011	September 16, 2011	Sarah Sonnier Angela Sims
Metro Denver (Anchor Center for Blind Children)	Wed Nov 9, 2011 Th Nov 10, 2011 Fri Nov 11, 2011	October 20, 2011	Nancy Knight
Northern (Location to be determined)	Fri Feb 3, 2012	January 20, 2012	Rita Albright and Vicki Pearson
Southern (CSDB low vision room)	Fri Mar 2, 2012	February 17, 2012	Donice Fennimore

It Takes a Team!

The paperwork needed for the Low Vision Evaluation Clinics has been sent to each Clinic Site Coordinator. These individuals will share the paperwork with the TVIs in their region and responsible for the schedule of clinic appointments to maximize the LVE team’s time on site. Please note that all paperwork must be back to Debbie Haberkorn no later than two weeks in advance of each scheduled clinic. If paperwork is late or incomplete, the student will not be accepted into the clinic due to insufficient time for the clinic team to prepare for the appointment. TVIs—please note that the clinic team depends on your prompt and full completion of the paperwork. TVIs are also expected to attend the appointment with the family and to assist the student and his or her family with what to expect at the clinic and any follow-up device training.

Thanks to everyone for your continued role in making each Low Vision Evaluation Clinic a true success!



Improve Test Access!

Do you have students with severe reading problems?

Do you have students who are blind or visually impaired?

You may be eligible to earn a **\$20 gift card** for each student who participates in a short research project designed to improve access to test questions. Each student will also earn a **\$20 gift card** of their own! Sign up before November 11 to be involved with this exciting project.

Get details at http://ncam.wgbh.org/experience_learn/educational_media/describing-images-for-enhanced

We are researching whether audio description is a reasonable accommodation for students during assessments. Audio description may help students make sense out of the charts, graphs, and images that are included with all tests.

Participating students will have a 15 minute mini-lesson on audio description, then answer less than 10 test questions, some with and some without description.

The mini-lesson and test will be done at a convenient location (classroom, library, home, etc) by research staff. There is nothing for the teacher to do beyond asking if your students and families are interested, securing permission, and setting up a time that works for you.

**Contact us to
sign up now!**

Kay Ferrell
kay.ferrell@unco.edu
970-351-1653

Silvia Correa-Torres
silvia.correa-torres@unco.edu
970-351-1660

COLORADO ASSESSMENT WINDOWS

Assessment windows have been finalized for the 2011-2012 school year. The following chart reflects the new names for the Transitional Colorado Assessment Program (TCAP) and the Colorado Alternate (CoAlt). TVIs—please be aware that the last day to order a special format TCAP (braille, large print, etc.) with your District Assessment Coordinator is November 23.

TCAP (formerly CSAP) Grades and Content Areas	Early Testing Window	Regular Testing Window
Grade 3 Reading or Lectura	2/13/12 – 2/24/12	2/27/12 – 3/9/12
Grade 4 Reading or Lectura Grades 3-4 Writing or Escritura Grades 5-10 Reading and Writing Grades 3-10 Mathematics Grades 5, 8, 10 Science	3/5/12 – 4/6/12	3/12/12 – 4/13/12
CoAlt (formerly CSAPA) Grades and Content Areas		Testing Window
Grades 3-10 Reading Grades 3-10 Writing Grades 3-10 Mathematics Grades 5, 8, 10 Science		2/2/12 – 3/23/12
CELApro Grades and Content Areas	Early Testing Window for Speaking	Testing Window
Grades K – 12 Reading, Writing, Listening, Speaking	Begins 12/12/11	1/3/12 – 1/31/12
CO ACT	Initial Test Date	Make-up Test Date
Grade 11 Alternate	Tues, 4/24/12	Tues, 5/8/12



Spotlight on Goldenhar Syndrome

Compiled by Tanni L. Anthony

The primary content of this article was written by Holly Ann Ismael at Health Line - <http://www.healthline.com/galecontent/goldenhar-syndrome>

What is Goldenhar syndrome? Dr. Maurice Goldenhar, a French ophthalmologist, first described the condition in 1952. Goldenhar syndrome is a rare congenital (present at birth) disorder that is characterized by incomplete development of the ear, eye, nose, soft palate, lip, and jaw. These physical differences have a range in severity.

Another name for Goldenhar syndrome is oculoauriculo-vertebral spectrum. This name describes the common structural problems seen with the eyes, ears, and vertebrae. The term *oculo* represents the eye, *auriculo* represents the ear, and *vertebral* stands for the physical problems present in the vertebrae or the bones of the spinal column.

Goldenhar syndrome occurs in one of every 3,000 to 5,000 live births. Males are affected more frequently than females. This syndrome is seen in all ethnic groups and cultures.

What are the Features of Goldenhar Syndrome? The physical differences are typically limited to the head and bones of the spinal column and may be severe or mild. In some cases, the changes are seen on both sides of the face (bilateral). In other cases, the changes are limited to one side of the face (unilateral). It is more likely that the right side of the individual's face will be more affected.

Facial Features: The facial bones, including the jaw bones (mandible) and cheek bones (maxilla), can be underdeveloped (hypoplasia). This underdevelopment can be limited to one side of the face. This is called *hemifacial microsomia*. Hemifacial microsomia can occur alone or with Goldenhar syndrome. If an individual has hemifacial microsomia without additional physical problems, the diagnosis of Goldenhar syndrome is unlikely.

Cleft lip and cleft palate can also be associated with Goldenhar syndrome. Cleft lip is an abnormal split or opening in the lip that can extend towards the nose or towards the cheek. Cleft palate is an opening in the roof of the mouth. Individuals with Goldenhar can also have wide mouth (macrostomia).

Vertebrae Features: The vertebral problems may result from incomplete development of the bones in the spinal column. Vertebrae can be incompletely developed (hemivertebrae), absent, or fused. Ribs can also be abnormal. Approximately 50% of individuals with Goldenhar syndrome will have curvature of the spine (scoliosis).

Visual / Ocular Features: Birth defects of the eye are common in Goldenhar syndrome. Cysts on the eyeball (epibulbar dermoids) occur frequently, as does microphthalmia (small eyes). Some individuals with Goldenhar syndrome have tissue missing (coloboma) from the eyelid(s). Strabismus (crossing of the eyes) is also prevalent. The child may be light sensitive (photophobia) and have decreased visual acuity that may improve with corrective lenses

Spotlight on

Hearing / Otcoustic Features: Hearing loss is common in individuals with Goldenhar syndrome due to abnormal development of the ears. The ears may be smaller than normal (microtia), or absent (anotia). Ear tags (excess pieces of skin) may be seen on the cheek next to the ear and may extend to the corner of the mouth. The shape of the ears may also be unusual. Another common problem is malformed middle ear bones (ossicles), which results in a **conductive** hearing loss because sound cannot be efficiently transmitted from the eardrum to the inner ear. However, malformed ossicles can be repaired or replaced at the time the atresia repair surgery is performed

In addition, there may be a missing or undersized ear canal (congenital aural atresia). If the ear canal is missing, the result is a significant **conductive** hearing loss, because the bone blocks the passage of sound to the eardrum and inner ear. In some cases, the ear canal is unusually narrow rather than completely closed. This is called canal stenosis. Canal stenosis also causes hearing loss and results in a higher propensity for developing ear infections (otitis media). In addition, if dead skin cells and earwax cannot drain out of the middle ear in the normal way, this can also contribute to ear infections and occasionally the formation of benign cysts (cholesteatomas).

Cognitive and Health Features: Other differences outside of the face and vertebra can occasionally be seen in Goldenhar syndrome. Approximately 15% of individuals with Goldenhar syndrome have an intellectual disability. The likelihood for an intellectual disability increases if the individual has microphthalmia. Heart defects and kidney defects can also occur with Goldenhar syndrome.

What Causes Goldenhar Syndrome? The exact cause of Goldenhar syndrome is unknown. There are most likely many factors that lead to the abnormal development of the facial tissues. In some cases the factors may be environmental in nature. For example, there are certain medications a woman can take while pregnant that can cause the baby to have the symptoms of Goldenhar syndrome. However, in the vast majority of cases, Goldenhar syndrome is not caused by something taken during pregnancy.

In other cases, normal development of the facial tissues may be disrupted by genetic factors. The exact genetic factors are unknown. Unlike some other syndromes, there has not been a gene identified that, if changed, causes Goldenhar syndrome. A few families in which Goldenhar syndrome occurs show an autosomal recessive inheritance pattern, while other families clearly support an autosomal dominant pattern of inheritance. However, most cases of Goldenhar syndrome are not inherited, meaning that it does not normally run in families.

Goldenhar syndrome typically occurs randomly. Doctors are often unable to explain why it occurs. Since it is sporadic in nature, if a child is diagnosed with Goldenhar syndrome, the risk for the parents to have another child with this same syndrome is low. In rare cases, one parent may have some of the physical symptoms of Goldenhar syndrome. If this is the case, the risk to have a child with the disorder may be much higher.

Diagnosis There is not a genetic test that can diagnose Goldenhar syndrome. The diagnosis is made by a physician when an individual has the common symptoms associated with the condition.

Treatment and management: Once a child is diagnosed with Goldenhar syndrome, care should be taken to complete necessary medical tests to determine the extent of the child's physical challenges.

A hearing evaluation by an audiologist is necessary to determine if there is hearing loss. Hearing aids may be bene-

Spotlight on

ficial to the child. Any malformation of the outer ear and ear canal may restrict the types of hearing aids that will work for the child. Bone conduction hearing aids may be more beneficial to the child. If hearing loss is evident, the child should be referred to a certified teacher of students who are deaf/hard of hearing. Speech therapy may also be recommended.

An ophthalmologist should be consulted for a complete eye examination and needed eye care follow-up. If the child has an uncorrectable visual loss from diagnosed microphthalmia, coloboma(s) and/or other visual condition, he or she should be referred for services from a certified teacher of students with visual impairments (TVI) and a certified orientation and mobility specialist (COMS) in local early intervention and school-age programs.

X rays of the spine are recommended to determine if there are vertebral problems, and the severity. Individuals with Goldenhar syndrome should also be regularly evaluated for scoliosis. Renal ultrasounds and ultrasounds of the heart may also be recommended, due to the increased risk for birth defects in these areas. A doctor would make this recommendation. The child may also benefit from occupational and/or physical therapy.

Surgery may be required to correct the birth defects seen in Goldenhar syndrome. Surgery to correct the facial birth defects can improve appearance and function.

Resources

Alliance of Genetic Support Groups. 4301 Connecticut Ave. NW, Suite 404, Washington, DC 20008. (202) 966-5557. Fax: (202) 966-8553. <http://www.geneticalliance.org>.

Goldenhar Parent Support Network. Attn: Kayci Rush, 3619 Chicago Ave., Minneapolis, MN 55407-2603. (612) 823-3529

Goldenhar Syndrome Research & Information Fund. PO Box 61643, St. Petersburg, FL 33714. (813) 522-5772 <http://www.goldenhar.com>.

Goldenhar Syndrome Support Network 9325 163 St., Edmonton, ALB T5R 2P4. Canada <http://i.am/bbds.page>.

National Organization for Rare Disorders (NORD). PO Box 8923, New Fairfield, CT 06812-8923. (203) 746-6518 or (800) 999-6673. Fax: (203) 746-6481. <http://www.rarediseases.org>.

WEBSITES

"Oculoauriculovertebral Dysplasia." *Online Mendelian Inheritance in Man*. www.ncbi.nlm.nih.gov/entrez/dispomim.cgi?id=164210.





“Tools for Life” Application Deadline: *October 15, 2011*

The Need: A visually impaired or blind student may be highly motivated and highly educated, but without the proper adaptive devices (tools) they are not able to perform to their highest level. Visually impaired and blind students need special “tools” to interact and compete with their sighted peers. Unfortunately, many families can not afford these tools for their children due to their financial situation.

The Mission: To provide financial assistance to the families of visually impaired and blind students (pre-K – Transition) who are residents of Colorado. This assistance is to help purchase necessary & appropriate adaptive equipment which students may own and utilize in their home, school, and community. These tools will help support literacy and the pursuit of higher education.

To apply for a “Tools for Life” scholarship and to obtain more information, please go to:

www.seethefuture.org
Click on “Tools for Life” scholarships
Click on “Application Information”

For more information please call Tom Theune, OD – Chairperson of the SEE THE FUTURE Fund at (719) 471-3200 or email: twtheune@prodigy.net

“Education for Life” Application Deadline: *March 1, 2012*

Up to \$42,000 may be awarded to six deserving recipients. In addition, The SEE THE FUTURE Fund has formed a partnership with the Kane Family Foundation. The merit-based Kane Foundation is offering two “full-ride tuition” scholarships to visually impaired or blind students who meet the SEE THE FUTURE Fund criteria (see below) and are nominated by the SEE THE FUTURE Fund selection committee. Presently, Kane – SEE THE FUTURE recipients must attend CU-Boulder, CU-Denver, or CU-Colorado Springs.

To apply for an “Education for Life” scholarship and to obtain more information, please go to: www.seethefuture.org and click on “Education for Life” scholarships. You may also call Tom Theune, OD – Chairperson of the SEE THE FUTURE Fund at (719) 471-3200.

The SEE THE FUTURE / Kane Scholarship Criteria:

- Acceptance to CU-Boulder, CU-Denver, or CU-Colorado Springs.
- Un-weighted high school GPA: 3.40 or higher (through senior year).
- 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.
- Achieve an ACT composite score of 25 (80th percentile) or above.

ORIENTATION & MOBILITY ORIENTATION & MOBILITY

Dona Sauerburger Website Specific to O&M

Donna Sauerburger has a website with many O&M resources. To check it out, please go to:

<http://www.sauerburger.org/dona/index.html>

A new O&M listserv has been created. If you are interested in joining, please go to:

OrientationAndMobility-subscribe@yahoogroups.com

then reply to the confirmation e-mail asking who you are to ensure only interested parties are really involved in this national listserv.

NMSBVI Orientation & Mobility Inventory

The New Mexico School for the Blind/Visually Impaired (NMSBVI) Orientation & Mobility (O&M) Inventory was developed as a means of quantifying student progress across the many areas that define O&M. The goal was to create a user-friendly assessment tool that quickly allowed an O&M to identify areas of need for individual students. Further, there was a need to structure it in such a way as to allow COMSs to easily track student progress over time. The Inventory aspires to meet these needs. To read more about the inventory and download the form, please go to: http://www.nmsbvi.k12.nm.us/O&M_INVENTORY/O&M_Inventory.htm

WANTED

Articles about Innovative O&M Teaching Techniques for a Special Issue of JVIB

Do you have a story about an original O&M strategy that has worked for you? This fall, the Journal of Visual Impairment and Blindness will be publishing a special issue on Orientation and Mobility, and we are seeking several brief articles to be included in the Practice Perspectives feature of that issue. Practice Perspectives publishes articles by professionals who work in instructional roles, and we are especially interested in new teaching ideas that you have found to be effective with your students. The articles should be brief (not more than 1,500 words). An effective article should describe how you developed your teaching idea, how you implemented it, and what the outcomes were. If you have an idea for a possible article and you would like to become an author, please contact Dr. Jane Erin at jerin@u.arizona.edu for more information about how to develop and submit your article. If your idea worked for the people you teach, it is likely to be welcomed by many JVIB readers.

Win, Place, and Show Up!

The 10th Biennial
Getting In Touch With
Literacy Conference
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Louisville, KY



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IS rocket science."*

*"Today a reader,
tomorrow a leader."*

This international conference draws attendees committed to improving literacy skills for students and adults who are visually impaired and blind. An impressive array of workshops and sessions will be offered, along with an exciting vendor hall, special events, and a celebrity auction!

Room rates at the historic Seelbach hotel are:
\$129 for a single room and \$139 for a double room

Registration available soon!

www.gettingintouchwithliteracy.org

Janie Blome, jblome@aph.org

Jane Thompson, jthompson@aph.org




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Resources and Materials

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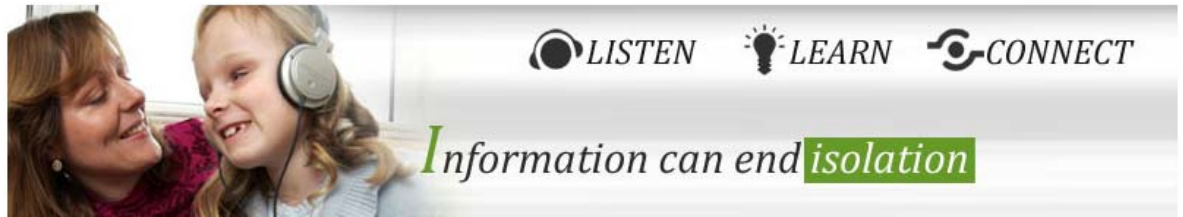
http://support.perkins.org/site/PageServer?pagename=store_homepage



Free webinar addresses self-esteem and albinism

Stares, Smirks & Shout-Outs: How to Deal with Negative Experiences in Public and Maintain Self-esteem and Dignity in Difficult Situations, is a new video available free on YouTube (<www.youtube.com/watch?v=osT9KLSSc6w>) from the National Organization for Albinism and Hypopigmentation (NOAH). The video includes the audio recording and slides provided in an hour-long session on how people with albinism can maintain their self-esteem and dignity in difficult situations. Speaker Kelsey Thompson, who largely based the seminar on her own experiences, explores the emotions, behaviors, and thought processes that negative experiences bring about in individuals with albinism and discusses tips to minimize their impact. For more information, contact: NOAH, P.O. Box 959, East Hampstead, NH 03826-0959; phone: 800-473-2310 or 603-887-2310; web site: <www.albinism.org>.

Resources and Materials



Audio Information Network of Colorado - Bringing Equal Access to Information

Access to information is critical in our society. Technology gives blind, visually impaired, and print disabled students equal access to print materials. The Audio Information Network of Colorado (AINC) provides services that students may use throughout their lives. Children's programming is available in English and Spanish. It includes magazines, books, and stories recorded by a professional story teller. As children advance through school they may use the newspapers, science, travel, and other programs for school assignments. Young adults transitioning to post secondary education or the work place may find employment information, grocery ads, and discount store ads helpful. Combined with other services and technology, blind and visually impaired students may have access to the same information as their sighted counterparts.

Teachers may have access to AINC programming in the class room. AINC would like to provide services to all schools with blind or visually impaired students. They are interested in working with teachers to make programming available that is specific to their lesson plans. These programs could be accessed through the Information-On-Demand Telephone Reader Service or through Podcasts on the AINC website.

Students may register for individual access at home. AINC provides all services and equipment at no cost to listeners. Their website has sample programming, live streaming, Podcasting, and online registration capabilities. In addition to the online options, listeners may choose to hear the broadcast on the telephone or call into the Information-On-Demand (IOD) system. To try a demo of the IOD system dial 303-443-2005 or toll free 877-443-2005 then enter 7777 when asked for a subscriber number. This will give you five minutes to try the system. Listeners may also choose a pre-tuned receiver to access the AINC broadcast.

Teachers and parents are welcome to contact AINC at 303-786-7777/877-443-2001 or through our website at www.aincolorado.org with questions. AINC staff members are available to speak to community groups or participate in local resource events throughout Colorado.

Resources and Materials

Learning Ally – Accessible Audio Textbooks for Students with Visual and Learning Disabilities

For students who are blind, visually impaired, physically and learning disabled, Learning Ally provides the nation's largest online audio library of core curriculum textbooks and literature titles - helping them achieve academic success and prepare for the workplace.

Founded in 1948 as Recording for the Blind (RFB), the organization's original mission was to enable blinded World War II veterans to attend college. Over time, RFB grew to serve many more people with learning differences such as dyslexia, and in the mid 1990s was renamed Recording for the Blind & Dyslexic (RFB&D). In 2011, RFB&D was transformed into Learning Ally - reflecting its mission to serve a complete spectrum of individuals for whom reading is a barrier to learning. Currently Learning Ally serves more than 300,000 K-12, college and graduate students, as well as veterans and working professionals. Seventy-five percent of its members have a learning disability like dyslexia.

Produced in high-quality digital format, Learning Ally audiobooks can be accessed on mainstream devices like the Apple iPad and iPhone, as well as MP3 players, Mac and PC computers, and CD. More than 6,000 volunteers nationwide help record and process the books, and thousands of new titles are added annually. Currently, the collection of more than 65,000 textbooks and literature offerings spans most major publishers for K-12 through post-graduate school.

By providing state of the art, accessible audio textbooks to students, Learning Ally removes a major obstacle to their success in the classroom: *access to the printed word*. The books provide extensive navigation, bookmarking and control features that are critical to successful studying. Students tap into the general education curriculum and stay on top of assignments in step with their peers. Countless educators and parents point to Learning Ally as a proven resource that relieves stress and saves time for students facing an overwhelming amount of reading and studying material, adding that young learners build confidence and self-esteem as their comprehension, performance and grades improve.

Students with a certified print disability are eligible for Individual Membership at \$99 per year (just over \$8 per month), allowing them to work on assignments at home as a supplement to their school's membership.

Institutional Memberships are available for schools and districts to provide accommodations for their students with IEP and 504 plans. Our customized programs can include memberships, equipment, training and support. To learn more contact Suzanne Jonsen, Director of Programs & Service at 303-906-6061 or sjonsen@LearningAlly.org or visit www.LearningAlly.org



Resources and Materials



Changes at the Colorado Talking Book Library

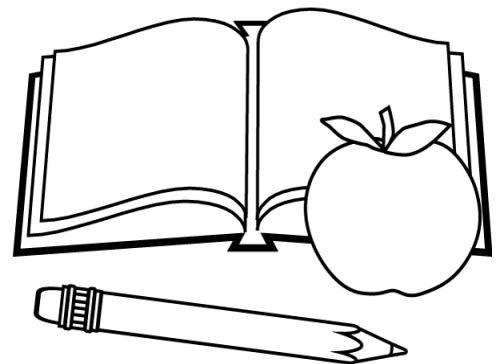
By Debbi MacLeod

Digital download of books has been available for patrons for the last 2 years, providing access to over 20,000 book titles and 45 magazine titles through BARD. This new service is also free. A patron needs to be comfortable using computers and have a broadband internet connection. Most students fit into the comfortable with computers category and while they might not have broadband access at home, they might have it at school.

Now, organizational accounts can have access to BARD as well. This allows teachers to help students learn how to download from BARD and assist them. We do not recommend that you download books on your account for the student since this would not record the book in the student's account. To sign up follow the link below. The information you put on the application must read exactly as that listed on your mail card. <https://nlsbard.loc.gov/CO1A/ApplicationInstructions.html>

We also recommend purchasing a cartridge and cable to use for your downloads. You cannot listen to the audio files on the computer. For a list of sources see: <http://www.cde.state.co.us/ctbl/Digital/bard.htm>

For answers to further questions, or to request the Welcome to BARD email, please contact the library and speak with a reader advisor.
303-727-9277 or toll free 800-685-2136 or
ctbl.info@cde.state.co.us



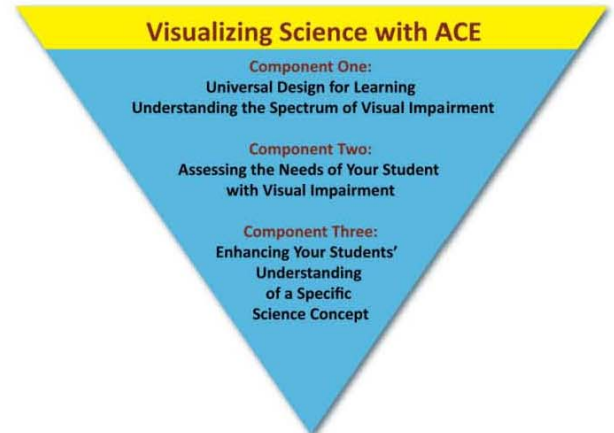


Introduction:

Mid-continent Research for Education and Learning (McREL) has developed the **Visualizing Science with Adapted Curriculum Enhancements** (ACE Intervention) to help science teachers improve the science knowledge and inquiry skills of their students with visual impairments. The ACE Intervention is intended to help teachers support students who are visually impaired as they “visualize” abstract science components in their mind’s eye.

The Visualizing Science with ACE Triangle at the right illustrates the philosophy of the *ACE Intervention*, which moves from understanding the general needs of students with visual impairment in the science classroom to enhancing participating teachers’ understanding of those needs and then meeting the needs of specific students with visual impairment with respect to specific science concepts.

McREL developed and piloted the ACE Intervention with science teachers and Teachers of the Visually Impaired in Colorado, Pennsylvania, and New York. We are now ready to conduct a more rigorous examination of the efficacy of the intervention. To do so, we are soliciting the help of districts to participate in a study of ACE.



Incentives—Why Would We Do this?

District:

- ✓ The school district will receive ACE Resource materials to support the education of current and future students who are visually impaired.
- ✓ The district will be contributing to a project with high visibility that has the potential to provide educators nationwide with a valuable instructional framework.

Science Teachers:

- ✓ We know from research that science teachers are often underprepared to work with mainstreamed students with visual impairment in the science classroom. As part of this intervention, science teachers will receive free professional development, a stipend and travel costs (transportation, lodging, and meals) to support their attendance at annual project meetings and for work completed outside of the classroom.
- ✓ Science teachers will learn how to develop science *Adapted Curriculum Enhancements* that provide non-sight based ‘illustrations,’ of scientific concepts and processes. These unique *Enhancements* include models and tactile graphics, with explicit observation instructions and descriptions to help students learn how to integrate what they are sensing through feel into their ‘mind’s eye’).
- ✓ Science teachers will have the chance to earn 6 graduate-level Continuing Education Units (CEU).

Students:

- ✓ Students will have access to improved science learning materials adapted for their specific needs to better visualize science concepts.



Eligibility/Requirements—Can We Participate?

To be eligible, a district must:

- ✓ Have three or more students with visual impairment enrolled in mainstream classes who are in grades 5-7 during the 2011-2012 school year (this year).
- ✓ Have science teacher pairs who teach in grades 7-11 who will have access to at least one student with visual impairment beginning in 2013 and then again in 2014.
- ✓ Assist McREL in recruiting grade 7-11 teacher pairs for the study; teacher pairs will work with students with visual impairment beginning in the 2013-2014 school year for two consecutive years.

To be eligible for the intervention, Teachers must:

- ✓ Be willing to be trained in the ACE intervention.
- ✓ Use the developed materials with their students.
- ✓ Provide feedback to the research team through surveys and interviews and assist researchers with student-level data collection (including classroom observations)¹.

What is *Visualizing Science with Adapted Curriculum Enhancements*?

This intervention was developed by McREL (www.mcrel.org) and Edinboro University (cms.edinboro.edu/) and was funded by the U.S. Department of Education’s Institute of Educational Sciences (R324A080096). The intervention is aimed at improving the capacity of science teachers to assist students with visual impairments in understanding abstract scientific concepts.

What is the timeline for the project?

Timeline/Task	Facilitation	Year One Implementation Teacher	Year Two Implementation Teacher
Summer 2013 ACE Summer Intervention	2-3 sites working with ACE Teachers and TVIs as appropriate as described in Scope/Sequence	Full Participation in Program components	Full Participation in Program components
2013 ACE Fall/Quarter 1	<ul style="list-style-type: none"> • Saturday workshops: First Quarter • Mental Imaging and Assessment support: All Year 	Saturday workshops: First Quarter: Preparing TG and WD for Testing with student in class	<ul style="list-style-type: none"> • Supports Year One Implementation Teacher during Saturday workshops • Works with R/E team and Facilitators on Mental Imaging and Assessments for Second Year Implementation
2013-2014 ACE Year One Implementation Summer 2014	Support Teachers	Implement TG and WD with student	Works on developing TG and WD as prescribed in Component Three
2014-2015 ACE Year Two Implementation	Support Teachers	Supports Year Two Implementation Teacher	Implement TG and WD with student and collect assessment data with developed instruments as prescribed in study design

If you have any questions or would like to participate please contact one of the following:

- John Ristvey | 303-632-5620; jristvey@mcrel.org
- Sheila Arens, Ph.D. | 303-632-5625; sarens@mcrel.org

¹ All data collection efforts will be approved in advance by the district, will be consistent with any expectations or accommodations required by the student with visual impairment, and will be done only with the consent of the students’ parents.



CAER Board Members for 2011-2012

The mission of AERBVI (Association for Education and Rehabilitation of the Blind and Visually Impaired) is to support professionals who provide education and rehabilitation services to people with visual impairments, offering professional development opportunities, publications, and public advocacy. Each AER chapter elects a slate of officers to guide the chapter programs, manage the finances, and make decisions that best represent the vision professionals in the chapter. The Colorado Chapter's mission is to provide the vision professionals residing or working in Colorado opportunities for professional growth, networking, continuing education, and camaraderie through newsletters, meetings and conferences, and electronic communications. The Colorado chapter is called CAER.

The CAER Board Officers for this next school year include: **Samantha Hoffman**-- Past President; **Mike Plansker** – President; **Heather Parsons**-- President Elect; **Kathy Hegemann**— Treasurer; and **Nancy Cozart**—Secretary. CAER Board Members include: **Bill Muir**, **Sally Burch**, **Barb Galgano** (membership and recruitment), **Kathryn Botsford**, **Deb Andrews**, **Paula Conroy**, and **David Gooldy**. The CAER Board will meet monthly with the exception of the month of November (see the Calendar of Events).



October will be here before you know it & CAER wants you!
We are sponsoring a White Cane Day T-shirt Design Contest
Create a design that you feel represents the spirit of the day and to inform others about what the day means.
Be watching your email for further details!



NFB OF COLORADO MEETINGS...SHOULD PARENTS ATTEND?

The National Federation of the Blind is sometimes called a “consumer organization.” The blind and visually impaired in the United States are consumers of certain services, products and technology that are specific to their unique needs. It is advantageous for such consumers to join together to create a united front to make sure that the blind population is treated equally both as consumers and as citizens. Parents of blind children and youth are needed by the NFB to speak out for the “consumer” issues of their children. Parents and their children need the NFB to learn from blind adult role models about living independently as blind adults. Parents and children also need to learn about the issues and challenges that confront blind people today and become part of the movement to make positive changes for a better tomorrow for our kids. Parents are consumers, too, and that is why attending local meetings of the NFB is important for all of us.

There are regular meetings of the NFB of Colorado chapters in downtown Denver, Littleton, Westminster, Boulder, Colorado Springs, Greeley, and Pueblo. See the [NFB of Colorado website](http://www.nfbco.org/) (<http://www.nfbco.org/>) Chapters and Divisions page for more information.



WE NEED YOUR HELP!

Parents: If you are moving out of state or your child has graduated, please be in touch so we can remove your name from our newsletter mailing list. If your child is still enrolled in a Colorado school district, please be in touch with your address changes if you move to a new Colorado location.

TVIs and COMSs: If you have any changes in program contact information for the next school year, please help us out and send Tanni these changes.

Thanks to everyone for helping to keep our mailing list up-to-date! Send changes to anthony_t@cde.state.co.us or to Tanni Anthony, CDE ESLU, 1560 Broadway, Suite 1175, Denver, CO 80202. Or call and leave her a voice message at (303) 866-6681.



Amended Procedural Safeguards Notice Posted on the CDE Website

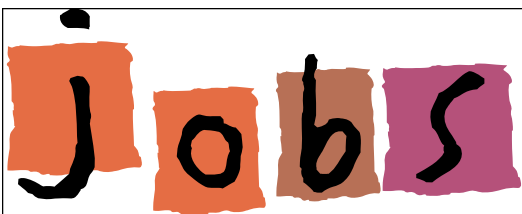
The Procedural Safeguards Notice provides a full explanation of the procedural safeguards available to parents of a child with a disability under the IDEA and the U.S. Department of Education regulations. The Procedural Safeguards Notice has been amended to reflect Colorado's move to a one-tier due process hearing system effective July 1, 2011. (Previously, Colorado followed a minority of states adhering to a two-tier due process hearing system). You can access the new Procedural Safeguards Notice, amended July 1, 2011, at the link below.

In addition, the website also contains recently revised brochures and a new table: Dispute Resolution; Mediation Services; and Dispute Resolution Options Table. Please destroy copies of any Procedural Safeguards Notices or brochures which predate the documents on the Special Education Law website.

Spanish language versions of the amended Procedural Safeguards Notice, the brochures and table will be posted on the website in the near future.

Consistent with Colorado's move to a one-tier system, the relevant Exceptional Children's Educational Act (ECEA) rules have also been amended, effective July 1, 2011. The amended rules can be accessed by clicking on "ECEA Emergency Rules" at: <http://www.cde.state.co.us/spedlaw/rules.htm>.





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

- ✓ **Early Childhood TVI** (1FTE): Anchor Center for Blind Children. Submit cover letter and resume to Alice Applebaum at aapplebaum@anchorcenter.org
- ✓ **TVI / COMS** (.6 FTE). Cherry Creek Schools. Please contact Dixie Periman at (720) 554-4250 or dperiman@cherrycreekschools.org
- ✓ **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

Southern Region Jobs

- ✓ **TVI - Elementary Education/Special Needs** (1 FTE): Contact Chelle Lutz, CSDB at clutz@csdb.org for more information.
- ✓ **TVI - Mathematics** (1 FTE / Mathematics): Contact Chelle Lutz, CSDB at clutz@csdb.org for more information.
- ✓ **Program Coordinator**, School for the Blind, (1 FTE): Contact Chelle Lutz, CSDB at clutz@csdb.org for more information.

Statewide

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

Braille Competency Information: Please Be in the Know!

All certified teachers of students who are blind/visually impaired working in Colorado administrative units are required to demonstrate braille competency in their first instructional year. This is true whether the TVI is hired on a temporary authorization. Once a TVI has demonstrated braille competency, there is a one-time expectation of renewal of the CDE Certificate of Braille Competency. The renewal certificate must be earned five-years post the initial certificate. If a TVI does not demonstrate braille competency or renew braille competency within the required timelines, the administrative unit of employment will be found in noncompliance and need to submit a Corrective Action Plan to the Colorado Department of Education.

Information specific to Colorado Braille Competency can be found at: <http://www.cde.state.co.us/cdesped/BLV.asp>

Colorado Braille Mastery Test Documents:

- ◆ [Colorado Braille Competency Testing Guidelines](#)
- ◆ [Colorado Braille Mastery Test Accommodation Procedures](#)
- ◆ [Colorado Braille Competency Test Preparation Materials](#)
- ◆ [Colorado Braille Competency Renewal Testing Guidelines](#)
- ◆ [CDE-Funded Braille Mentors](#)

If you have any questions about the testing and/or renewal guidelines and procedures, please be in touch with Tanni Anthony at anthony_t@cde.state.co.us or (303) 866-6681. Please take the time to be in the know!



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a	b	c	d	e	f	g	h	i	j	
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⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠
u	v	w	x	y	z					

DOTS OF INTEREST



American Printing House
for the Blind, Inc.
Building Independence Since 1858

APH Trainings on the Web

Four web presentations, along with a live Q&A session, are now archived on the American Printing House for the Blind (APH) website. This series called **Braille Transcriber and Teacher Training** included a web presentation called **Important Tactile Skills for Literacy** by Karen Poppe, Tactile Graphic Project Leader. Karen demonstrated numerous APH Tactile Graphic products and how to use them to teach tactile skills to early learners.

Yan Zhang, Tactile Graphic Designer, presented **Key Elements When Designing Tactile Graphics**. Yan discussed the basic principles of designing quality tactile graphics giving examples, suggested materials and a useful list of resources.

Anthony Slowinski, Tactile Graphic Designer, presented **Tactile Graphic Image Library + Graphic Freeware = Meaningful Cost Efficient Graphics**. Anthony demonstrated how to use the Library with freeware called Inkscape - making the image library useful to users who do not have expensive drawing software. He demonstrated how to download images from the TGIL and customize them with Inkscape.

The fourth webcast presented the results of an APH Survey on Consumable Textbooks and Materials called **What Is a Consumable Textbook?** by Jayma Hawkins, Accessible Media Editor. This presentation reviewed the results of a survey answered by transcribers and teachers that will give us a better foundation to create guidelines for transcribing consumable materials. All of these web presentations can be found at www.aph.org/training/index.html

Guidelines and Standards for Tactile Graphics, 2010

Now Available on BANA Website

The Braille Authority of North America (BANA) is pleased to announce that the HTML web version of the **Guidelines and Standards for Tactile Graphics, 2010** is now available on the BANA website. This is the initial release of this long-anticipated publication. You can access the guidelines at the following link:

www.brailleauthority.org/tg For additional information and resources, visit www.brailleauthority.org

DOTS OF INTEREST



International Tactile Book Competition

The American Printing House for the Blind (APH) is joining Typhlo & Tactus (T&T) in an international competition to promote tactile books. T&T, an organization comprised of western and eastern European nations, has conducted an annual tactile book competition for the past decade. This year's competition has been opened to the world. A panel of U.S. judges, including APH, will review each entry. The top five books will be sent overseas for final adjudication by an international panel of children and adults with visual impairments, as well as professionals in the field. A single winning entry will be chosen, along with ten shortlisted books. If you live in the U.S. or U.S. outlying areas, this is your chance to create a completed tactile book, designed for a child with visual impairment from birth to 12 years of age, by Friday, September 2, 2011! The T&T website provides the competition guidelines as well as a list of suggestions for desirable features in your tactile book creation!

All entries must be accompanied by an official T&T entry form, found at the T&T website. U.S. entries can be sent to: American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, KY 40206-0085, Attn: Suzanne Wright, T&T book competition

Toast to the Little Dots

by Kim Christiansen

**Here's to all the little dots
That so many learned to read;
Here's to the food we gather
From the plots we learn to seed;**

**Here's to all the people
That we meet and get to know;
Here's to the fragrant flowers
From the gardens that we grow;**

**Here's to all the glories
All the pages full of thought;
Here's to all the stories
That are told by little dots.**

National Newspanch, July 1997

DOTS OF INTEREST



BANA Releases Part One of Article on the Evolution of Braille

The Braille Authority of North America (BANA) has just released the first segment of a three-part article on the evolution of braille. In this initial piece, BANA focuses on the changing nature of communication methods used by braille readers. It also looks at other relevant transitions, such as how blind children are educated, the range of available technologies, and the evolution of braille and print. Part One of "The Evolution of Braille: Can the Past Help Plan the Future?" is on the following pages and posted on the BANA website at: www.brailleauthority.org/article/evolution_of_braille-part1.pdf. Parts two and three of this article will be released in the coming weeks. BANA will announce their publication through press releases and email announcements.

Follow the work of BANA by signing up for BANA-Announce, a one-way email list that disseminates news and information. To join this list, send a blank email message to bana-announce-subscribe@brailleauthority.org and follow the directions in the confirmation email that will be sent in response. You can also follow BANA on Facebook and Twitter!

For additional information and resources, visit www.brailleauthority.org

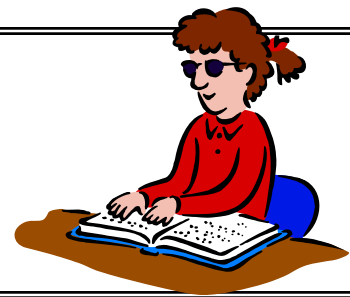
HumanWare Scholarship

HumanWare Scholarship: HumanWare announces an essay contest promoting early braille literacy. In one thousand words or less, tell HumanWare why you feel braille literacy will be key to your child's success and describe the role you think the Mountbatten Learning System will play in his or her future. Essays must be submitted with the written support of an early childhood or early intervention professional. Parents and professionals are welcome to provide any supporting material to their application. All applicants must reside in the United States or its Territories. Entries on behalf of children between the ages of 3 and 8 years, who are learning braille or are assessed as future braille learners, will be accepted. The winner will receive a complete Mountbatten Learning System Educational pack, and must be willing to participate in promotional events or to attend a public award ceremony. Entries must be submitted before December 31, 2011. To email your entry, or for more information, contact Sharon Spiker at sharon.spiker@humanware.com.

Free Braille Book from Seedlings

Seedlings' "Book Angel Program" is open to visually impaired children who live in the US and Canada. Through this program each child can receive two free Seedlings' books each year. Simply list four books from their catalog and you will receive two of them. To register, fill out the online form found at www.seedlings.org/special.php. (Click on "2011 Book Angel Program for V-I Children.") Our Print-Braille-&-Picture Books are a good way to introduce braille to toddlers; our Print-&-Braille Easy-Readers are good for beginning readers; and our "Braille Only" books are perfect for older, more independent readers. For more information, contact Debra Bonde, Director, Seedlings Braille Books for Children, www.seedlings.org or by calling 800-777-8552.

DOTS OF INTEREST



The Evolution of Braille: Can the Past Help Plan the Future?

Part one of a three-part article from the Braille Authority of North America (BANA)

Introduction: Braille itself has been instrumental in making possible the integration of blind people into society, and, in turn, this increased integration has driven developments in the use and production of braille. The more integrated that blind people have become, the greater are the demands placed on sources of literacy. Are the literacy tools keeping up?

The purpose of this article is to illuminate the changes in the way braille has been produced and used over the past 50 years, and to discuss some of the reasons for and impact of these changes. Clearly there are a number of overarching and complex issues that influence the teaching, learning, and use of braille—teacher shortages, teacher competency, service delivery methods for braille learners, the role of braille in employment, and more. However, this article will focus on the evolution of the communication methods used by braille readers; it will also look at other evolutions that have occurred such as how blind children are educated, the range of available technologies, and the evolution of braille and print.

This article is divided into three parts. Part 1 traces the use of braille as a viable reading medium from the 1960s to the present and takes a close look at how print has changed over the same period. Part 2 discusses the more technical aspects of braille translation, challenges faced by current transcribers of current codes, the need for accurate forward and backward translation with the least amount of human intervention, and the impact of the use of refreshable braille displays. Part 3 discusses the future; it explores the options for change and examines Unified English Braille (UEB) and the Nemeth Uniform Braille System (NUBS) as examples of code unification.

The development of braille and of its use in the United States is a long and fascinating story. The history is well-documented, so it will not be repeated here. This article will begin with a look at the evolution of braille in the United States beginning in the 1960s. First, however, it may be helpful to provide an answer to a frequently asked question: "Print does not change; numbers are numbers, parentheses stay the same, a dollar sign means dollars. So why all this tinkering with our braille?" Let's take a quick tour of the relevant changes that have occurred in print during the last 50 years.

Print Changes: In the early 1960s, print was, believe it or not, quite a different thing from what it is today—not only in terms of its methods of production and distribution, but also in the way it looked. For starters, individuals could produce print either by handwriting or with a mechanical or electric typewriter. Print produced on a typewriter was very symmetrical with rows and columns of characters. The primary tool available for showing emphasis was underlining. In 1961, the first IBM Selectric typewriters had a rotating typeball that could be changed in mid-document, allowing, for the first time, different fonts in the same document. This meant that individuals could produce a document with bold or italicized text, and they began to do so with abandon. Still, symbols that could be represented by typing were limited. If one wanted to place an accent mark over a letter, such as in the word *resumé*, it had to be done by backspacing over the final e and using an extra keystroke. Multi

ple copies could only be made using carbon paper or mimeograph machines, and, if a print document could not be hand delivered to its intended recipient, it had to be sent in the mail.

Color and graphics could only be produced by professional printers or publishers using expensive and complex methods, and they were not used in the same way we see today. Classroom textbooks were generally full of text, which was usually meant to be read straight across a column or page.

Beginning in the 1980s, people began to have computers and printers in their homes. At first, the printers created text much as typewriters did—columns and rows. In fact, a common kind of printer at this time was the "daisy wheel" printer, with technology not much ahead of the Selectric typewriter. The daisy wheel had a spinning sunburst of petals, each with a character on its end, and only characters available on that wheel could be printed. Copy machines improved and fax machines became common, so it was easier to reproduce and distribute print documents. Still, although floppy disks for computers could be hand delivered or mailed, paper was key in the distribution of print. Print began to show variations of font and style. Creativity abounded, and people were continually looking for ways to make the print appear "more attractive" to readers.

By the 1990s, the world of print was evolving at a tremendous rate. With laser printers, personal computer users were able to print complex text with multiple character sizes and various fonts and styles on a page. It was even possible for a person to create an entirely new print character if the current range of characters did not happen to include what was needed. People liked what they saw, and the vast varieties of possible print continued to expand. Color print was at first quite expensive for individuals to produce, but became more economical with the introduction of the inkjet printer.

As the possibilities have expanded, the nature of print on a page has become more and more non-linear and with an extensive use of graphics. Today, both K-12 and higher-education textbooks are full of photographs, diagrams, charts, graphs, boxes, and sidebars presented for visual appeal, and the content necessary to convey the meaning is displayed in a variety of layouts and arrangements on a page. Because technology is so much a part of the daily life of people of all walks of life, the boundaries between what is "technical material" and what is purely literary are increasingly blurred—web addresses, symbols that stand for letters, and even mathematical equations can frequently be found in everyday books and magazines.

Often, written documents never even make it to paper; rather, they are presented and read using computer screens, cell phones, or other electronic devices specifically meant for on-screen reading. For example, in 2008, the Colorado Community College system announced that students could access all their textbooks online for a flat fee. Online textbooks have the advantage of including hyperlinks, definitions, links to additional information, interactive graphics, and much more. Classroom settings in general are much, much more computer-based. Gone are the days of a teacher writing on a chalk board—the teaching demonstrations, the assignments, even the tests are increasingly conducted in an online forum.

Print conventions have changed. For example, there are now many styles of enclosure symbols like parentheses—brackets, curly braces, and angle brackets. Bulleted lists are ubiquitous. Changing technology has made it easier to change font, color, and print size—even within the same sentence—and brought new words into our language, spelled in new ways with capital letters and periods in the middle of words. Plus signs, dollar signs, trademark and copyright symbols, @ signs standing for letters, question marks with spaces on either side run rampant, not just through text messages, but all through everyday magazines and newspapers.

Braille Changes: Before the 1960s, blind children were usually educated in completely separate settings from sighted children, mostly in residential schools for the blind. The main source of leisure reading materials in braille was the Library of Congress. Educational materials were brailled mostly by a few braille publishing houses, using human braille transcribers who wrote each and every word of the material into braille; the number of titles that needed to be transcribed was limited by the fact that blind children attended only a relatively few schools. Most of the teachers who worked with blind students knew how to read braille, and, therefore, could comfortably create braille materials and did not need to rely on a print copy to read the students' materials. Print page numbers were not generally shown in braille books. Outside of the braille publishing houses or schools for the blind with access to braille presses, transcribers could only produce braille by hand, either using a Perkins braillewriter or a slate and stylus. Multiple copies of a document could be produced only using a thermoform machine, which was an expensive and laborious process.

The literary and the mathematics braille codes had generally been developed and then evolved with an eye toward saving space; for example, in order to use fewer cells, the percent sign and units of measurement such as "cup" were always brailled before the number, regardless of the order in print. Part of the role of the braille transcriber was to make the judgment calls that were sometimes needed to decide how to transcribe a given symbol. To save space and use less paper, it was common practice to divide words between lines when there was room for part of a word at the end of a line. This practice required time-consuming consultation of a dictionary to ensure that proper division occurred, and saving space and paper was more valued than saving time. The code for rendering mathematics in braille changed several times during the first half of the twentieth century, and, by 1972, the Nemeth Code for Science and Mathematics Notation was the standard.

If a blind person needed to produce something in print, the person either used a manual typewriter, often having written the material in braille first, or dictated the material to a sighted individual to handwrite or type. Reading braille always meant reading from hard copy—primarily paper but also on thermoform plastic.

Many factors in the blindness field began to change in the 1970s. In the educational arena, Public Law 94-142 provided that blind children should be educated in the "least restrictive environment." An increasing number of blind children had already begun to be educated in the public schools rather than in specialized schools for the blind, and the law accelerated the trend. This shift required many more titles to be transcribed because not every school used the same textbooks, even within the same state, and this led to an increased need for braille transcribers.

The organization responsible for developing the braille code had changed in composition and in name numerous times over the preceding century. In 1976 this group became known as the Braille Authority of North America (BANA), and it included national consumer organizations, braille producers, the Library of Congress, transcribing organizations, and others. While continuing to fine-tune the literary braille code, in the late '70s, BANA developed a system that included print page numbers in braille books so that mainstreamed blind students could follow along with the rest of their print-reading class. The system included additional symbols and formats not covered in the literary code, but needed for the meaningful transcription of textbooks used in mainstreamed classroom settings.

To some extent the braille code moved away from specialized practices, such as inserting apostrophes in braille where none existed in print, and more toward giving the reader an accurate representation of print. Library books, magazines, and the like were still transcribed using the literary code. The textbook code was substantially updated in 1997 and is now known as Braille Formats: Guidelines for Print to Braille Transcription and numerous conflicts between the literary braille code and braille formats still exist today.

Literary braille provides only one way to indicate a change in font showing emphasis. The one indicator, the italic sign, has to represent italic, boldface, underlined, or colored type. The Formats guidelines allow for italic, boldface, and various colors. These are needed when a textbook gives an instruction such as: "Copy the new vocabulary words (shown in italic type) into your notebook and study the review words (shown in boldface type)."

The literary braille code instructs the transcriber to substitute a word for symbols such as + (the plus sign), - (the minus sign), and < (greater than) that are shown in print. Braille Formats has braille characters to use for many such print symbols. For example, in a sentence such as "John + Mary = True Love," Braille Formats would use symbols similar to but not exactly like those in the Nemeth Code. If literary braille is followed, words "plus" and "equals" would be used for the print symbols. (Part two of this article will discuss the conflicts that can arise when symbols from different BANA codes are considered for adoption into literary braille.)

Print textbooks make use of a variety of enclosure symbols, including parentheses, square brackets, curly brackets (also referred to as braces), angle brackets, and enlarged versions of all of these symbols. The literary code only provides for parentheses and square brackets. Braille Formats adds curly braces and angle brackets. In some texts, it is critical for students to know what enclosure symbol is shown in print. Mainstreamed students and employed blind people are expected to be able to produce print similar to that of fellow students or colleagues at work. Their textbooks need to help them prepare for this.

Additionally, to try to ensure greater clarity in the representation of computer-related material that was becoming more prevalent, BANA developed a specific computer braille code. While this made computer programming easier

for braille readers, it added a new set of symbols. For even the most casual braille reader of general literary material, symbols from this code abound today in e-mail addresses, web sites, and even the name of common companies such as Amazon.com.

In the 1970s, braille translation software, although still in its infancy, started to become more common, and by the early 1980s, braille embossers were being used by larger organizations. Transcribers could either use six keys on a regular computer to enter the braille by hand or they could insert special codes into a print document to produce the proper formatting. Embossers provided an easier way to make multiple copies, but still, reading braille meant reading hard copy. Electronic braille displays had started to arrive, but they were mostly incorporated into stand-alone products that did not interface with mainstream devices, and most people did not have access to them.

In the late 1970s and the 1980s, the typewriter and the dictation method were still the primary methods for a blind person to produce print. However, in the K-12 education setting, the braille-reading students could often write out their assignments in braille, and then the special education teacher or transcriber would "interline" the braille, i.e., write print above the braille so that the classroom teacher could read it. Most blind students who grew up during this era never had the experience of being able to read directly-written communication from their classmates (no passing messages, no copying class notes), because most of their classmates were print users who did not know braille.

In the late 1980s, speech output became possible on personal computers, but was far from commonplace. Blind people with access to this technology could check and edit their own typing and could share their work by printing it out onto paper. There was still no way to fill out forms or pay bills without using a human reader, and no way to share documents without printing them first.

Beginning in the 1990s, the further proliferation of the personal computer and the rise of the Internet began changing the nature of the interaction of print and braille and drastically increasing blind people's access to written information. Today, all kinds of print-origin documents are more directly available to braille readers. Now, with various combinations of Internet media, speech output, braille displays, scanning and OCR, braille translation software, and braille embossers, blind people can read, in a matter of moments, virtually anything created by anyone—a pop quiz from a classroom teacher, a popular new book that just came out in stores yesterday, a web page created by someone two minutes ago in France. Job applications, registration forms, order forms, and the like are readily available online, and bill statements are available electronically to everyone. Blind people are accessing the exact same material, in the exact same format as their sighted peers. Braille readers utilize technology to render these materials accessible, not a sighted reader or transcriber. Of course, human readers are still the most efficient means of accessing some information, but the need for them is not as great as in times past. Some online material is inaccessible, but it is now easier than ever for blind people to have direct access.

Refreshable braille displays have become more adaptable to mainstream computers, and note-takers with braille displays are common. These devices allow blind people to read directly what was produced in print by others without the need to emboss onto paper or have someone transcribe it. The very same files or messages that sighted peers access by looking at the screen on their computer or device can be accessed by viewing through a braille display—no other intervention required. Although these displays are quite expensive now, they are in the hands of more and more braille readers, and there is no doubt that cheaper production methods will become available. With braille displays, any number of daily newspapers can be read in braille, no waiting required and no elimination of articles because of limited space in a braille publication. When surfing the web with a braille display, blind people can click on a braille cell using a device, and soon there is another page of braille. Hence, an unprecedented level of access to books of all types in braille is now available. The Gutenberg Library, Web-Braille, and Bookshare have made tens of thousands of titles available electronically, and it is now possible to read these books in braille using the technology available. Additionally, as optical character recognition technology has improved and the price of scanners has fallen, an electronic version of any print book is within the braille reader's grasp even if it is four o'clock in the morning, and there is no print reader for miles!

The Future is Now: Today, blind people can communicate in writing with classmates and co-workers with the greatest of ease via e-mail, text message, social media sites, or by simply passing files back and forth using a host

of methods. The method of writing is not nearly as tied to the method of reading as it was in the past. For instance, someone can type an e-mail using a device with a refreshable braille display, and the recipient can read it in print on his or her cell phone screen, print it onto paper, etc. Likewise, someone can use a cell phone keypad to enter a text message, and, with the right technology, the recipient can read it in braille. This, of course, means that blind students can now produce assignments for their teachers more independently than ever. They can receive the handouts via e-mail or web page, access them directly in braille, and submit the assignments directly, again via e-mail or web page.

Braille translation software interfaces well with more and more mainstream applications. Braille embossers, now more widely available, can produce reams of paper braille. Because the existing technology makes it possible to produce braille more easily, it is often used in cash-strapped education settings by people who are not necessarily knowledgeable about braille itself. On the other hand, the work of knowledgeable transcribers, still extremely important, can be far more efficient with the use of this technology. Translation software and braille embossers, combined with the ability to scan documents and the availability of electronic source files from publishers, has created the potential to greatly speed the transcription of braille books. Transcribers are now able to invest less time in entering text and more time in preparing the proper structure and format books that will be translated. Greater ease of braille production correlates positively with a greater availability of braille textbooks, even in higher education. Thus, the stage is set for quicker, cheaper braille.

Increased technology has aided braille readers in their methods of braille production as well. Besides using a slate and stylus or a braille typewriter, blind people, too, can use braille translation software with a PC to create braille for embossing. Refreshable display devices allow users to type either in six-key Perkins Braille style or use a QWERTY keyboard to get either uncontracted or contracted braille.

Rather than being paper-based, braille for work and communication is now mostly electronic-based—original documents can be copied infinitely, manipulated, and customized. The same file, with a few keystrokes, can render a document in uncontracted, contracted, or partially contracted braille; with print page numbers or without them; on narrow or wide paper; and on paper or on a refreshable braille display.

BANA has continued to make minor changes to the braille codes from time to time, most moving braille toward greater similarity with print. For example, the placement of the percent sign and items of measurement was changed to follow print, and symbols such as the copyright and trademark symbol were added. These changes are intended to give the braille reader more accurate information about what is shown in print, and to give the transcriber greater freedom to focus more on issues of formatting the material rather than assuring that each and every word is rendered correctly. Since a human transcriber is not always part of the equation, it becomes increasingly important for our translation software to at least be able to render the words and symbols correctly. That need factors strongly into the code changes as well and will become an increasingly pressing necessity as print continues to evolve.

Since its invention in the early nineteenth century, braille has remained vital to the literacy of people who are blind, and it continues to thrive despite the predictions of some to the contrary. As we have seen, however, until the last 30 years, people who use braille had relatively little direct interaction with print, and read braille that was delivered in a fairly standard way. Now, braille users generally interact directly with print-origin material on a routine basis, and the boundaries between what is in print and what is in braille are becoming virtually nonexistent. In addition, while print has undergone tremendous changes in appearance, delivery, and conventions, the braille code itself has changed relatively little.

We have painted a bit of a rosy picture here about what is possible in theory today with so much access to braille. However, we should make no mistake about it. There are great challenges as well. In the next installment of this article, we will discuss in more detail the workings of BANA; some of the challenges in today's braille production via braille display, translation software, and human transcriber; and the reasons why maintaining the status quo in braille code development in this country will not be a viable option for much longer if braille is to keep up with our changing written language and remain the primary tool for nonvisual literacy.



Calendar of Events

2011 2011 2011 2011 2011 2011 2011 2011 2011 2011 2011

- September 7 **CAER Meeting**
 Contact: Mike Plansker at Mike.E.Plansker@Adams12.org
- September 15 - 16 **Southern Low Vision Evaluation Clinic** - CSDB, Colorado Springs
 Contact: Donice Fennimore at 719-578-2100 / dfennimore@csdb.org
- September 15 **CSDB Board of Trustees' Meeting** - CSDB, Colorado Springs
 Contact: Sue Pfaffenhauser at spfaffenhauser@csdb.org
- September 16 **Metro TVI Meeting** - Anchor Center, Denver
 Contact: Nancy Knight at nknight@lps.k12.co.us
- September 22 **Vision Coalition Meeting** - Denver, CO
 Contact: Tanni Anthony at 303-866-6681 / anthony_t@cde.state.co.us
- Sept 30 - Oct 1 **Western Low Vision Evaluation Clinic** - Grand Junction, CO
 Contact: Sarah.sonnier@d51schools.org or Angela.sims@d51schools.org
- October 13 **CSDB Board of Trustees' Meeting** - CSDB, Colorado Springs
 Contact: Sue Pfaffenhauser at spfaffenhauser@csdb.org
- October 13 - 15 **143rd Annual American Printing House for the Blind Meeting** - Louisville, KY
 Visit: www.aph.org or contact info@aph.org
- October 15 **“Tools for Life” See the Future Fund Application Deadline**
 Visit: www.seethefuture.org
- October 27 **Colorado Deafblind Census Packets Mailed to Contact Personnel**
 Contact: Tanni Anthony at (303) 866-6681 or anthony_t@cde.state.co.us
- October 27-29 **CDE State Conference on Blindness/Visual Impairment**—Denver, CO
 Contact: Tanni Anthony at anthony_t@cde.state.co.us
- October 28 - 30 **AER Regional Conference 2011** - Cleveland, OH
 Contact: www.aerbvi.org
- October 31 **FIRST DAY** for DACs to order Braille, Large Print - Other Special Format Orders for TCAPs (CSAPs)
- November 3 - 6 **Colorado State NBF Convention** - Denver, CO
 Visit: www.cocenter.org

More Calendar of Events

2011 2011 2011 2011 2011 2011 2011 2011 2011 2011 2011

- November 9 - 11** **Metro Denver Low Vision Evaluation Clinic** - Anchor Center for Blind Children
Contact: Nancy Knight at nknight@lps.k12.co.us
- November 10** **CSDB Board of Trustees' Meeting** - CSDB, Colorado Springs
Contact: Sue Pfaffenhauser at spfaffenhauser@csdb.org
- November 18** **CAER Meeting**
Contact: Mike Plansker at Mike.E.Plansker@Adams12.org
- November 23** **LAST DAY** for DACs to order Braille/Large Print or Other Special Format TCAPs
- December 7 - 10** **2011 Getting In Touch With Literacy Conference** - Louisville, KY
Contact: Janie Blome jblome@aph.org or Jane Thompson jthompson@aph.org
- December 12** **Colorado English Language Acquisition Proficiency Assessment (CELApro)**
 Early Testing Window for Speaking begins K-12 Reading, Writing, Listening, Speaking
- December 16** **Colorado Deafblind Census Packets Due Back to CDE ESLU**
Contact: Tanni Anthony (303) 866-6681 or anthony_t@cde.state.co.us

2012 2012 2012 2012 2012 2012 2012 2012 2012 2012 2012

- January 12 - 31** **Colorado English Language Acquisition Proficiency Assessment (CELApro)**
 Testing Window for Grades K-12 Reading, Writing, Listening, Speaking
- January 12** **CSDB Board of Trustees' Meeting** - CSDB, Colorado Springs
Contact: Sue Pfaffenhauser at spfaffenhauser@csdb.org
- February 3** **Northern Low Vision Evaluation Clinic** - TBD
Contact: Rita Albright rita.albright@bvsd.org or Vicki Pearson vpearson1@yahoo.com
- February 2 - March 23** **Colorado Alternate (CoAlt)** - Testing Window
 Grades 3-10 Rdg, Grades 3-10 Wrtg, Grades 3-10 Math, Grades 5, 8, & 10 Science
- February 8** **CAER Meeting**
Contact: Mike Plansker at Mike.E.Plansker@Adams12.org
- February 9** **CSDB Board of Trustees' Meeting** - CSDB, Colorado Springs
Contact: Sue Pfaffenhauser at spfaffenhauser@csdb.org
- February 13 - 24** **Transitional Colorado Assessment Program (TCAP)** - Early Testing Window
 Grade 3 Reading or Lectura
- February 27 - March 9** **Transitional Colorado Assessment Program (TCAP)** - Regular Testing Window
 Grade 3 Reading or Lectura
- March 2** **“Education for Life” See the Future Fund Application Deadline**
Visit: www.seethefuture.org

More Calendar of Events

2012 2012 2012 2012 2012 2012 2012 2012 2012 2012

- March 2** **Southern Low Vision Evaluation Clinic** - CSDB, Colorado Springs
Contact: Donice Fennimore 719-578-2100 / dfennimore@csdb.org
- March 5 - April 6** **Transitional Colorado Assessment Program (TCAP)** - Early Testing Window
- March 7** **CAER Meeting** - (by phone)
Contact: Mike Plansker Mike.E.Plansker@Adams12.org
- March 8** **CSDB Board of Trustees' Meeting** - CSDB, Colorado Springs
Contact: Sue Pfaffenhauser - spfaffenhauser@csdb.org
- March 12 - April 13** **Transitional Colorado Assessment Program (TCAP)** - Regular Testing Window
- April 2 - 27** **11th Grade Alternate Testing Window**
- April 3 - 5** **Canadian Vision Teacher's Conference 2012** - Richmond Hill, Ontario
Contact: Kevin Stewart at Kevin.stewart@yrdsb.edu.on.ca
- April 11** **CAER Meeting** -
Contact: Mike Plansker at Mike.E.Plansker@Adams12.org
- April 11 - 14** **National Council of Exceptional Children** - Denver, CO
Visit: www.cec.sped.org
- April 12** **CSDB Board of Trustees' Meeting** - CSDB, Colorado Springs
Contact: Sue Pfaffenhauser at spfaffenhauser@csdb.org
- April 24** **Colorado ACT (CO ACT)** - Initial Test Date, Grade 11
- April 30 - May 4** **Data Entry on the ADE Site for 11th Grade Alternate Test**
- May 8** **Colorado ACT (CO ACT)** - Make-up Test Date, Grade 11
- July 17 - 22** **AER 2012 International Conference** - Bellevue, WA
Visit: www.aerbvi.org
- June 6** **CAER Meeting** - Left Hand, Longmont
Contact: Mike Plansker at Mike.E.Plansker@Adams12.org
- June 11 - 15** **2012 Summer Institute on Deafblindness and SSN** - Denver, CO
Contact: Tanni Anthony at 303-866-6681 / anthony_t@cde.state.co.us
- June 14** **CSDB Board of Trustees' Meeting** - CSDB, Colorado Springs
Contact: Sue Pfaffenhauser at spfaffenhauser@csdb.org



Tell Us Your Story of Independence

The Fred's Head blog from the American Printing House for the Blind (APH) contains thousands of articles organized into over 180 categories. This award-winning blog contains tips, techniques, tutorials, in-depth articles, and resources for and by blind or visually impaired people.

A popular category is Personal Stories (<http://www.fredshead.info/search/label/Personal%20stories>), containing true-life stories by visually impaired folks from all walks of life. We also have a link to this category on our website homepage, listed as: "Blog: Stories of Independence." If you would like to tell your story of learning independence, or highlight another life experience that might be inspirational to Fred's Head readers, please submit an article to Michael McCarty, APH's Social Media Coordinator, mmccarty@aph.org.

NFB of Colorado Website

The National Federation of the Blind of Colorado has just launched its new website. There is a page on the site specific to parents that will have posted events. Take a moment to check it out: www.nfbco.org

When Words Hurt: Public Service Announcement

Check out this PSA about the avoiding hurtful language: http://www.youtube.com/watch?v=T549VoLca_Q

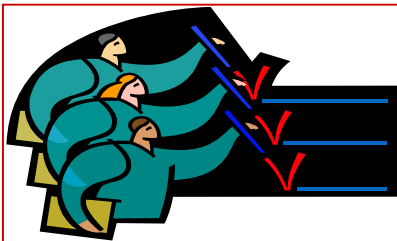
National ONH Survey News

The national survey, locating children with Optic Nerve Hypoplasia (ONH), met with a software glitch in May that was not detected until June. Approximately 25 survey responses sent via internet between May 5 and June 6 were lost. Dr. Mark Borchert has asked Colorado clients who submitted surveys during that time to re-submit. Even if you are uncertain when you may have submitted a survey, please re-submit. They can filter out redundant surveys. Every case is important to locate if we are going to get to the cause of this epidemic. The website is www.onhsurvey.org.

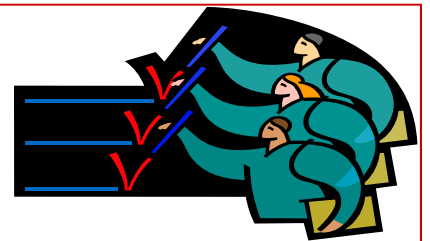
Project CHILD: Voices from Around the World

Hear disability experts from around the world comment on the status of children with disabilities in their countries. Click on the link for a special video of the recent report on Project CHILD: Voices from Around the World. <http://ppri.tamu.edu/project-child-video-cc/>

Thank you for your interest, and you are welcome to share this widely. If you have comments or would like further information please contact Charles Johnson at projectchild@ppri.tamu.edu or (979) 845-8800.



CHECK IT OUT!



Ten-City Tour Will Cover Colorado English Language Proficiency Standards

The Colorado Department of Education is pleased to announce a 10-city tour of the Colorado English Language Proficiency (CELP) Standards to be held in the fall of 2011. Colorado school districts will be supported on implementation of the new CELP standards to ensure English language development and access to academic content for English Learners. The CELP standards facilitate content instruction, impact curriculum through academic language and create a bridge to the Colorado Academic Standards (CAS).

Tour Locations and Dates:

Ridgeway - Wednesday, September 14, 2011; **Grand Junction** - Thursday, September 15, 2011; **Limon** - Wednesday, September 21, 2011; **Greeley** - Thursday, September 22, 2011; **Durango** - Wednesday, September 28, 2011; **Alamosa** - Thursday, September 29, 2011; **Boulder** - Wednesday, October 5, 2011; **Aurora** - Thursday, October 6, 2011; **La Junta** - Wednesday, October 19, 2011; and **Colorado Springs** - Thursday, October 20, 2011.

For More Information, Contact: Genevieve Hale, Office of Federal Program Administration. Phone: 303-866-6618 or Email: hale_g@cde.state.co.us

Assistive Technology for People with Visual Impairments

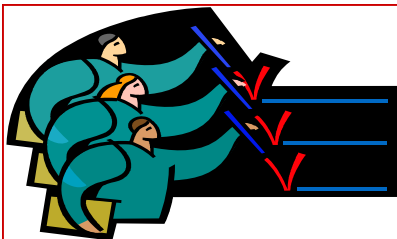
Check out the American Association of Nurse Life Care Planners Summer 2011 Publication, which has an article entitled Technology for the Visually Impaired by Victoria Powell, RN, CCM, LNCC, CNLCP, MSCC, CEASII The article is geared towards their summer theme of Recreational and Vocational Aspects in Life Care Planning. The article can be found at: <http://www.aanlcp.org/resources/journal.htm>.

VISIONTHROUGHWORDS

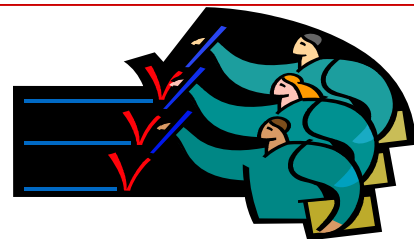
POETRY AND SHORT ESSAYS BY VISUALLY IMPAIRED AND BLIND WRITERS

Creative Writing Website Invites Submissions

Vision Through Words is a web site that posts poetry and short essays written by people with visual impairments. This new venue in which visually impaired writers can share their experiences is edited by Stella De Genova, an artist with retinitis pigmentosa and mother of three grown children. Ms. De Genova invites prose and poetry submissions of fewer than 500 words each. All work must be submitted electronically to e-mail address: <visionthroughwords@gmail.com>. Submissions will be chosen for publication on the web site based on the quality of the writing and its literary structure. For more information, contact: Vision Through Words; web site: <www.visionthroughwords.com>.



CHECK IT OUT!



Finding answers & sharing knowledge related to any question regarding blindness & visual impairment.

Questions & Answers ... BlindHow.com

BlindHow.com is the new one-stop website for questions and answers related to blindness or visual impairment. The National Federation of the Blind (NFB) of Utah has built a website that allows for community members to view and share video, audio, or written tutorials and information on a myriad of topics regarding blindness and visual impairment. A few of the categories to choose from include: Active Daily Living Skills, Education, Employment, Parents, Recreation & Leisure, Resources and Technology. Many videos are posted, for example “Learn How to Match Clothes,” “How to Apply Makeup,” “Tips on How to Navigate a Cafeteria,” “Adaptive PE Games for the Blind and Visually Impaired,” and “Blind Preschooler Uses Cane.” The site is for sharing ideas and information...if you can't find the answer you are looking for you can ask your question. If you have something to share you can become a contributor. Their motto is “Knowledge is power and sharing is caring!” Check it out at BlindHow.com



Department of Education Includes Elementary and Secondary Schools In Technology Guidelines

On June 29, 2010 The U.S. Department of Education's Office for Civil Rights issued a Dear Colleague letter (<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201105-ese.html>) to university presidents defining their legal obligation to provide students with disabilities an equal opportunity to enjoy the benefits of technology. On May 26, 2011 a second communication entitled “Frequently Asked Questions” (<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201105-pse.html>) follows up on the 2010 letter and makes it clear that the guidelines also apply to elementary and secondary school students.

APH Field Site Opportunity

The American Printing House for the Blind seeks field test sites for a storybook about a child who goes to camp and learns about sports. The book is written at fourth grade level. A CD with an html version of the book is included with both the large print book and the braille book. Field test sites need to evaluate both hard copy and electronic versions. Field testing begins in October. If interested, e-mail tpierce@aph.org



Change the World Video – Blind Ambition

This is a great article and video on how people can change their world. It is done from the viewpoint of young people with visual impairment and the note taker project. Check out this article and the link for the YouTube video at the end of the article.

<http://mindshift.kqed.org/2011/07/student-built-technology-helping-low-vision-students/>

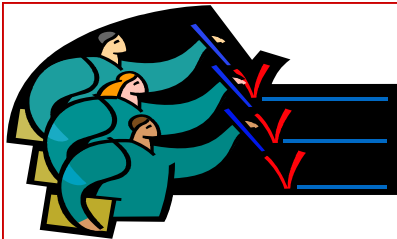
The Note Taker 9 (one of the projects in the Change the World Project)

To take notes in class, students with visual impairments must rapidly switch between writing their notes (a near-sight task) and viewing a board at the front of the classroom (a far-sight task). Current assistive technologies provide magnification for near-sight tasks, or for far-sight tasks, but none support rapid switching between the two. Alternatives such as human note-takers and audio/video lecture recorders force dependence on others, and do not facilitate the student's interaction within the classroom.

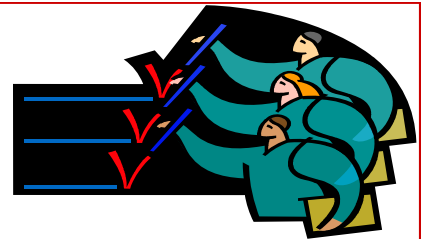


The Note-Taker Project solves these problems by combining a custom-designed pan/tilt/zoom camera and a Tablet PC that supports both pen and multi-touch input. Users simultaneously view live video and take notes on a split screen interface. The camera may be aimed and zoomed by dragging and tapping on the Tablet PC display surface. Users can also jump back a few seconds with a simple swipe gesture, should the professor get in the way of the black-board. Notes can be typed and/or handwritten, and video or audio of the lecture can be recorded. Currently Team Note-Taker is engaging several dozen students with low vision in user studies to find address their needs.

By making the lecture presentation accessible to students with visual disabilities (in the form of a zoomed video on the Tablet PC screen) the Note-Taker allows students to take their own notes – a process that is well known to benefit retention. The Note-Taker requires no adaptation of lecture material, or reliance on any support personnel. It is portable, it can be carried in a backpack, and it can be set up within one minute.



CHECK IT OUT!



educator series

knowledge is most powerful when shared

TRAINING & EDUCATIONAL RESOURCES PROGRAM

The Role of the Emotional Brain

This is the second webcast featuring Dr. Jan van Dijk as he presents his research and ideas related to the brain, the limbic system and the impact on teaching and learning for students who are blind with additional disabilities including deafblindness. The chapters in this webcast are: 1. Introduction, 2. Limbic System, 3. Stress, 4. Mirror Neurons, 5. Challenging Behavior, 6. Evidence Based Practice

Watch the webcast here:

http://support.perkins.org/site/PageServer?pagename=Webcasts_Emotional_Brain



Updated CDE Accommodations Manual

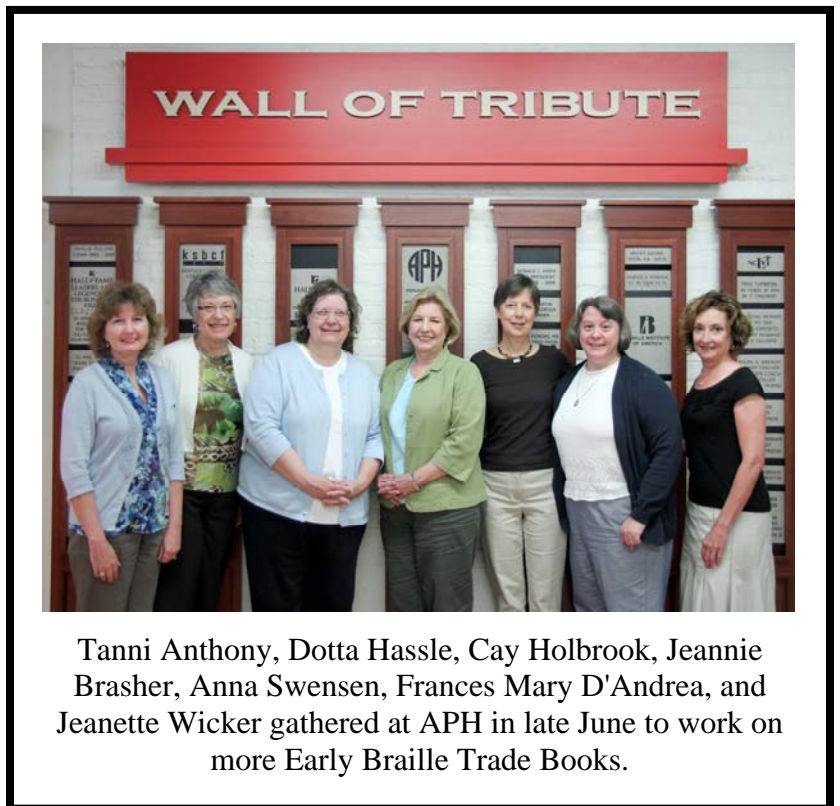
The 2011- 2012 Colorado Accommodations Manual is now available on the CDE Unit of Student Assessment website.

Please go to <http://www.cde.state.co.us/cdeassess/publications.html> to download the manual, which details both instructional and assessment accommodations specifically for students with visual disabilities, including deafblindness.



colorado connections

- 🔊 We are sad to share the news that **Bettye Maxwell Krolick** passed away on August 5, 2011. At age 50 Bettye began to transcribe music into braille. For over 30 years she helped standardize Braille music throughout the world. She wrote the first International Braille Music Dictionary. When she updated her book, *How to Read Braille Music* (2nd Ed.), she commented "I am thrilled to update this book, which I hope will continue to create enthusiasm for music among blind adults and youth around the world." Bettye brought music in many ways to many people throughout her life. Colorado was very proud to have her as one of our very own and thank Bettye for all she gave to so many people.
- 🔊 Hats off to **Christine Moe** (NW BOCES, Centennial BOCES, and Sterling), **Nick Pagani** (CSDB), **Jerri Nelson** (CSDB), and **Taryn Galow** (Aurora) for earning their CDE Certificates of Braille Competency. Good for **Mimi Schaper** for completing renewal modules and earning a CDE Renewal Certificate of Braille Competency. Thanks to proctor **Lucia Hasty**.
- 🔊 Fourteen Littleton Public School employees were honored during the May 26, 2011 LPS Board of Education meeting for their recognition and accomplishments at the state and national level during the 2010-2011 school year. One included **Nancy Knight** for receiving the Gary Schmidt Award from the Colorado Chapter of the Association for the Education and Rehabilitation of the Blind and Visually Impaired. The award is based on ethical standards, degree of excellence in job performance, and professionalism.
- 🔊 Colorado TVIs were in great attendance of the 2011 Summer Institute on Deafblindness and Significant Support Needs which focus on *Literacy for Students with Significant Support Needs*: **Tanni Anthony, Sally Burch, Elaine Brown, Linda Campbell, Angel Findler, Amber Rundle Kahn, Mary Chambers, Amy Gunning, Debbie Mendoza, Shelley Moats, Marci Reid, Angela Sims, Wendy Stoltman, and Karen Wood**.
- 🔊 Our very own **Dr. Kay Ferrell** was the special speaker of an "Ask the Expert" blog sponsored by AFB's Family Connect. The blog offered parents to ask questions about their young child who is blind/visually impaired. The blog was hosted on July 18-29.



Tanni Anthony, Dotta Hassle, Cay Holbrook, Jeannie Brasher, Anna Swensen, Frances Mary D'Andrea, and Jeanette Wicker gathered at APH in late June to work on more Early Braille Trade Books.



colorado connections

🔊 Congratulations to **Brooke (Sanden) Miller** who married **Chris Miller** on June 25, 2011 in Michigan. The couple ran a 5K running race the morning of our wedding with a number of friends and family and bridal party in town for the wedding (Brooke clad in a veil and bride shirt and Chris in a tuxedo shirt). We welcome Brooke back to her second year as a TVI in Mountain BOCES.



🔊 Hats off and a super thank you to **Nancy Cozart** and **Sarah Sonnier**, who teamed up with **Tanni Anthony**, to provide a two-day training on the topic of *Visual and Tactile Bias Review* on July 28-29, 2011. The training, which was held at the Anchor Center for Blind Children was an activity of the Description-Enhanced Assessments for Students with Visual and Print Disabilities grant project. Participants came from Utah and Kansas to learn about the Colorado model of visual and tactile bias review of our state general assessment.

🔊 We all thank the staff of the CIMC (**Jim Olson, Debbie Haberkorn**, and to the **Outreach staff at CSDB** for their assistance, especially **Chelsea Watts and Dale Wolf**) for all their tireless work over the summer months to ensure that Colorado's braille students will start the school year with their braille textbooks in hand.

🔊 Wow and congratulations to **Linda Campbell** who earned a Master of Education degree in Reading Instruction and Curriculum in March 2011.



The Arvada Center for the Arts & Humanities

Fall Children's Shows

This is the schedule of our Audio Described and Shadowed Fall Children's show of **Flat Stanley**. Audio Described is on Wednesday, November 2, 2011 at 10 am and 12 pm. Shadowed performances are Thursday, November 3 and Friday, November 4, 2011 at 10 am and 12 pm, both days. The shadow shows fill up really fast (and not necessarily with deaf children). We can also provide interpreters for any children's show with at least two weeks notice. Children's Theater ticket prices are \$8 (Weekday) & \$10 (Weekend).

Our regular theater schedule for **Ragtime** will be Audio Described on Saturday, October 1, 2011 at 2 p.m. **The 1940's Radio Hour** (Holiday Show) will be American Sign Language (ASL) interpreted on Friday, December 16, 2011 at 7:30 p.m. and Audio Described on Saturday, December 17, 2011 at 2:00 p.m. Those tickets are usually anywhere from \$58 to \$72.

Contact information:

Maggie Eaton, 720.898.7241 or meaton@arvadacenter.org

New Faces in Colorado



ERIN KERR has been in and out of the Aurora Public School District since 1998. She began as a special education paraprofessional. After earning her degree, she taught first grade. She left teaching in 2004 to stay home with her children. She began to learn Braille in late January of this year and is now a brailist for Aurora Public Schools. Along with teaching she enjoys spending time with her family, reading mysteries and traveling.

FRANCEY LIEFERT, TVI, COMS and CLVT, is hooking up with the CSDB Outreach team. She recently left the California School for the Blind (CSB) where she coordinated low vision services for the past few years. Prior to that, she worked with the CSB Assessment Team, specializing in O&M and functional vision assessments. She taught eight years with the diverse population in the Oakland Unified School District and began her career as a classroom teacher and then an O&M specialist at CSB. Francey's master's degree and credentials were earned at San Francisco State University. She and her partner Laurel are settling into life in Loveland and miss their two wonderful sons who stayed in the San Francisco Bay Area to work on academic degrees. Francey is stunned by the beauty of Colorado and can't wait to get to know her new state better.

BROOK YATES is thrilled to begin her work as an O&M instructor in the State of Colorado with the CO Division of Vocation Rehabilitation Services in Greeley! She recently graduated from Western Michigan University

and finished her internship from Criss Cole Rehabilitation Center in Austin, TX. Brook transitioned into this field from work as recreation therapist. She has created and facilitated outdoor adventure programs in the mountains of Colorado for blind teenagers. Dancing is a fairly recent passion and she is committed to sharing the world of contact improve dancing to the blind community.

NICOLE (NIKI) LEWIS is a graduate of Kutztown University and for the last 8 years she has been a TVI in Pennsylvania. She recently left her position as the sole TVI for an inner city school district. Her new position at CSDB is within the Outreach Program, as the new preschool teacher of the visually impaired classroom and working with babies who are blind/visually impaired and their families. When Niki is not teaching, you will typically find her running trails or doing cross-fit.

SHERRY BAINBRIDGE is the new TVI and COMS in Adams 12. She has a background in Human Development and Family Studies (Early Childhood Education) and licensure to teach elementary school. Sherry will soon complete the master's degree in Special Education to become a TVI/COMS. She is completing her practicum through UNC. She is the parent of three year old with a visual impairment, who is enrolled in the Anchor Center for Blind Children. Sherri loves to snowboard, ski, soak in hot springs, hike and travel (whenever she can).

New Faces in Colorado



ANDREA JOHNSON NAVARO started with the St Vrain VI Team last year as a paraeducator. She has been with SVVSD for the last 15 years. She is currently working toward her certification in Literary Braille Transcription and hope to have that completed by the New Year. This will put her in a position of becoming a district brailist. Andrea shares that she is married to a wonderful man and have two sons.

BRANDON MAPES first began working with visually impaired and blind students as a paraeducator at the Fletcher Miller school in Jefferson County. Brandon took a brief hiatus from Colorado, working as a TVI in his home state of Michigan for a year before returning to accept a job at Mountain BOCES this summer. He is looking forward to working with a whole new group of professionals and students this fall.

KARIN HENSEL is a new TVI/COMS for Aurora Public School District. She served as an itinerant TVI for a school district in Northern Nevada for three years and also taught 8th grade Math & Algebra, 5th grade and general resource SPED. This past year Karin completed the Orientation and Mobility program through University of Arizona, Tucson and did a 6 month internship at the Veterans Administration Hospital Southwest Blind Rehab Center, leading to full accreditation for Certified Orientation and Mobility Specialist and a Certified Low Vision Therapist. Karin completed both the TVI and O&M programs at University of Arizona, a Masters in Teaching from Sierra Nevada College, a Masters of Business Administration from Northwestern University and a Bachelor in Business Administration from Georgia State University.

SAVE THE DATE – FALL CDE CONFERENCE ON BLINDNESS/VISUAL IMPAIRMENT

All Colorado TVIs – please save the date! October 27-29, 2011 will be the dates for our fall CDE State Conference on Blindness and Visual Impairment. The training will be held in the Denver area. We will start the conference on Thursday night with a special session on *Auditory Description* with Brian Gould from WGBH. The next two full days will be dedicated to the topic of *Autism Spectrum Disorders and Visual Impairments (ASDVI): Addressing Students' Learning Needs*. Our featured speakers will be Marilyn and Jay Gense, who have authored a book and are frequent presenters on this important topic. Please be watching for the conference flyer and details on electronic registration. This information will be posted at: <http://www.cde.state.co.us/cdesped/BLV.asp>

This training is designed for TVIs to learn more about working with students with autism spectrum disorders who are also blind/visually impaired. The focus is on how a TVI can best work with personnel who are autism specialists, not to create a TVI Autism Specialist. There will be restricted attendance to this training. First priority will be given to Colorado TVIs. Second priority will be given to parents of school-age children with both diagnoses. Final priority will be given to paraeducators working with TVIs and other professionals on the team of children with both diagnosis. Please note that this is not a training for persons generally interested in autism.

Who Ya Gonna Call?

SCHOOL YEAR 2011-2012

Tanni Anthony at (303) 866-6681 or anthony_t@cde.state.co.us

- Braille Competency Testing/Braille Certification Renewal
- CDE web pages on Blindness/Low Vision, Deafblindness, and O&M
- CDE Initiatives specific to Standards, Literacy, Numeracy, Science, etc.
- CDE TVI and COMS listserv
- CO Services for Children and Youth w/ Combined Vision & Hearing Loss Project
- TCAP, CO-ALT, and CELA testing of students with BVI / deafblindness
- Eligibility of Learners who are Blind/Visually Impaired or Deafblind
- IEPs, Learning Media Assessments and LMA Plans, instructional accommodations
- Job Clearinghouse – TVI and O&M Specialist positions within Colorado
- Licensure and Highly Qualified Status of TVIs and COMSs
- NIMAS and NIMAC procedures within Colorado
- Response to Intervention (Rtl) for students with BVI or deafblindness
- Policy / Guidance documents pertaining to learners with BVI and/or DB
- State Conference on Visual Impairment / Annual O&M Conference
- ***What's Happening Out There*** newsletter
- Vision Coalition

Rita Albright at 303 447-5001 (ex. 8772) or rita.albright@bvsd.org

- Northern LVE Clinic Coordinator

Alice Applebaum at (303) 337-9732 or aapplebaum@anchorcenter.org

- Anchor Center for Blind Children

Teresa Barone at (970) 613-5564 or teresa.barone@thompsonschoools.org

- Northern Region TVI Meetings

Brent Batron at (303) 778-1130 x222 or bbatron@cocenter.org

- Colorado Center for the Blind Youth Programs

Amanda Batteiger at (719) 578-2205 or abatteiger@csdb.org

- CSDB's Library
- CSDB Family Literacy Packs

Dinah Beams at (303) 915-5935 or dbeams@comcast.net

- CSDB CO Home Intervention Program (specific to 0-3 children who are DHH and Deafblind)

Kathryn Botsford at (206) 849-3021 or kdbotsford@yahoo.com

- Rep of CAER at Vision Coalition meetings

Sharon Boyd at (719) 592-9193 or sharon_boyd_co@msn.com

- CSDB Touch Museum

Paula Conroy at (970) 351-1651 or paula.conroy@unco.edu

- UNC's Teacher Training Program on Visual Impairment
- UNC Rep at Vision Coalition meetings

Nancy Cozart at (303) 734-3090 or NCozart@lps.k12.co.us

- Rep of Metro TVIs/COMSs at Vision Coalition meetings
- State Reviewer of TCAP Braille Format



Julie Deden at (303) 778-1130 or jdeden@cocenter.org

- Colorado Center for the Blind

David Dawson at (303) 786-7777 x 101 or ainc@aincolorao.org

- Audio Information Network of Colorado

Laverne Dell at (303) 866-3562 or Laverne.DELL@state.co.us

- Rep of Colorado Rehabilitation Services at Vision Coalition meetings

Laura Douglas at (719) 578-2110 or ldouglas@csdb.org

- CSDB Outreach Services (DHH and BVI)
- CSDB Preschool Programs (DHH and BVI)
- Braille Challenge
- Close-Up
- BVI Adult Role Model Team
- Regional Student Activity Mini-Grants

Kay Ferrell at (970) 302-1995 or kay.ferrell@unco.edu

- National Center on Severe and Sensory Disabilities (housed at UNC)

Louise Gettman at (719) 578-2189 or lgettman@csdb.org

- CSDB Teacher of the Visually Impaired (southern region)

J.C. Greeley at (303) 337-9732 or jandkqb@aol.com

- Program Coordinator of the Anchor Center for Blind Children

Debbie Haberkorn at (719) 578-2120 or dhaberkorn@csdb.org

- Low Vision Clinic Coordinator

Lucia Hasty at (719) 577-4710 or lhasty2@earthlink.net

- Colorado Braille Test Proctor and Renewal Modules Proctor

Carol Hilty at (719) 578-2102 or chilty@csdb.org

- CSDB Intern Placement

Charlotta Javier at (303) 377-9732 or charlottejavier@comcast.net

- Rep of Anchor Center/CSDB Infant/Toddler Program at Vision Coalition meetings

Suzanne Jonsen at (303) 906-6061 or sjonsen@LearningAlly.org

- Learning Ally (formerly Recordings for the Blind & Dyslexic)

Donna Keale at (719) 578-2251 or dkeale@csdb.org

- CSDB Summer Enrichment Program
- Sports Camp
- CSDB Short Courses

Nancy Knight at (303) 734-3070 or NKnight@lps.k12.co.us

- Metro TVI Regional Meetings
- Site Coordinator of the Metro Low Vision Evaluation Clinic

Jamie Lugo at (719) 578-2201 or jlugo@csdb.org

- Rep of School for the Blind at CSDB at Vision Coalition meetings

Debbie Macleod at (303) 727-9277 or Macleod_d@cde.state.co.us

- Colorado Talking Book Library

Judy Mumford at (719) 719 234-1360 or judy.mumford@asd20.org
- Southern Region Rep at Vision Coalition Meetings

Kevin O'Brien at (970) 874-7607 or kobrien@mcsd.k12.co.us
Western Region TVI Meetings

Jim Olson at (719) 578-2195 or jolson@csdb.org
- CIMC Braille Book Orders and APH Loan Materials
- CIMC Braillist Scholarships
- Annual CIMC registration of students who are Blind/Visually Impaired
- Braille Transcribers Mentoring Project
- Southern Region TVI Meeting Coordinator

Vicki Pearson at 303 490-3248 or vpearson1@yahoo.com
- Northern LVE Clinic Coordinator

Susan Pfaffenhauser (719) 578-2102 or spfaffenhauser@csdb.org
- CSDB Board of Trustees' meetings

Michael Plansker at (303) 870-7649 or Mike.E.Plansker@Adams12.org
- Colorado AER Chapter
- Coordinator of Annual Snowshoe Weekend

Gina Quintana at (303) 866-6605 or quintana_g@cde.state.co.us
- Colorado Services for Children with Combined Vision and Hearing Loss Project
- Colorado Local Arrangements Chair for National CEC Conference (in Denver in April 2012)

Brenda Shepard at (303) 340-0520 (x28539) or brendas@ctech.aps.k12.co.us
- Colorado Braille Test Proctor and Renewal Modules Proctor

Angela Sims at (970) 254-5414 or sims@mesa.k12.co.us
- Rep of Western Slope TVIs/COMSs at Vision Coalition meetings

Bonnie Snyder at (719) 322-3854 or bonniels21@adelphia.net or tvivip.org website
- CDE Regional Technology Assistance
- May 2012 Technology Symposium

Sarah Sonnier at (970) 254-5414 or ssonnier@mesa.k12.co.us
- Site Coordinator for Western Region Low Vision Evaluation Clinic
- Colorado Braille Test Proctor and Renewal Modules Proctor
- State Reviewer of TCAP Braille Format

TBD – Program Coordinator at (719) 578-2200 or 2201
- CSDB School for the Blind

Wendy Stoltman at (303) 665-2932 or wstoltman@sd27j.org
- TVI northern region rep at Vision Coalition meetings

Jon Vigne at (719) 578-2177 or jvigne@csdb.org
- Questions about CSDB and enrollment

Julie Wetzstein at (303) 216-6124 or jwetzste@jeffco.k12.co.us
- Colorado Braille Test Proctor and Renewal Modules Proctor



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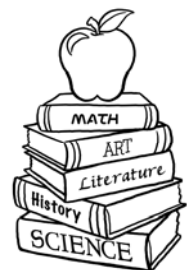
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COLORADO DEPARTMENT OF EDUCATION
Exceptional Student Leadership Unit
1560 Broadway, Suite 1175
Denver, CO 80202



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MAIL TO: