

# KEEPING IN TOUCH!

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

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## GIVING THANKS

By Tanni L. Anthony

As we close out another calendar year, it is time for a little more conscious reflection of all that we have to be grateful for and to in our lives. I have sought out a little help to fully express the importance of gratitude and how it can be part of our everyday life experience.

**The Importance of Gratitude:** *Gratitude is the sign of noble souls. (Aesop)*  
*Gratitude to gratitude always gives birth. (Sophocles)* *Gratitude is not only the greatest of virtues, but the parent of all others. (Cicero)*

**Thanks to Those Who Have Helped Us Along the Way.** *No one who achieves success does so without acknowledging the help of others. The wise and confident acknowledge this help with gratitude. (Alfred North Whitehead)*

**Thanks to Those Who Have Inspired Us:** *At times our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us. (Albert Schweitzer)* *One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child. (Carl Jung)*

**Gratitude—A Way to Live Our Life:** *Cultivate the habit of being grateful for every good thing that comes to you, and to give thanks continuously. And because all things have contributed to your advancement, you should include all things In your gratitude. (Ralph Waldo Emerson)*

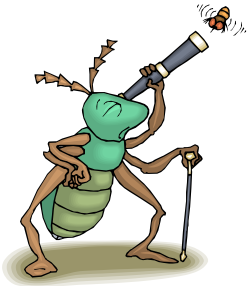
*As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them.... We must find time to stop and thank the people who make a difference in our lives. (John F. Kennedy)*

My thanks to each of you for all you do for our children, our families, and our teaching community. My best wishes to everyone as we close out 2013 and head toward a new year together. Thank you truly!

### Table of Contents

|                           |   |                      |    |
|---------------------------|---|----------------------|----|
| Giving Thanks             | 1 | Dots of Interest     | 11 |
| Low Vision News           | 2 | AER News             | 13 |
| Spotlight on Sclerocornea | 3 | Calendar of Events   | 15 |
| Resources and Materials   | 4 | APH News             | 18 |
| Transition Information    | 6 | Check It Out         | 19 |
| Technology Update         | 7 | Colorado Connections | 23 |
| Just for Parents          | 8 | CDE Key Updates      | 23 |
| Orientation & Mobility    | 9 |                      |    |





# LOW VISION EVALUATION CLINIC NEWS



## 2013 / 2014 CDE LOW VISION EVALUATION CLINIC DATES

| REGION                    | DATES                             | PAPERWORK DEADLINE              | SITE COORDINATOR  |
|---------------------------|-----------------------------------|---------------------------------|-------------------|
| Metro Region              | February 27, 28,<br>March 1, 2014 | Wednesday,<br>February 12, 2014 | Amber Rundle Kahn |
| Southern Region<br>(CSDB) | April 11, 2014                    | Wednesday,<br>March 26, 2014    | Donice Fennimore  |

### **NORTHERN LVE CLINIC**

The Northern Region Colorado Low Vision Evaluation Clinic was held Friday, November 8, 2013 at the Enight Skills Center in Fort Collins. Six students from four Administrative Units (Adams County District 27J, Boulder County Boulder Valley District RE-2, Larimer County Poudre R-1, and Weld County District RE-5J) received evaluations. Six parents and four TVIs attended the clinic with their students. The Low Vision Evaluation Clinic team would like to thank Enight Skills Center for graciously hosting the clinic. Thank you to all of the TVIs who referred the students to the clinic. We know finding time to fill out paperwork and sometimes following up with parents or eye care specialists regarding the clinic paperwork is not always easy. The team would also like to express a heart-felt thank you and much appreciation to Elaine Karns and Carol Love for coordinating this clinic.

## **Low Vision Clinics Coming Your Way - Be Prepared**

The five regional low vision evaluation clinics are once again funded for a new school year. For many TVIs, this has become a standard annual event in their region. For new TVIs, this will be the first time to partake in great opportunity to address the low vision device needs of our Colorado students. Whether you are a newbie or a veteran, please take time to do your part to help the involved students and families be prepared for the clinic and to have the best follow-up experience possible with any prescribed devices.

Your onsite coordinator will be sending out the required paperwork. Please take time to complete the forms so that the clinic team has advance information on each student. Dr. Theune needs an eye report that has been completed within three years of this appointment. The student's eye care is the responsibility of the family's eye care specialist. We ask that you come prepared with examples of your student's work products.

It is an expectation that the TVI attends the clinic with his or her student. Please be on time. If you need to cancel, do so as soon as possible. Ask questions and seek assistance on how to follow-up with any prescribed devices. It takes a team to make our clinics a great success - so please do your part to ensure a great experience for your student.



## Spotlight on Sclerocornea

Information retrieved from: <http://disorders.eyes.arizona.edu/handouts/sclerocornea>;  
<http://emedicine.medscape.com/article/1197148-overview>;  
<http://www.images.missionforvisionusa.org/anatomy/2006/12/what-is-sclerocornea.html>

**What is Sclerocornea?** Sclerocornea is a disorder which causes the front part of the eye to develop abnormally. It is a rare condition in which the cornea (usually the clear coating of the eye) is cloudy and blends in with the sclera (the white part of the eye) resulting in mild to severe vision loss, which may range from peripheral to total (*sclerocornea totalis*) vision loss. There is no association of sclerocornea to race or sex. Sclerocornea is present at birth (congenital) and does not worsen over time. It is possible for this eye condition to occur by itself or to occur as one of many symptoms in several more generalized syndromes and other hereditary eye diseases.

The eye material has disorganized collagenous tissue containing fibrils that is larger than normal. Other possible ocular structural concerns that may occur at the same time as sclerocornea include a shallow anterior chamber, abnormalities of the iris (colored part of the eye) and the lens, and/or the presence of microphthalmia (atypically small eyes).

**What Causes Sclerocornea?** Some causes of corneal clouding include birth trauma, Peters anomaly (the thinning and clouding of the cornea), and dermoid tumors (a cyst containing one or more tissues normally found in the brain, thyroid, liver, and lung), congenital hereditary endothelial dystrophy (accumulation of extraneous material in the cornea), and infectious or inflammatory conditions. This disorder may also result from congenital infections, such as rubella and excessive prenatal maternal alcohol consumption.

**How is Sclerocornea Diagnosed?** A cloudy cornea is the primary feature of sclerocornea. Upon evaluation, individuals with *partial sclerocornea* have a peripheral, white, vascularized, 1-to-2 millimeter corneal rim that blends with the sclera, destroying the marginal region of the cornea (limbus) that becomes continuous with the sclera. The central cornea is generally normal. In *total sclerocornea*, the entire cornea is involved, but the center of the cornea is clearer than the periphery. Sclerocornea usually involves both eyes, but can occur in only one eye. To be able to function properly, the cornea must be transparent to perform its role of allowing light to enter the eye. Individuals with sclerocornea have varying degrees of cloudiness of their cornea that may obstruct their vision. An eye doctor will examine the eye(s) to ensure that no areas of the eye other than the cornea are affected. If the iris is affected, there may be a secondary complication of glaucoma.

**What is the Treatment for Sclerocornea?** A complete eye examination is important to determine if glaucoma or other eye disease is present. In severe cases, a corneal transplant can improve vision and it is important to treat glaucoma if present. In generalized sclerocornea, early keratoplasty may be considered to provide vision.

**What is the Prognosis for Sclerocornea?** Visual impairment/ blindness results from corneal obscurity and the occasionally associated cataracts and glaucoma. Dimness of sight without apparent eye structure changes (amblyopia) is common.

**What are the Educational Implications:** A child with sclerocornea may qualify as a child with visual impairment, including blindness based on his or her need for specialized instruction.

# Resources and Materials

## UDL and Common Core

The National Center on Universal Design for Learning (UDL) is pleased to announce **new** resources on the intersection of **UDL and the Common Core State Standards (CCSS)**. These helpful tools and links illustrate the important way that the CCSS identify *WHAT* educators need to address in their instruction while UDL guides *HOW* to design their instruction. Key resources include a crosswalk on UDL and the Literacy by Design Collaborative (LDC) framework and video examples showing lessons illustrating classroom instruction addressing both the UDL guidelines and CCSS.

These free resources are available at  
[http://www.udlcenter.org/implementation/udl\\_ccss](http://www.udlcenter.org/implementation/udl_ccss)



## Fact Sheet on Intervener Services

The National Center on Deaf-Blindness has recently published a short fact sheet called *Definition of Intervener Services and Interveners in Educational Settings*. An accompanying technical report provides a synthesis of the process and literature used in the development of the definition. See their Intervener Services Initiative page for links to these documents as well as other information and resources about NCDB's Intervener Services Initiative: <http://nationaldb.org/pages/show/intervener-services-initiative>

## 3rd Annual American Conference on Pediatric Cortical Visual Impairment (CVI)

Friday—Saturday, June 27 & 28, 2014  
Marriott Regency, Omaha, Nebraska

This conference on pediatric cortical visual impairment (CVI) joins together occupational therapists, ophthalmologists, optometrists, teachers of the visually impaired, neurologists, pediatric personnel, and psychiatrists to increase interdisciplinary understanding of CVI in children.

### Topics include:

- Optometric insights and therapeutic interventions for visual development
- Understanding what patients and families need and how to get it
- Evaluation and therapeutic approaches to children with CVI
- Early interventions for children with CVI, low vision, and multiple disabilities
- Low vision rehabilitation for children with CVI
- Measuring outcomes following ocular interventions for children with CVI



For more information and to register, visit <http://www.childrensomaha.org/upcomingconferences> or call 402-955-6070.

# Resources and Materials

## natural resources

### Resources for Supporting Young Dual Language Learners

*California's Best Practices for Young Dual Language Learners: Research Overview Papers* is a publication that provides early childhood educators with valuable information on the most current research on the development of young dual language learners. This series of research overviews spans the disciplines of neuroscience, cognitive science, developmental psychology, assessment, educational research, family engagement, and special needs. Insights from the reviews informed the creation of the forthcoming *California Preschool Program Guidelines*, a publication that addresses how to provide high-quality, developmentally and individually appropriate preschool services for young children. In particular, information from the research reviews guided the formulation of best practices for supporting the learning and development of California's young dual language learners.

As a set the six research overviews reflect the most current research related to the learning and development of young dual language learners. They provide insight into how young dual language learners learn two languages, and also how they develop in other domains. At the same time, the research summaries provide guidance to early child educators on how to support the learning and development of young dual language learners in preschool programs. We hope that these research overviews will be an invaluable resource for supporting the learning and development of young dual language learners in California's preschool programs.

The research reviews were developed with the support of the California Department of Education and the leadership of WestEd project directors Peter Mangione and Ann-Marie Wiese, as well as project manager Katie Monahan. Linda Espinosa, Co-Principal Investigator, Center for Early Care and Education Research-Dual Language Learners, Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill, served as the lead researcher for the project.

<http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf>

## NEW!! Parent Ally Program



Learning Ally is a national nonprofit with a defined approach to help support students with print disabilities and their families. The goal of Learning Ally is to make reading accessible for all. Learning Ally remains the leading provider of audiobooks—including the world's largest library of audio textbooks.

Now Learning Ally has a new Parent Ally program that was inspired by parents. This program provides Parent Support Specialists who develop a personalized framework for children and their parents. They have been through the journey and have an intimate and educated understanding of how to navigate a situation that at times is confusing and tiring. They will provide clarity and help put you on the path to becoming an effective advocate for your child. For information and to become a member go to: [LEARNINGALLY.ORG](http://LEARNINGALLY.ORG) or call 800-221-4792.



## TRANSITION INFORMATION ABOUT MOVING ON!



Think College at the Institute for Community Inclusion, University of Massachusetts Boston was awarded a Technology and Media Services for Individuals with Disabilities Stepping Up grant from US Department of Education, Office of Special Education Programs. The grant funding period is December 1, 2012 through November 30, 2017.

This project is developing a web-based tool, **Future Quest**, that is designed around national and state college and career readiness standards to assist **all** middle school students to prepare for high school and postsecondary education and employment after high school. Future Quest provides online activities that promote student self-discovery, self-advocacy, self-exploration, organization, and technology literacy skills. Project personnel from the Institute for Community Inclusion work closely with middle school teachers, students, administrators, and families to embed these college and career readiness skills into the middle school curriculum.

There are many features to the website - including how to sign up to participate in a listserv specific to college for students with intellectual disabilities, how to find a college for a student with intellectual disabilities, and many resources to students and their families.

For more information, go to: <http://www.thinkcollege.net/>

## Helpful Websites

**National Governors Association:** At the National Governors Association's 105th Summer Meeting on August 2, NGA Chair Delaware Governor Jack Markell released ***A Blueprint for Governors*** as part of his initiative ***"A Better Bottom Line: Employing People with Disabilities"***. The initiative "looks at ways both state government and businesses can partner to bring opportunities to people with disabilities in the competitive labor market," said Markell. The blueprint document focuses on 5 key areas to help states advance employment opportunities for people with disabilities.

<http://www.nga.org/cms/home/news-room/news-releases/2013-news-releases/col2-content/national-governors-association-g.html>

[http://www.nga.org/files/live/sites/NGA/files/pdf/2013/NGA\\_2013BetterBottomLineWeb.pdf](http://www.nga.org/files/live/sites/NGA/files/pdf/2013/NGA_2013BetterBottomLineWeb.pdf)

**National Center on Intensive Intervention:** The National Center on Intensive Intervention (NCII) released the first in a series of training modules focused on implementing intensive interventions to help students with severe and persistent learning needs. The training module is Introduction to Data-Based Individualization (DBI): Considerations for Implementation in Academics and Behavior and it can be found at

<http://www.intensiveintervention.org/resource/introduction-data-based-individualization>



## Is Your World Sight-Compass Mapped?

**SightCompass**, founded in 2011, initially had the goal of fundamentally changing the assistive technologies field and providing vital accessibility

to individuals with visual impairment and blindness. The goal has expanded now to include providing accessible assistive technology to people with many other disabilities.

This tool is used to broadcast and receive information relating to the user's current environment. It is a FREE app that can be obtained on a Bluetooth 4.0 enabled SmartPhone, such as iPhone 4s or newer and iPad mini or iPad 3 or newer. As soon as the app is accessed, Staffel boxes appear in which site lists are displayed. Users access a mobile screen-reader (i.e., VoiceOver) to receive the information that is read out loud. An important improvement is that with a Bluetooth Braille display, deafblind individuals are among the many for whom the network is accessible. The app is easy to use, and really can make nearly any environment accessible to individuals with disabilities.

For more information go to [www.sightcompass.com](http://www.sightcompass.com) or [www.cecitech.com](http://www.cecitech.com)

## Accessible Documents Using Voiceye

To make documents accessible, the VOICEYE Maker Add-in for Microsoft Word and Adobe InDesign is just the thing. With just one click, this program can access needed information in large print or have it spoken using a screen reader. When the user clicks on the app, a code is automatically created making the information accessible. The VOICEYE code can hold up to two A4 pages of text on a single 2.5 square centimeter of code. No data or internet connection is needed to decode, as the code itself stores the information.

Many different types of material can be accurately identified and accessible, such as books, government and education materials, and notice boards in libraries or museums. Almost anything can be produced using the VOICEYE code.

For more information go to [www.cecitech.com](http://www.cecitech.com)

## Two New Videos: Braille Plus 18 Speech & Braille Preferences and Talking Graphing Calculator Speech & Help Options

Student Chase Crispin and his teacher LeAnna MacDonald have created two new videos on APH products: the first covers speech and braille preferences dialog of the Braille Plus 18. The second video discusses the speech and help options of the Orion TI-84 Plus Talking Graphing Calculator. Find these new videos on the APH product video page (<http://www.aph.org/products/videos.html>).





# just for PARENTS

## THE IMPACT OF FAMILY INVOLVEMENT ON THE EDUCATION OF CHILDREN AGES 3 TO 8: A Focus on Literacy and Math Achievement Outcomes and Social-Emotional Skills.

This report from MDRC (October 2013) summarizes research conducted primarily over the past 10 years on how families' involvement in children's learning and development through activities at home and at school affects the literacy, mathematics, and social-emotional skills of children ages 3 to 8. A total of 95 studies of family involvement are reviewed. These include both descriptive, nonintervention studies of the actions families take at home and at school and intervention studies of practices that guide families to conduct activities that strengthen young children's literacy and math learning.

The family involvement research studies are divided into four categories:

- ◆ Learning activities at home
- ◆ Family involvement at school
- ◆ School outreach to engage families
- ◆ Supportive parenting activities

Originally founded as the Manpower Research Corporation, MDRC is a nonprofit, nonpartisan social and education policy research organization dedicated to learning what works in public school reforms, employment programs for ex-offenders and people with disabilities, and programs to help low-income students succeed in college. Working in almost all of the largest cities in every state in the U.S., Canada and the United Kingdom, MDRC conducts its projects in partnership with national, state, and local governments, public school systems, community organizations, and numerous private philanthropies.



To see the full report, go to:

[http://www.mdrc.org/sites/default/files/The\\_Impact\\_of\\_Family\\_Involvement\\_FR.pdf](http://www.mdrc.org/sites/default/files/The_Impact_of_Family_Involvement_FR.pdf)

## Connecting Families

There are several organizations that can connect families to advocates in Colorado. PEAK Parent Center is Colorado's Parent Training and Information Center. PEAK has parent advisors on staff and can provide families with the names of advocacy organizations. For more information, visit:

- PEAK's website at [www.peakparent.org](http://www.peakparent.org).
- The Legal Center for People with Disabilities and Older People ([www.thelegalcenter.org](http://www.thelegalcenter.org)) and
- The Arc of Colorado ([www.thearcofco.org](http://www.thearcofco.org)) are other resources for families looking for advocates.

If your family is looking for support groups and/or trying to connect with other families, Parent to Parent of Colorado is a useful resource - [www.p2p-co.org](http://www.p2p-co.org)

The Parent Information and Resources page on the CDE Exceptional Student Services Unit's website has information about conferences and training opportunities. Every year CDE offers three Parents Encouraging Parents Conferences for families and educators throughout Colorado.

For more information, please visit <http://www.cde.state.co.us/cdesped/PEP.asp>

## 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 and you have a new mailing address, please be in touch with your address changes.

**TVIs and COMSs:** If you have any changes in program contact information, 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](mailto:anthony_t@cde.state.co.us) or to Tanni Anthony, CDE ESSU, 1560 Broadway, Suite 1175, Denver, CO 80202. Or leave a voice message at (303) 866-6681. Thank you so much!



# ORIENTATION & MOBILITY

## CANE GRIP TIPS

For students who require a thicker, wider molded grip that will stick firmly to a cane and retain its formed shape check out what experts in the field recommend per a recent O and M listserv conversation:

**Kevin Hollinger:** Try 'aquaplast' - Aquaplast is the same substance used to make splints. It increases handle diameter and also forms an easy grasp - as it molds to the exact space of the student.

**Duane Geruschat:** Students who really need to have the same grip every time may also try dental putty. Dental putty makes a highly customized and hard cane grip. This putty can be and is used for a variety of aids. Once it is hard, it will outlast the cane.

**Allison Burdett:** Use Sugru. Sugru is like modeling clay out of the pack that can be formed and shaped by hand for up to 30 minutes before it starts curing. Once it's exposed to air, it cures to a tough flexible silicone rubber. And it comes in a variety of fun colors! For more information check out the website: <http://sugru.com/about>

Another option is Adapt-it thermoplastic pellets, made by Rolyan. It's easier to use than a sheet of splint material.



## New YouTube Videos from Arkansas School for the Blind

The good folks at the Arkansas School for the Blind now have 1.5 new videos to share. One is completely new and the other is an O&M Basics video that they made a year ago but is now in Turkish. They chose Turkish was because they had a Turkish exchange student with them last year. She is the female voice on that video. They plan on translating also into Spanish, Mandarin Chinese, and Hindi (i.e., a reflection of a few in their student population).

The new video is called "The Value of O&M." It is designed to increase people's understanding of O&M for anyone unfamiliar with the field of O&M study and practice. The video gives someone a chance to be "on lesson" and see what kinds of things someone with blindness or visual impairment can do with training. The goal is to help parents and school professionals to learn more about O and M and understand its importance for students with blindness, visual impairment.

Here are the links:

The Value of O&M

<http://www.youtube.com/watch?v=vhlzJc-FhBU&feature=youtube>

Basic O&M (Turkish)

[http://www.youtube.com/watch?v=D\\_v6xcfxAaU&feature=youtube](http://www.youtube.com/watch?v=D_v6xcfxAaU&feature=youtube)



# ORIENTATION & MOBILITY

## Specialized Service Professionals - School O &M Specialists

To ensure that every child in Colorado has access to great educators who are supported in their professional growth, new evaluation requirements under Senate Bill 10-191 are intended to provide meaningful, annual evaluations for all licensed personnel including principals, teachers and other education professionals who are licensed by the state.

In their work to help implement S.B. 10-191, the State Council for Educator Effectiveness (SCEE) has identified nine categories of specialized service professionals (SSP) (referred to as other licensed personnel in law and state board rules) and is outlining high quality professional practices specific to each group. The overall intent is to ensure that specialized service professionals' evaluations provide meaningful and actionable feedback allowing for continuous improvement of practice.

The nine specialized service professional groups are: (1) School Audiologists; (2) School Psychologists; (3) School Nurses; (4) School Physical Therapists; (5) School Occupational Therapists; (6) School Counselors; (7) School Social Workers; (8) School Speech Language Pathologists; and (9) School Orientation and Mobility Specialists

The rubrics for these nine groups were created in the 2012-13 school year. Next step timelines include:

### 2013-14 School Year

- All SSPs evaluated using current system employed in district/BOCES
- Pilot draft professional practice rubrics for Specialized Service Professionals
- Collect feedback on professional practice rubrics and student outcome measures
- Refine rubrics and student outcome measures based on feedback collected
- Train evaluators on SSP system
- Determine inter-rater agreement for the system

### 2014-15 School Year

- Statewide implementation of SSP Standards and Elements, including student outcome measures
- Conduct a validation study for professional practice rubrics
- Check for maintenance of inter-rater agreement

### 2015-16 School Year

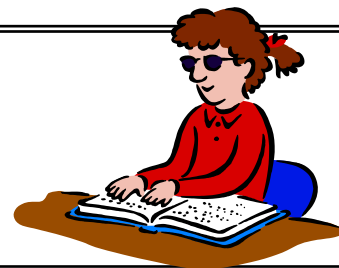
- Continued statewide implementation of SSP Standards and Elements, including student outcome measures
- Conduct a validation study for professional practice rubrics
- Check for maintenance of inter-rater agreement

To locate and read the rubric specific to School Orientation and Mobility Specialists, please go to: <http://www.cde.state.co.us/sites/default/files/2013-09-17%20OM%20Rubric.pdf>

**THIS IS THE TIME TO GIVE FEEDBACK** – please take time to review the current rubric and then provide your feedback. If you have praise or concerns or suggestion, please go to:

<https://www.surveymonkey.com/s/specializedserviceprofessionalrubricfeedback>

# DOTS OF INTEREST



## **BANA'S UEB Transition Forum Brings Braille Leaders Together to Plan**

Planning for the implementation of Unified English Braille (UEB) took a huge step forward on Wednesday, October 16, when the Braille Authority of North America convened 48 delegates representing 31 organizations from the braille community in a UEB Transition Forum. Held Louisville, KY, preceding the APH Annual Meeting, the Forum was a full day of collaborative planning designed to help delegates and their representative organizations determine the steps and timetable through which the United States will make an effective transition to Unified English Braille.

The Forum, organized and facilitated by BANA, provided the rare opportunity for delegates from various braille-related communities to meet face-to-face. The ambitious agenda focused on identifying specific actions and strategies required to develop plans for a smooth and effective implementation of UEB.

Forum planners recognize that the transition plan must take into consideration all aspects of using, learning, teaching, and producing braille. With that as a guiding principle, the Forum was organized into facilitated workgroups through which Forum delegates identified and prioritized actions needed in the following areas:

- ⇒ quality UEB training for transcribers, proofreaders, and educators;
- ⇒ the building of UEB transcription capacity;
- ⇒ system adjustments for the procurement and delivery of braille materials in UEB;
- ⇒ a smooth transition to UEB for children's braille reading and writing instruction and educational assessments;
- ⇒ a smooth transition of adults' braille instruction to UEB and increased knowledge of UEB among adults who already use braille.

The delegates to the Forum acknowledged that the transition to UEB will take time as well as extensive preparation and collaboration among all the systems and infrastructures involved. Their work on October 16 laid a foundation that will help leaders build a carefully crafted timeline and coordinated plan. Detailed timelines are under development by individual organizations, and transition efforts are now being initiated. The consensus of the delegates was that January 2016 is a reasonable target date for the implementation of UEB. The work accomplished at the Forum will assist the braille community as it builds and adapts the infrastructure necessary to meet the proposed implementation date.

BANA's UEB Task Force as well as the BANA Board will meet in early November in Louisville. At this meeting, they will discuss the transition to UEB with the goal of setting a definite implementation date, which will then be formally announced.

For additional resources and information, visit [www.brailleauthority.org](http://www.brailleauthority.org).



# DOTS OF INTEREST



## *More From BANA .....*

**Abraham Lincoln's Gettysburg Address— Transcribed in Unified English Braille and Available on the BANA Website:** In commemoration of the 150<sup>th</sup> anniversary of Abraham Lincoln's Gettysburg Address, BANA provides the transcription of those historic remarks in UEB. The text of Lincoln's speech is available as a braille-ready file and a PDF of simulated braille. You can find these files on the BANA website home page at [www.brailleauthority.org](http://www.brailleauthority.org)>.

**Dallas, November 22, 1963— Transcribed in Unified English Braille and Available on BARD:** To remember the 50th anniversary of the assassination of President John F. Kennedy, a short eBook, *Dallas, November 22, 1963*, by Robert A. Caro, was published in early October. Taken from Caro's larger biography of Lyndon B. Johnson, this riveting excerpt describes the events of the day. The eBook has been transcribed in Unified English Braille and is now available in braille-ready format (BRF) from the National Library Service for the Blind and Physically Handicapped (NLS) through its BARD service. Eligible patrons can find and download the book by entering the title in the search field at <https://nlsbard.loc.gov>>.

**Pumpkin Pie Recipe—Transcribed in Unified English Braille and Available on the BANA Website:** BANA has added a pumpkin pie recipe in UEB! It is available as a BRF braille-ready file and as a PDF of simulated braille. You can find these files on the BANA website home page. Enjoy and learn more about UEB.

BANA website: [www.brailleauthority.org](http://www.brailleauthority.org).

*The Board of BANA consists of appointed representatives from seventeen member organizations of braille producers, transcribers, teachers, and consumers. The mission of BANA is to assure literacy for tactile readers through the standardization of braille and/or tactile graphics.*

*The purpose of BANA is to promote and to facilitate the uses, teaching, and production of braille. To this purpose, BANA will promulgate rules, make interpretations, and render opinions pertaining to braille codes and guidelines for the provisions of literary and technical materials and related forms and formats of embossed materials now in existence or to be developed in the future for the use of blind persons in North America. When appropriate, BANA shall accomplish these activities in international collaboration with countries using English braille. BANA shall consider the effects of its decisions on other existing braille codes and guidelines, forms and formats; ease of production by various methods; and acceptability to readers. Questions/comments? Contact Dr. Frances Mary D'Andrea, BANA Chair, at [literacy2@mindspring.com](mailto:literacy2@mindspring.com).*

AER International   
**Orientation & Mobility Conference 2013**  
 Sponsored by the AER Orientation & Mobility Division

***“Exploring All Options”***  
***December 11—14, 2013***  
***New Orleans, Louisiana***

For more information, go to: <http://aerbvi.org/O&M2013/>

## AER International Conference 2014: A Towering Event

The AER International Conference 2014 in San Antonio, Texas, will have so much to offer in addition to the fantastic programming that you always find at an AER International Conference. Add the dates of **July 30-August 3** to next year’s summer calendar for Conference 2014 and 30<sup>th</sup> Anniversary. Keep checking the AER national website for more details!

## Colorado Chapter of AER Offers Braille Music Workshop

By Trina Boyd-Pratt

*Editor’s Note: Thanks to Trina for organizing this training!*

On November 2nd, CAER sponsored a workshop on music braille at Fulton Academy of Excellence Elementary School in Aurora, CO. Of the 23 participants, three were music teachers, one was a student from CSDB, and the rest had various backgrounds with music and braille.

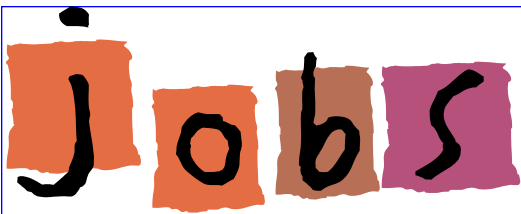
Gail Hamilton, the wonderful presenter, has a Master’s degree in Music and is very knowledgeable about braille because she is also blind. Ms. Hamilton began with basics of print music and its elements; she knows what print music looks like and could assist the “less experienced” in the group. Next was braille music and how to translate the various elements. Then, she quizzed the participants on the different aspects of translating printed music into music braille.



By the end of the day, the group was able to translate simple songs into music braille. Additionally, Gail shared how she laid out music braille (notes) with lyrics to visually resemble the print version, which is much easier to understand than the usual way music braille is translated.

Gail offered her email to everyone in case there were questions after the workshop. She is interested in conducting future workshops on music braille, including one for beginners and one for more advanced music braille translation.

For more information contact Gail at: [gail@spreadyourwingstofly.com](mailto:gail@spreadyourwingstofly.com) or 303-922-9269.



# IMPORTANT!

## We have JOB OPENINGS!!

Please be proactive with anticipated vacancies for this school year or the one starting in fall 2013. 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



### Southern Region Jobs

- ✓ **COMS** (1 FTE): Colorado School for the Deaf and Blind is actively recruiting and accepting applications for the 2013-14 school year. Apply online at: [www.csdb.org](http://www.csdb.org). For exact details contact Chelle Lutz at [clutz@csdb.org](mailto:clutz@csdb.org) or (719) 578-2114.

### Northern Regions Jobs

- ✓ **TVI/O&M** (0.5 FTE): St. Vrain School District. Contact Lynea Pearson at (303) 772-7700 or [peason\\_lynea@svvdsd.org](mailto:peason_lynea@svvdsd.org) for more information

### Western Region Jobs

- ✓ **TVI/COMS** (1 FTE) for San Juan BOCES. Please contact HR Director Paula Sublett at (970) 247-3261 x 203 or [psublett@sjboces.org](mailto:psublett@sjboces.org).
- ✓ **TVI/COMS** (part-time/sub): For the 2013-14 school year in Mountain BOCES. Please contact Joy Yudnich at 719.486.2603 or [joyy@mtnboces.org](mailto:joyy@mtnboces.org) for more information.

**TVIs and COMSs**—If you are getting ready to retire, please do not let your CDE teaching and support services licenses expire, as you are in a great position to keep contributing in the future with part-time or sub work. Please keep in touch with Tanni, if you are interested in this type of work after your retirement!





# Calendar of Events

| 2013                 | 2013  | 2013 | 2013 | 2013 | 2013 | 2013 | 2013 | 2013 | 2013 | 2013 |
|----------------------|---|------|------|------|------|------|------|------|------|------|
| December 4—7         | <b>2013 Getting In Touch With Literacy Conference</b> —Providence, RI<br>Visit: <a href="http://www.gettingintouchwithliteracy.org">www.gettingintouchwithliteracy.org</a>  |      |      |      |      |      |      |      |      |      |
| December 10          | <b>Southern Region TVI Meeting</b> —CSDB (12—2:30 p.m.)<br>Contact: Jim Olson at <a href="mailto:jolson@csdb.org">jolson@csdb.org</a>   |      |      |      |      |      |      |      |      |      |
| December 11—14       | <b>AER International All-Orientation &amp; Mobility Conference</b> —New Orleans, LA<br>Visit: <a href="http://www.aerbvi.org">www.aerbvi.org</a>  |      |      |      |      |      |      |      |      |      |
| 2014                 | 2014  | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 |
| January 3            | <b>VIIB Database (Round 2)</b> mailed from CIMC to AUs in prep for Count Day  |      |      |      |      |      |      |      |      |      |
| January 6            | <b>*CDE statewide VIIB DB count day &amp; *Federal Quota Count Day**</b> AUs to collaborate with district Registrar’s office and Special Education Directors to compare enrollment on 1/6/14 count date with information from Round 2 database. |      |      |      |      |      |      |      |      |      |
| January 6—February 7 | <b>State Testing: ACCESS ELLS Grades K—12/</b> Reading, Writing, Speaking, Listening  |      |      |      |      |      |      |      |      |      |
| January 14           | <b>Southern Region TVI Meeting</b> —CSDB (12—2:30 p.m.)<br>Contact: Jim Olson at <a href="mailto:jolson@csdb.org">jolson@csdb.org</a>   |      |      |      |      |      |      |      |      |      |
| January 22           | <b>Vision Coalition Meeting</b> —DVR Office<br>Contact: Tanni Anthony at (303 ) 866-6681 or <a href="mailto:Anthony_t@cde.state.co.us">Anthony_t@cde.state.co.us</a>  |      |      |      |      |      |      |      |      |      |
| January 31           | <b>VIIB Database (Round 2) due back to the CIMC</b>   |      |      |      |      |      |      |      |      |      |
| February 5—March 14  | <b>State Testing: CoAlt Reading, Writing, and Mathematics</b> —Grades 3—10  |      |      |      |      |      |      |      |      |      |
| February 7—8         | <b>Courage to Risk Conference</b> —The Broadmoor, Colorado Springs<br>Visit: <a href="https://couragetorisk2014.eventbrite.com/">https://couragetorisk2014.eventbrite.com/</a>  |      |      |      |      |      |      |      |      |      |
| February 10—21       | <b>Early Window TCAP State Testing: Reading and Lectura</b> —Grade 3  |      |      |      |      |      |      |      |      |      |
| February 11          | <b>Southern Region TVI Meeting</b> —CSDB (12—2:30 p.m.)<br>Contact: Jim Olson at <a href="mailto:jolson@csdb.org">jolson@csdb.org</a>   |      |      |      |      |      |      |      |      |      |
| February 10—21       | <b>Early Window TCAP State Testing: Reading and Lectura</b> —Grade 3  |      |      |      |      |      |      |      |      |      |

## More Calendar of Events

2014    2014    2014    2014    2014    2014    2014    2014    2014    2014

- February 11**                      **Southern Region TVI Meeting**—CSDB (12—2:30 p.m.)  
Contact: Jim Olson at [jolson@csdb.org](mailto:jolson@csdb.org)
- February 13—14**                **2014 Conference on Inclusive Education**—Denver, CO  
Visit: [www.peakparent.org](http://www.peakparent.org)
- February 24—**  
**March 7**                              **State Testing TCAP Reading and Lectura**—Grade 3
- February 27—**  
**March 1**                              **Metro Region Low Vision Clinic**  
Contact: Amber Rundle Kahn—[amber\\_rundle@englewood.k12.co.us](mailto:amber_rundle@englewood.k12.co.us)
- February 27—**  
**March 1**                              **AFB Leadership Conference**—New York, NY  
Visit: <http://www.afborg/afblcregistration>
- February 27—**  
**March 1**                              **PEP Conference**—TBA  
Visit: [www.cde.state.co.us/cdesped/PEP.asp](http://www.cde.state.co.us/cdesped/PEP.asp)

### **Snowshoe Weekend - "Under Construction"**

*In the spirit of ongoing program evaluation and improvement, the Snowshoe Weekend cosponsored by Colorado School for the Deaf and the Blind (CSDB) and Colorado Association for Education and Rehabilitation of the Blind/Visually Impaired (CAER) will not be offered in 2014. CSDB and CAER will collaborate in advancing recreational events for students who are BVI in Colorado. Feedback from past participants indicate a need for more opportunities for recreation and leisure activities throughout the state. Information will be sent to TVIs and families about future recreational activities.*

- March 3—21**                      **Early Window TCAP State Testing** (May be extended to March 28 for Grades 3—10 if Spring Break is included in school calendar)  
 Grade 3—Writing and Escritura /Grade 4—10 Reading and Writing  
 Grade 4—Lectura and Escritura /Grade 3—10 Mathematics
- March 10—**  
**April 11**                              **State Testing TCAP** (It is strongly suggested districts finish by March 28 to provide separation between TCAP & new science and social studies assessments)  
 Grade 3—Writing and Escritura /Grade 4—10 Reading and Writing  
 Grade 4—Lectura and Escritura /Grade 3—10 Mathematics
- March 11**                              **Southern Region TVI Meeting**—CSDB (12—2:30 p.m.)  
Contact: Jim Olson at [jolson@csdb.org](mailto:jolson@csdb.org)
- March 27—29**                      **PEP Conference**—TBA  
Visit: [www.cde.state.co.us/cdesped/PEP.asp](http://www.cde.state.co.us/cdesped/PEP.asp)
- April 1**                                  **CIMC to mail Special Education Directors**—Updated VIIB DB information; CIMC Policy/ Procedure changes for 2014-15; estimate of student assessment fees for 7/1/14 invoice based on 1/6/14 count
- April 8**                                  **Southern Region TVI Meeting**—CSDB (12—2:30 p.m.)  
Contact: Jim Olson at [jolson@csdb.org](mailto:jolson@csdb.org)
- April 11**                                  **Southern Region Low Vision Clinic**—CSDB  
Contact: Donice Fennimore at [dfennimore@ppboces.org](mailto:dfennimore@ppboces.org)



## *More Calendar of Events*

| 2014                  | 2014   | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 | 2014 |
|-----------------------|--|------|------|------|------|------|------|------|------|------|
| <b>April 14—May 2</b> | <b>CO Summative Assessment Testing</b> (May be lengthened pending results of technology readiness tool) Grade 12 Science & Social Studies TBD, Fall 2014<br>Grades 5 and 8—Science AND Grades 4 and 7—Social Studies |      |      |      |      |      |      |      |      |      |
| <b>April 14—May 2</b> | <b>CoAlt State Testing</b> (Note: Grade 12 Science & Social Studies TBD, Fall 2014)<br>Grades 5 & 8— Science AND Grades 4 & 7—Social Studies   |      |      |      |      |      |      |      |      |      |
| <b>April 16</b>       | <b>Vision Coalition Meeting</b> —TBD<br><u>Contact:</u> Tanni Anthony at (303) 866-6681 or Anthony_t@cde.state.co.us   |      |      |      |      |      |      |      |      |      |
| <b>April 23</b>       | <b>Colorado ACT Initial Testing</b> —Grade 11  |      |      |      |      |      |      |      |      |      |
| <b>May 1</b>          | <b>Due date for textbook orders for the 2014-2015 school year to CIMC</b>  |      |      |      |      |      |      |      |      |      |
| <b>May 7</b>          | <b>Colorado ACT Makeup Testing</b> —Grade 11   |      |      |      |      |      |      |      |      |      |
| <b>May 13</b>         | <b>Southern Region TVI Meeting</b> —CSDB (12—2:30 p.m.)<br><u>Contact:</u> Jim Olson at <a href="mailto:jolson@csdb.org">jolson@csdb.org</a>   |      |      |      |      |      |      |      |      |      |
| <b>June 15</b>        | <b>CIMC due date for tech equip/textbooks</b> *Districts billed for unreturned items   |      |      |      |      |      |      |      |      |      |
| <b>June 27—28</b>     | <b>3rd Annual American Conference on Pediatric CVI</b> —Omaha, NE<br><u>Visit:</u> <a href="http://www.childrensomaha.org/upcomingconferences">www.childrensomaha.org/upcomingconferences</a>                        |      |      |      |      |      |      |      |      |      |
| <b>July</b>           | <b>CIMC to begin invoicing AUs</b> for equipment /books not returned in complete, usable condition (includes missing/damaged volumes)  |      |      |      |      |      |      |      |      |      |
| <b>July 1</b>         | <b>CIMC to mail invoices to Special Education Directors</b> for student assessment fees based on 1/6/14 enrollment of students identified as VIIB  |      |      |      |      |      |      |      |      |      |
| <b>July 30-Aug 3</b>  | <b>AER International Conference</b> – San Antonio, TX<br><u>Visit:</u> <a href="http://www.aerbvi.org">www.aerbvi.org</a>  |      |      |      |      |      |      |      |      |      |
| <b>September 1</b>    | <b>Due date for AUs to submit payment</b> of CIMC invoices to CSDB   |      |      |      |      |      |      |      |      |      |

## **2014 Conference on Inclusive Education** **February 13-14, 2014, Hyatt Regency Denver Tech Center**

PEAK is excited to announce that the 2014 Conference on Inclusive Education is happening February 13-14, 2014! Registration is now open, some of the featured presenters are confirmed, and it is shaping up to be the best conference yet!

Whether you are a family member, a general or special education teacher or administrator, an advocate, a self advocate, or a professional, this conference is for YOU! This conference has been bringing the nation evidence-based practices for over 25 years, and is exactly the professional development activity you need to reinvent schools to be places where ALL students can achieve success. To register go to: [www.peakparent.org](http://www.peakparent.org)



# APH NEWS



## Braille Instruction for the Upper Grades – What’s Your Opinion?

APH is considering the development of a braille instructional program for upper elementary, middle, and high school students who learned to read print in the primary grades. The **Braille Transition Tool Kit** will provide materials, strategies, and resources to support the instruction of braille in a general education setting. The program will incorporate current trends in literacy instruction and the Common Core State Standards. It will encourage high expectations for student achievement and will focus on learning needs and progress directed by the IEP.

The determination may be made that transitioning to braille as the primary literacy medium will provide a student with greater access. However, learning to read and write in a new medium requires diversion of time and energy from other school work and activities. The goal of this instructional approach is to facilitate the student’s transition from print to braille literacy with minimal disruption. Comments, ideas and suggestions are welcome (i.e., what are you currently using? How many students have you had, or do you have now, that might benefit from this proposed product? Would you agree to be a field test site?) Please direct your input to: Susan L Spicknall, Braille Literacy Project Leader, [sspicknall@aph.org](mailto:sspicknall@aph.org).

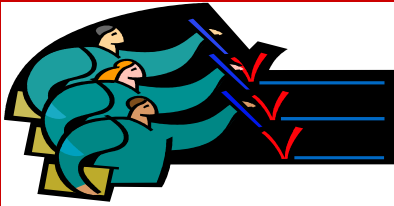
**APH Quick Tips:** Check out APH Quick Tips at <http://www.aph.org/quick-tips/index.html> —short, weekly video suggestions about all things APH! Discover hints on how to make tactile graphics, how to submit feedback on an APH product, how to keep your US Puzzle Map pieces together, how to incorporate the new Paint Pot Palette into a classroom curriculum—and more! If YOU have an idea for APH Quick Tips, send it to Kerry Isham at [kisham@aph.org](mailto:kisham@aph.org). We may use your tip, and we’ll give you credit!

## APH Libraries Participate in Open Library Project

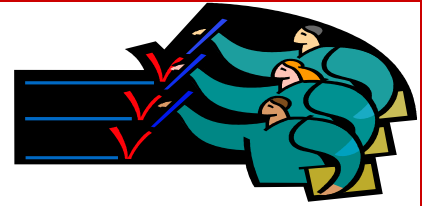
The American Printing House for the Blind (APH) now has expanded access to the APH Libraries. More than 1,600 items from the APH Libraries collections, including APH and public domain materials, already have been made available in a variety of full text formats thanks to an ongoing digitization project with LYRASIS and the Internet Archive. We are now expanding our digitization efforts to include the protected DAISY format available through Internet Archive’s Open Library project.

Books in the protected DAISY format can only be read on compatible reading devices, such as the Book Port DT, with an encryption key from the Library of Congress’ National Library Service for the Blind and Physically Handicapped (NLS). This allows us to provide copyrighted material from the Libraries to NLS patrons.

To locate the expanding offerings of digitized items, visit <http://migel.aph.org> and type in the phrase “full text.” Click on the full text link in the record, and you will be taken directly to the Internet Archive page where you can access the material in a variety of formats, access the Open Library page where you can download the encrypted DAISY book, or select other full text resources. You also can access the entire contents of Open Library directly via APH’s implementation of DAISY Online. For more information about DAISY Online, visit [http://tech.aph.org/bpdt\\_online.htm](http://tech.aph.org/bpdt_online.htm). For more information on the APH Libraries and our digitization efforts, contact [library@aph.org](mailto:library@aph.org) or [resource@aph.org](mailto:resource@aph.org)



## CHECK IT OUT!



### NATIONAL CENTER FOR SPECIAL EDUCATION



### NCSECS Established

**National Center for Special Education in Charter Schools (NCSECS)** has been created to proactively work with states, authorizers and charter school and special education advocates to improve access, create dynamic learning opportunities and address barriers that may impede charter schools enrolling and effectively educating students with disabilities. For more information go to: [www.NCSECS.org](http://www.NCSECS.org). Frequently Asked Questions can also be found at this site. Follow the center on Twitter @NCSEC for updates and new information.

### NCD Releases Annual Survey of Federal Disability Policy: “Strength In Our Differences”

The National Council on Disability (NCD), an independent federal agency that recommends disability policy to the President, Congress and other federal agencies, released its yearly report on the nation’s progress in achieving equality of opportunity, independent living, full participation and economic self-sufficiency for an estimated 57 million Americans with disabilities. To view the report go to the link: <http://www.ncd.gov/newsroom/103113>.

A full report along with a comprehensive executive summary and overview of highlights is available on NCD's website at [http://www.ncd.gov/progress\\_reports/10312013](http://www.ncd.gov/progress_reports/10312013)

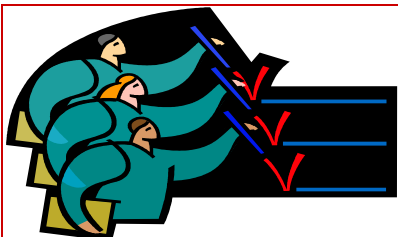


**PBS Documentary:** PBS is broadcasting a documentary called *The Raising of America in Early 2014*. It focuses on the importance of investing in early childhood care and education. This 10-minute trailer can be found at: <http://www.raisingofamerica.org/preview-raising-america-documentary-series>

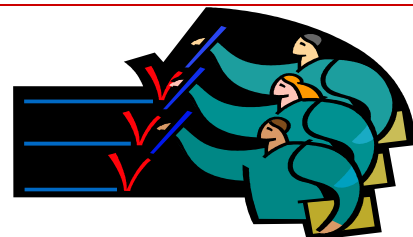
### CDE Online Resources

CDE’s Educator Effectiveness Webpage has up to date information on the new evaluation system in Colorado. The link below brings you directly to the specialized service provider webpage. The link is: <http://www.cde.state.co.us/educatoreffectiveness/specializedserviceprofessionals>. On the left hand side of the page you will see under “options” a tab to subscribe to the e-newsletter. If you choose to subscribe you will receive emails with update information as it occurs from the Educator Effectiveness team.

CDE’s Facebook page is an opportunity to engage with others and share information, news, questions, suggestions and conversation around education. It will also include pictures from events and opportunities to share stories about educators who are making a difference in their community. For more information, please go to: <https://www.facebook.com/codepted>



# CHECK IT OUT!



## Winter 2014 Online Workshops!

- **NEW!!! Social Skills for Students Who Are Blind or Visually Impaired**—January 13, 2014  
This 8-week course with Dr. Sharon Sacks provides a strong rationale for teaching social skills to students with visual impairments by examining the differences in social development. Three (3) graduate credits are available. To register:  
[http://support.perkins.org/site/Calendar?id=105161&view=Detail&utm\\_campaign=educator%20series%20november%202013&utm\\_source=educator%20series&utm\\_medium=email](http://support.perkins.org/site/Calendar?id=105161&view=Detail&utm_campaign=educator%20series%20november%202013&utm_source=educator%20series&utm_medium=email)
- **Individualized Education Programs for Students who are Blind or Visually Impaired including those with Additional Disabilities**—January 20, 2014  
Our most popular workshop, instructed by Kathleen Heydt of *Perkins School for the Blind*, returns for 7 weeks! Graduate credits are available. To register:  
[http://support.perkins.org/site/Calendar?id=105141&view=Detail&utm\\_campaign=educator%20series%20november%202013&utm\\_source=educator%20series&utm\\_medium=email](http://support.perkins.org/site/Calendar?id=105141&view=Detail&utm_campaign=educator%20series%20november%202013&utm_source=educator%20series&utm_medium=email)
- **Working with Learners with Autism Spectrum Disorder and Visual Impairment (ASDVI)** - January 27, 2014  
This is a new 8-week session with Marilyn H. Gense. Graduate credits are available. To register:  
[http://support.perkins.org/site/Calendar?id=105182&view=Detail&utm\\_campaign=educator%20series%20november%202013&utm\\_source=educator%20series&utm\\_medium=email](http://support.perkins.org/site/Calendar?id=105182&view=Detail&utm_campaign=educator%20series%20november%202013&utm_source=educator%20series&utm_medium=email)
- **CHARGE Syndrome: Basic Information for Care Providers**—February 3, 2014  
New session instructed by Nancy Hartshorne. To register: [http://support.perkins.org/site/Calendar?id=105162&view=Detail&utm\\_campaign=educator%20series%20november%202013&utm\\_source=educator%20series&utm\\_medium=email](http://support.perkins.org/site/Calendar?id=105162&view=Detail&utm_campaign=educator%20series%20november%202013&utm_source=educator%20series&utm_medium=email)

For information about how their online courses are structured go to:

[http://www.perkinselearning.org/workshops/mod/page/view.php?id=1321&utm\\_campaign=educator%20series%20november%202013&utm\\_source=educator%20series&utm\\_medium=email](http://www.perkinselearning.org/workshops/mod/page/view.php?id=1321&utm_campaign=educator%20series%20november%202013&utm_source=educator%20series&utm_medium=email)

AER members: please contact Robin Sitten at [eLearning.Webinar@Perkins.org](mailto:eLearning.Webinar@Perkins.org) for more information. Learn more about these or other upcoming workshops at [www.perkinselearning.org/workshops](http://www.perkinselearning.org/workshops).

### PATHS TO LITERACY: Using Picture Symbol System

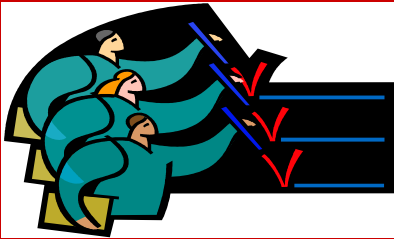
Blogger Faye Gonzalez shares ideas about using this system with children who have multiple disabilities and visual impairments. She discusses the dangers of using overly complex systems where the symbols are quite abstract and may not have meaning for the students. Gonzalez offers tips for using the symbols correctly, including:

- symbol size
- lighting/effect of glare
- extra spacing
- positioning symbols/student in optimal way
- using a plain black background
- eliminating visual clutter
- reducing visual complexity

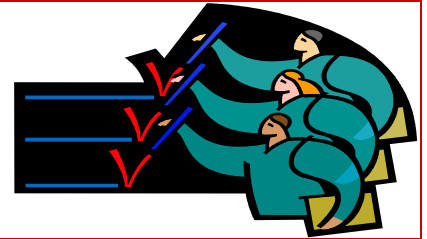
To read more go to:

[http://www.pathstoliteracy.org/using-picture-symbol-system?utm\\_campaign=educator%20series%20november%202013&utm\\_source=educator%20series&utm\\_medium=email](http://www.pathstoliteracy.org/using-picture-symbol-system?utm_campaign=educator%20series%20november%202013&utm_source=educator%20series&utm_medium=email)





# CHECK IT OUT!



## Fact Sheet: Half in Ten Report 2013 Poverty and Opportunity Profile

Nearly one in five Americans has a disability, representing 57 million Americans. Disability is a group that any person, regardless of age, economic status, or ethnicity may join, and includes people with physical, intellectual, mental, and developmental disabilities. Although much progress has been made over the past several decades to advance the full participation of children and adults with disabilities in all aspects of community living, because of myth, stereotype, and fear about their disability, too many people are denied the opportunity to demonstrate what they can do.

To read the entire two-page fact sheet, go to:

<http://halfinten.org/wp-content/uploads/2013/10/POP-Disability-Oct-2013.pdf>

**2014 Courage to Risk Conference**  
**Sponsored by Colorado CEC**  
**Friday and Saturday, February 7—8**  
**The Broadmoor**  
**1 Lake Avenue**  
**Colorado Springs, CO 80906**

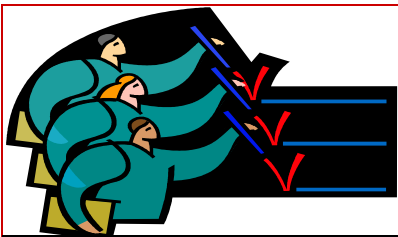
Registration is now available online for the 2014 conference at:  
<https://couragetorisk2014.eventbrite.com/>

Don't miss your chance to get the early bird rates!

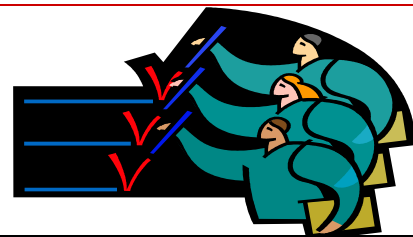


**COURAGE**  
*to* **RISK**

**Join US!**



# CHECK IT OUT!



## Colorado Coalition of Blind and Low Vision Resources “One Stop Shop for Resources”

The mission of Colorado Coalition of Blind and Low Vision Resources is to bring awareness of resources related to vision loss to communities throughout Colorado through collaborative efforts, open minds, and shared goals. A wealth of resources is just a click away! Services include:

|                           |                       |
|---------------------------|-----------------------|
| Assistive Technology      | Guide Dogs            |
| Consumer Awareness Groups | Independence Training |
| Deaf and Blind Services   | Medical Providers     |
| Employment                | Reading Services      |
| Funding Services          | Recreation            |
| Senior Services           | Youth                 |

Some of our collaborators are Audio Information Network of Colorado, Disabled Resource Services, Enight Skills Center, Inc., Techy Joe’s Computer Solutions, Connections for Independent Living, and The Center for People with Disabilities. Check us out at our website [www.cblv.org](http://www.cblv.org) or call 970-541-1068.



## Mangold Distance Education Webinar Series

*“Bringing you the best and brightest experts in the field of vision to your desktops”*

AER now offers several online webinars. As budgets for travel and conferences shrink combined with increasing demands on individual schedules, it is hard to decide how to use one’s time and budget when it comes to continuing education. With today’s technology, a professional can still attend a variety of conferences and learning opportunities, both “in person” and online. Distance education – like webinars – is the ideal way to continue learning and accruing CEUs when and where it is convenient. Some of the recent webinars that are available online include:

- ◆ I-Ultimate: The iPad as the Multi-Device and Tool for Students with Visual and Multiple Disabilities
- ◆ Vision Service in Private Practice and Forming a Consulting Business
- ◆ A Spectrum of Physical Activity Opportunities for Children with Visual Impairments
- ◆ The Pedagogy of Teaching the ECC
- ◆ The Michigan Severity Rating Scales: Tools for Service Consideration for Students with Visual Impairments
- ◆ QPVI—Quality Programs for Students with Visual Impairments
- ◆ Integrating the Expanded Core Curriculum and Vision Rehabilitation Therapy for Impairments
- ◆ The Professional’s Role in Career Preparation for Youth and Adults with Visual Impairments
- ◆ Yes You Can...Creating Compelling Abstracts and Presentations
- ◆ Be a Conference Superstar: Planning and Delivering Award Winning Presentations

Visit: [mangold.aerbvi.org](http://mangold.aerbvi.org) for more information.



# colorado connections

- 🔊 Belated Wedding Wishes to **Brandon Mapes** and **Abigail Long** who were married on August 3, 2013. Brandon is a TVI/COMS in Mountain BOCES and Abigail works for the Leadville Race Series. We wish the happy couple all the best!
- 🔊 Colorado TVIs in attendance of the 59<sup>th</sup> Annual State National Federation of the Blind of Colorado Convention included: **Tanni Anthony, Michelle Chacon, Nancy Cozart, and Marty Rahn**. Michelle, Nancy, and Tanni provided a training on *Reading, Writing, and Arithmetic: Achieving Full Literacy for Kids with Visual Impairments*. This session was specifically for parents. There were parents from several districts across the state! Congratulations to **Kevan and Bridget Worley** for receiving the Raymond W. McGeorge Award, which awards lifetime service to the blind of the state. **Tanni Anthony** received a Distinguished Service Award.
- 🔊 Hats off to **Elsa D'Angelo, Jasmine Campbell, and Brandon Mapes** for their recent completion of braille modules! Thanks to proctors **Julie Wetzstein** and **Lucia Hasty**.



COLORADO  
DEPARTMENT of EDUCATION

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## Key Updates

### Finish the GED Test by December 2013

The current version of the GED test expires at the end of 2013. The current version, known as the 2002 Series GED test, will be replaced with the new 2014 GED test on January 2, 2014, which is based on emerging national and state standards and be delivered solely on computer offered only in official testing centers.

As a reminder Denver will offer three remaining “amnesty days” this fall when the \$150 test fee will be waived. The amnesty days are at Denver Human Services East, 3815 Steele St., in Denver. Test takers must pre-register by calling 720-865-5541. The dates are:

- Friday, Dec. 6, 8 a.m. to 1 p.m.
- Friday, Dec. 13, 8 a.m. to 1 p.m.
- Saturday, Dec. 28, 8 a.m. to 3 p.m.



For More Information, Contact: *Chalmer Naugle* at 303-866-6859 or [naugle\\_c@cde.state.co.us](mailto:naugle_c@cde.state.co.us)

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