

CONSULTANTS'

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E TABLE OF CONTENTS

R Page 1

- ♦ Calendar of Events
- ♦ Transition Specialist

Page 2

- ♦ Incidental Learning...or "Learning Outside of the Box": Light Bulbs & Light Fixtures
- ♦ Recipes

Page 3

- ♦ Takin' It To The Streets
- ♦ What Is It?

Page 4

- ♦ What Dr. G Sees!
- ♦ New Building Progress Report

Page 5

- ♦ Crafts
- ♦ Books With Characters Who Are Visually Impaired

Page 6

- ♦ Tech Tidbits

Page 7

- ♦ Becoming More Comfortable in the Kitchen

Page 8

- ♦ Family Support Network
- ♦ Pre-Braille or Pre-Reading: Preparing the Child Who is Blind to Read

Page 9

- ♦ Transition Week
- ♦ American Printing House for the Blind, Inc. (APH) Educational Products

Page 10

- ♦ Did You Know
- ♦ Be Smart! Be Safe! Be Ready!

Page 11

- ♦ Braille & Talking Book Library Summer Reading Program Concludes
- ♦ Answers for What Is It?

Page 12

- ♦ Family Weekend



SD School for the Blind
and Visually Impaired

CALENDAR OF EVENTS

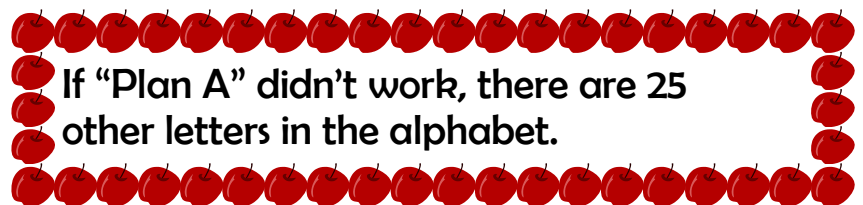
October 13, 2018
White Cane March
Sioux Falls, SD

November 3-4, 2018
State Special Olympics Bowling
Aberdeen, SD

March 19-20, 2019
It'll Be a Blast! SD Special Education Conference
Deadwood, SD

April 10-12, 2019
AER Conference
Grand Forks, ND

Family Weekend
June 8-9, 2019
Aberdeen, SD



If "Plan A" didn't work, there are 25 other letters in the alphabet.

Transition Specialist

Hi! My name is Nichole Nelson, the new Transition Specialist at South Dakota School for the Blind and Visually Impaired, appointed upon Steve Kelsey's retirement. I am looking forward to the upcoming school year and having the opportunity to discuss with you what we can offer your student. In 2011, I received my Bachelor of Science degree in Sociology with an emphasis in Human Services from Northern State University. I have worked at SDSBVI for the past 6 years, beginning as a Houseparent in the Residential Program and more recently as the Dorm Supervisor. I enjoy guiding students to make their best decisions within their everyday life, and I will continue to offer this assistance statewide with information and resources for your transition-age student.



INCIDENTAL LEARNING...OR "LEARNING OUTSIDE OF THE BOX": LIGHT BULBS & LIGHT FIXTURES

Incidental learning is learning that takes place without any structure, objective, or intent to learn, and is usually done by visually observing. This method of learning is very difficult for children who are blind or visually impaired and concepts need to be taught through hands-on learning experiences.



Most of us see the details of light bulbs and light fixtures by visually gaining information on their shapes and colors. Children with visual impairments miss these details. Going to your local hardware store is a great place for your child to browse the lighting section of the store and discover many lighting items. Light bulbs come in various shapes and various illuminations. Examples are shown in the illustration. Having your child change a light bulb is a useful and functional activity. How light bulbs are changed also varies: they either screw in/out or push in/out. And light bulbs are not only for illuminating a room, they are also in items such as flashlights and toys. Also, while in the lighting department of the hardware store, explore all the various light fixtures on display: some hang from the ceiling, others are attached to the wall, and still others are tabletop versions (lamps).

For a child with low vision, a monocular or telescope may be needed to see the details of the light fixtures that are displayed high above their head. Have fun exploring the various light bulbs and light fixtures and "enlightening" the knowledge base of your child.

Recipes

Slow Cooker Chicken, Broccoli & Rice

Cooking meals is an essential skill for all children. Here is a simple recipe to get your child started with planning menus and cooking on their own.

Prep Time - 20 minutes

Cooking Time - 6 hrs 25 min

Utensils Needed:

1 Cup Measuring Cup

Cutting Board

Wisk/Spoon

Can Opener

Bowl

Knife

Ingredients:

- 1 ½ cups shredded Cheddar cheese (about 6 ounces)
- 1 can (10 ¾ ounces) Campbell's® Condensed Cream of Chicken and Mushroom Soup
- 1 can Campbell's® Condensed Cream of Chicken Soup
- 1 ½ cups Swanson® Chicken Broth or Swanson® Chicken Stock
- 6 cups fresh broccoli florets
- 6 medium carrots, thinly sliced (about 3 cups)
- 1 ¾ pounds skinless, boneless chicken breast halves
- 1 ½ cups uncooked instant white rice

How to Make It:

Step 1 - Stir 1 cup cheese, soups and broth in a medium bowl.

Step 2 - Place the broccoli and carrots into a 5-quart slow cooker. Top with the chicken. Pour the soup mixture over the chicken.

Step 3 - Cover and cook on LOW for 6 hours or until the chicken is fully cooked.

Step 4 - Remove the chicken from the cooker. Turn off the cooker. Stir in the rice and top with the chicken. Sprinkle with the remaining cheese. Cover and let stand for 5 minutes or until the rice is tender and the cheese is melted. Stir the rice mixture before serving.



Takin' It To The Streets

From smartphones to smarthomes, we can see just how “smart” our world has become in the past 20 years; and now it has just gotten a little bit smarter. Intelligent Materials, in partnership with Ohio State University, Ohio School for the Blind, Western Michigan University, Mississippi State University, a number of municipalities and industrial collaborators, are experimenting and studying the benefits of Smart Paint for cane travelers.

Smart Paint uses rare-earth nanocrystals that can emit a unique light signature, which a sensor added to the tip of a cane can activate and then read. “If you pulse a laser or LED into these materials, they’ll pulse back at you at a very specific frequency. It’s comparable to the buttons on a TV remote, which each pulse out different frequencies of light that are read by a cheap sensor on the TV. “It’s a very sensitive system,” says Josh Collins, chief technology officer at Intelligent Materials, the company that manufactures the oxides that can be added to paint. “We can send one frequency, and we just look for a certain frequency back. That whole cost of goods for the TV remote has been reduced down to pennies. The components for this are very similar.” The nice part about these rare earth taggants that we put into the Smart Paint is that nothing else in nature really has these optical properties,” according to Collins. “So it’s very easy to detect minuscule amounts of this material. We really only have to put in a fraction of a percent of our taggant into a standard road paint. So the overall cost per kilogram of the paint won’t increase significantly.”

How does it benefit cane travelers? The cane of a blind traveler, utilizing the smart tip, will vibrate as the tip crosses the paint. This will help the person maintain a straight line of travel. Other applications for this paint are being pursued, such as entryways, and even on electric cars to alert travelers of the presence of the vehicle.

To learn more about the advancements of Smart Paint, follow the links below:

<https://www.fastcompany.com/40537928/this-smart-paint-talks-to-canes-to-help-people-who-are-blind-navigate>

WHAT IS IT?

This is a kit of 100 cards made by The American Printing House for the Blind, Inc (APH). It is a communication game as well as a guessing game. It encourages students to think about and learn descriptive terminology related to common items and then be able to categorize them. Included below are a few examples. See if you know what it is!

1. It is a fruit that has a stem at the top and a “dip” at the bottom.
I can take a bite of it, or eat pieces that are cut up from it.
I throw away the core, or center with seeds.
What is it?
2. It is used to blow air.
It hums when it is on and the blades turn round and round.
It is used on hot days to cool off.
What is it?
3. I use a spoon to eat it from a bowl or small container.
I eat it for a snack or dessert.
It is cold and smooth and can have fruit flavors.
What is it?

(Answers on page 11)

This kit can be loaned out from your Outreach Vision Consultant, just ask if you would like to borrow it.

What Dr. G Sees! By Dr. Marva Gellhaus, Low Vision Specialist SDSBVI

Teaching children with low vision how to read is one of the most enjoyable experiences of my professional life. Some of my favorite “secrets” for keeping these times joyous are priming and picture walks. When children with low vision learn to read, the visual recognition of illustrations and the visual recognition of symbols may take additional time and additional practice.

Using picture walks and priming can help keep young children with low vision enmeshed in learning as they learn the meanings of the illustrations and the meanings of words. These learning experiences must take place in a relaxed situation filled with kind words, kind pictures, and shared laughter. Picture walks and priming strategies involve experiences that occur “before the book is read.”

An informal picture walk (looking at the illustrations within the book before it is read to the child) includes traveling through the picture book with fingers pointing and words flowing. A relaxing environment within a picture walk must include adults who have plenty of time to be patient and provide encouragement. This technique can include multiple practice times that are short, adjusted for age, and adjusted for additional learning characteristics.

Priming introduces students to specific information and specific illustrations prior to the story being “read.” Closely examining illustrations (even using magnifiers) is a fine way to introduce new vocabulary words (picture labels). Priming familiarizes a student with pictures/illustrations before the illustrations are used to help tell the story. Priming is helpful for students who like structure and predictability because they have already been introduced to the illustrations and the oral vocabulary. Priming reduces stress and anxiety and contributes to the child’s feeling of comfort, confidence and success.

Pat Geditz, SDSBVI librarian and professional colleague, and I recommend picture walks and priming to anyone who wants to enjoy “reading” with a young child with low vision.

Dr. G



Poor is the pupil who does not surpass his master. Leonardo da Vinci

New Building Progress Report By Superintendent Dr. Marjorie Kaiser

With final approval of the design plan by the South Dakota Board of Regents, the demolition of Jerde Hall, and a commitment of \$2.5 million in funds from Governor Daugaard, we will be prepared to break ground for the new SDSBVI this fall. We are working with the architectural firm of TSP from Sioux Falls along with Journey Construction on all phases of design and construction. We were pleased to have consultation from Julie Walleisa, an architect from New Mexico who has worked previously with schools for the blind and schools for the deaf and Chris Downey, a California architect who is blind himself. We are working with our partners to determine a date for our official ground-breaking ceremony. We anticipate construction will take between a year and a year and a half. As we get closer to a specific completion date, we will determine if we will need to alter our school calendar for the 2019-2020 school year to accommodate the move. We have also discussed with our construction manager the need for us to provide guided tours for our students during construction so they can learn about their new building from the ground up.



Crafts

Cobra Paracord Survival Bracelet—a quick and easy project for any age

Supplies:

10 feet of Paracord
Side Release Buckle

Lighter
Scissors

Tape Measure/Ruler



Instructions: (<https://www.bing.com/videos/search?q=easy+paracord+bracelet+instructions>)

Step 1: Measure your wrist size by taking one end of the paracord and wrap it around your wrist. Lay that section next to your measuring tape/ruler to see how many inches long your bracelet will be. Now measure 1 foot of cord for every inch of bracelet, and add 6 more inches. Once you cut your paracord to the desired length, with your parents help, seal the end(s) using your lighter.

Step 2: Attach the male buckle to the paracord first. To do this, fold your piece of paracord in half and pull the ends through the bottom slot of the buckle. Then pull the ends through the loop created by your paracord. Pull them through until the paracord is secured around the buckle.

Step 3: Now, attach the female end of the buckle. Pull the paracord through the slot on the buckle. Using your measuring tape, slide the buckle along the paracord until you reach your desired bracelet length. Do not include the prongs in this measurement. Measure from the base of the prongs of the male end of the buckle to the end of the female buckle. You will start your bracelet from the female end of the buckle.

Step 4: Now you are ready to make your bracelet! First, pull the left strand under the center 2 pieces and over the right strand, forming a loop on the left side.

Then, pull the right strand over the center pieces and through the loop on the left side. After that, pull each strand outward to tighten your first knot. You made your first knot! Now start with the strand on the right side. Repeat the pattern. Take the right strand and pull it under the centerpieces and over the left strand.

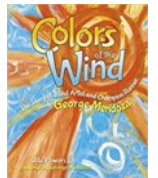
Step 5: Continue pattern until you get to the end of the bracelet, (the buckle). Trim paracord at the bracelet and heat the ends (do not touch the flame to the cord.) Using the tips of the scissors push the heated ends down against the bracelet cord. The ends will melt and adhere to the bracelet.



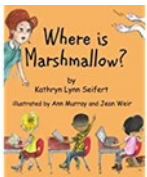
BOOKS WITH CHARACTERS WHO ARE VISUALLY IMPAIRED

COLORS OF THE WIND by George Mendoza

This is a picture book biography of George Mendoza, a two-time blind Olympian runner and an award-winning artist. George has a rare form of blindness and says he sees the world as though he is looking through a kaleidoscope. His story is truly inspiring and the book is an excellent read-aloud for home or the classroom.



Grades K-2

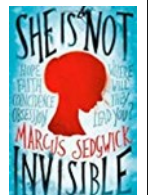


WHERE IS MARSHMALLOW? by Kathryn Lynn Seifert

Marshmallow, the classroom bunny, is missing! The whole school is on the lookout. With the help of a student with a visual impairment and a student with autism, Marshmallow is found. He is comforted by a student with Down syndrome. Grades 2-3

SHE IS NOT INVISIBLE by Marcus Sedgwick

Their father is missing, so Laureth and her brother, Benjamin, travel to New York City to find him. Laureth has learned to look for patterns in events and numbers, a skill her father taught her. In New York City it helps Laureth and Benjamin survive some shocking and dangerous situations. This novel is both a mystery and an adventure. It is also a thought-provoking social commentary. It sheds light on how people with disabilities are sometimes treated. You see, Laureth is blind and there are those who treat her as though she is “invisible”.



Young Adults

Tech Tidbits Making the iPad Tactual

Make the iPad more accessible for students who are blind or low vision by using the Feel and Peel Stickers from the American Printing House for the Blind, Inc. (Catalog Number 1-08843-00) to “tactualize” the iPad. The iPad does not activate well when using tactual items of greater thickness other than the Feel and Peel Stickers. The locations of the items to make tactual on the iPad screen frequently change with different apps, so one way to “tactualize” the iPad is to have multiple easily removable overlays available. An option for overlays is from William Sonoma, yes, the cooking company.

<http://www.williams-sonoma.com/products/williams-sonoma-smart-tools-screen-shields/>

Other materials that can be used to make tactile overlays are: See-through plastic, page protectors, overhead projector sheets, see-through plastic baggies or mylar. Ask your Outreach Vision Consultant to see a sample.



Video Magnification Systems (CCTV)

A video magnifier, or closed-circuit television (CCTV) system, uses a stand-mounted or handheld video camera to project a magnified image onto a video monitor, a television (TV) screen, or a computer monitor. Cameras with zoom lenses provide variable magnification. Some systems use an auto-focus camera. Most cameras also need their own light source.

Cameras that are mounted on a fixed stand require the reading material to be placed under the camera and move the page across and down. To make the process of viewing easier, a table that is movable from the top of the page to the bottom and side to side (referred to as an xy table) is used with most stand-mounted cameras. Stand-mounted cameras are particularly effective for handwriting because a hand can fit under the camera.

In contrast to stand-mounted cameras, handheld cameras are designed for bringing the camera to the material to be viewed. They can magnify almost anything within reach, including labels on packages of food and medicine. Handheld cameras are often on rollers, which make them easier to move across a flat working surface. Some manufacturers of video magnifiers that use handheld cameras offer a writing stand as an accessory.

All video magnifiers offer the option of viewing black letters on a white background or white letters on a black background; this is often called reversed polarity. Controls for contrast and brightness are also standard. Many video magnifiers also provide other special on-screen features and controls including underlining or overlining of text. Some systems work jointly with a computer, offering the option of sharing the computer monitor. Video magnifiers are useful for reading materials in which color is crucial, such as maps and color photographs. They offer portability and new ways of viewing the display. The ability to capture and save an image is also a function that is available. Every year the Optical Character Recognition (OCR), which scans the print and then reads it back, continues to improve.



Typically, video magnifiers that use a camera mounted on a fixed stand and xy table are in the \$1,800 to \$4,000 price range. Lower cost video magnifiers that plug into a TV are in the \$400 to \$1,000 price range.



BECOMING MORE COMFORTABLE IN THE KITCHEN

Many children do not feel comfortable in the kitchen, whether it is the food preparation process or the cooking process. Much of that unease may simply come from a lack of knowledge. Children that have reduced vision may miss seeing what you use to cook with and then being able to label those items correctly.

Take some time with your child to address various cookware. Cookware is used either in the oven or on the stove. When reviewing each item, do it while it is cold and allow the child to look at and feel everything thoroughly. Going to a kitchen store will give you a great variety in the exploration process. When using the OVEN, there are various cookware items that are used, each having a different purpose.

CASSEROLE / CAKE PANS, such as your typical 9X13 inch or 8X8 inch pans, usually have about a 2 inch (or higher) side. These are used for many foods, ones that need to be contained, such as a casserole or cake.

COOKIE SHEETS are used for items that are a bit more solid and will not roll off the edge of the pan, such as cookies. They either have very short sides or no sides at all.

JELLY ROLL PANS are similar to casserole / cake pans, but have shorter sides.

BUNDT PANS are round pans that typically are used for baking cakes.

LOAF PANS are used to bake bread. They can be used for either yeast breads or quick breads, or other foods such as meatloaf.

BROILER PANS have a couple layers. They are used to broil food in the oven. The bottom layer catches any run-off from the food setting on the slotted top pan.

ROASTER PANS / DUTCH OVENS are used with large items such as turkeys or large quantities of items such as stews.

When using the STOVE, there are various cookware items that are used, each having a different purpose.

KETTLES are typically used for liquid items, such as water or tea.

POTS AND PANS come in many shapes and sizes. They are used for items such as sauces, or more solid items of food such as meat or vegetables.

SKILLETS / GRIDDLES tend to be shallower than pots and pans. They are used to cook solid foods such as meat or vegetables or thicker liquid foods such as eggs or pancakes.

In addition to the oven and stove, there are many cookware items that are **STAND-ALONES** and are plugged directly into an outlet.

CROCKPOTS / SLOW COOKERS are used for cooking foods over a long period of time (4 or more hours) or keeping foods warm.

ROASTERS are used for large quantities of food, either to cook or keep warm.

ELECTRIC GRIDDLES are flat with very short sides and are used for cooking foods such as eggs or pancakes.

ELECTRIC SKILLETS are used for cooking larger quantities of food of all textures: liquids and solids.

Keep in mind with each of these items, there are **MANY** various styles. Even the names vary from one household to the next. Therefore, with any discussion you have with your child, hands-on is the best way to teach what each

item is and where each item is used. Have fun “becoming more comfortable in the kitchen.”



Dutch Oven



Bundt Pan



Pots and Pans

Family Support Network

Several families met July 27th at the Aberdeen Aquatic Center for a Friday afternoon of swimming, refreshments, and networking with others. The kids enjoyed the slides, bucket dump, and the lazy river. New friends were made on a beautiful day.



Pre-Braille or Pre-Reading: Preparing the Child Who is Blind to Read

What skills are necessary to not only instill the love of reading for a child but also prepare them to learn how to read, whether print or Braille? A multisensory approach to reading readiness helps to build concept development, motor skills development, auditory, and tactual discrimination skills. The following skills are important for pre-literacy skills.

Concepts a child needs in order to learn how to read:

- Body and Space Awareness: body part awareness and simple concepts of up/down, over/under, top/bottom, front/back, left/ right and near/far
- Identify Objects: labeling, concepts of same/different, big/little, wide/narrow, thick/thin, hard/soft, empty/full, open/closed, heavy/light, few/many
- Time Awareness: yesterday, today, tomorrow, early/late
- Braille "Bumps" Have Meaning: they can identify, label, name, and tell a story

Motor skills a child needs in order to learn how to read:

- Upper Body Development: shoulder, arm, hand, and finger strength
- Hand Strength: reaching, grasping, releasing, and manipulating a variety of toys and materials
- Using Hands Together: coordinated together, hands doing different things at the same time
- Turning Pages

Tactual and auditory skills a child needs in order to learn how to read:

- Sound Identification: what object is making that sound?
- Sound Matching, Identification of Tones: loud/soft, high/low
- Identify the direction from which a sound comes
- Awareness of Touch: naming textures, texture matching, hard/soft, rough/smooth
- Identify Shapes: circle, square, triangle, rectangle, etc.

Activities to encourage reading:

- Talk and Write About Every Day Experiences: create your own tactile books, journal
- Read With Your Child: use books with real objects, books with tactile pictures, books with a variety of textures, books that can be acted out, auditory books, your own recorded books, story boxes
- Label the Environment in Braille: Favorite objects, household items, Braille books
- Engage the child in active participation of the story
- Create simple story boxes, story plays, tactile books, finger plays, singing, and rhyming play

American Printing House for the Blind, Inc. has many products geared toward literacy and the skills mentioned above. Check out the online catalog at <https://www.aph.org/catalog/>. Many skills must come together before formal reading can be taught. READ, READ, READ to your child/student! The earlier the better! Hopefully the ideas listed above will help you and your child/student on the way to literacy!

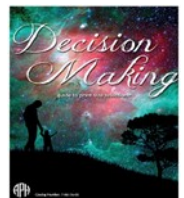
Transition Week by Steve Kelsey, Transition Specialist and Kellie Hauglid, SBVI Program Specialist (Expanded Core Curriculum: Career Education, Transition and Self-Determination Skills)

Once a year the South Dakota Rehabilitation Center for the Blind (SDRC) in Sioux Falls, SD hosts high school students across the State to learn more about independence and how to prepare for employment. This year 11 students attended Transition Week from June 10-14 and experienced dorm life by staying at Augustana University. The 4 days were packed full of activities that followed the mandated guidelines of Pre-Employment Transition Services. Students went through classes at the Rehabilitation Center for the Blind, such as Skills of Blindness, Employment Skills Training, wood shop tools safety, and low vision education. Students had the opportunity to listen to guest speakers: Vicki Kerkvliet, Director of Business Resource Network, about Asking for Accommodations; Allison Green with the Department of Labor Workforce Training Team presented on Who Would You Hire; and Mike Goehring with Guiding Eyes for the Blind presented information on guide dogs. After 2 days of preparation on work readiness, students were ready to tour businesses in the Sioux Falls community and meet with HR personnel to discuss their hiring process, employee responsibilities, and employment opportunities. The worksite tours were selected based on the students' employment interests. The worksites included Avera Hospital & Project Search, MediaOne, EmBe, Stockyards Ag Experience, and Sanford Wellness. The students had full scheduled days and were able to relax with fun evening activities. Those activities comprised of bowling and pizza night, Midco Aquatic Center, Empire Mall, and kayaking with physical therapists from Sanford Accessible Wellness. We had a great group of students that bonded well with each other and enjoyed the social time to develop new friendships with peers. Transition Week concluded with a panel of individuals that had vision loss in high school. The panel had two successfully employed individuals and two individuals currently in college. The panel talked about their struggles, successes, job experiences, and how they advocated for themselves into adulthood. The students enjoyed asking questions and connecting with someone who went through similar circumstances. Students left Transition Week ready to return next year! Watch for the "Save the Date" this

AMERICAN PRINTING HOUSE FOR THE BLIND, INC. (APH) EDUCATIONAL PRODUCTS

DECISION MAKING GUIDE

How do you determine the correct print size for a child with a vision impairment? Try using the Decision Making Guide from APH. The Guide will help establish a quick beginning print size. Then as part of a learning media assessment, the word, sentence and passage reading charts can be used to determine print sizes for a variety of other reading tasks.



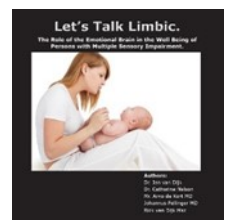
TACTILE BOOK BUILDER KIT

Use this kit to create an experience book, texture book, an adaptation of your child's favorite print book and more! Meaningful objects can be easily attached to pre-cut pages. Textures, shapes, raised line drawings and/or multisensory objects can be used to "illustrate" the books. The title can be seen using the open-view front binders. What a deal!



LET'S TALK LIMBIC DVD

Authored by professionals in the field, the information on this DVD-ROM reviews the role of the emotional brain with video clips of how sensory deprivation effects a person's emotional well-being and can influence attachment, anxiety, and stress. Effective intervention by parents and significant caregivers are included as well. This DVD-ROM is PC only.



These products are available from the APH for purchase and can also be borrowed from an SDSBVI Outreach Vision Consultant. For more information check out the APH website at <http://www.aph.org> or contact your Outreach Vision Consultant.

Did You Know.....

Jim Hughes of Farmingdale, NY was the “blind kid” that recklessly drove a bus down a steep hill in the Richard Pryor movie *Bustin’ Loose*? Did you know that he is really blind? Probably not. Another fact you probably didn’t know was that Hughes became an 11th grade history teacher and is teaching in Farmingdale.



Hughes, his mother, and two siblings all had the hereditary form of glaucoma, which claimed his sight at the age of 3. After his older brother, Joey, who was also blind, died at the age of 23 of a heart Murmur, Jim, just 16, developed a determination and drive to use the lessons Joey taught him—accept the challenges, keep fighting, and never use his disability as an excuse.

While attending Binghamton University he decided he wanted to teach. Originally, Jim was discouraged by his college student-teacher placement coordinator from pursuing a teaching career in a regular school setting. He was encouraged to only consider working with blind children. She told him it would be impossible to place him into a public school, though he might have a chance at teaching at a school for the blind. “It wasn’t so much I didn’t want to,” said Hughes, “it was that I didn’t want to be pigeonholed into doing something. I have a right to fail.”

After sending out hundreds of resumes he finally heard from one, the one in Farmingdale, NY. “I came across that resume and it took me by shock,” Steve Kussin, who was principal at Farmingdale High School at the time, told CBS News. “How could a blind teacher possibly function in a classroom?” “And boy am I glad I took a second look at that resume, because it’s made all the difference in the world to generations of students,” Kussin said. “Blindness helps me to connect to students on a different level. If my ability to overcome challenges has given at least one of my students the courage to overcome his/her own obstacles, then I am grateful for being blind. My disability has been an asset in teaching; and since that is my niche, I wouldn’t have it any other way,” said Hughes.

Jim has proven that he has lived beyond his disability. He was the recipient of the 7th annual Freida J. Riley Teacher Award, an annual award that recognizes an American teacher who overcomes adversity or makes an enormous sacrifice in order to positively impact students. More valuable, perhaps, than the award is the impact on the lives of students and the respect they have for him. In fact, the kids say it’s their other teachers who can’t always see. “The classroom is where I belong,” Hughes said. “I really believe that.” To learn more about Jim Hughes follow the links below:
<https://columbusfellowshipfoundation.org/james-c-hughes-2006-freida-j-riley-award/>
<http://mentalfloss.com/article/50444/10-remarkable-teachers-national-teacher-day>
<https://www.huffingtonpost.com/2012/06/05/blind-teacher-jim-hughes- n 1571254.html>

Be Smart! Be Safe! Be Ready!

The SD Emergency Management office has developed a series of books designed to teach kids how to be prepared for different disasters (one on storms/tornadoes, one on fires, one on floods, etc.). They are narrated by Tommy the Turtle who is always prepared because he brings his shelter with him on his back. They are currently distributed to 2nd graders in 8 states. Until now, none of them were available in Braille.

The SD Braille & Talking Book Library is having a copy of each of these books produced in Twin Vision (Large Print/Braille) format for use by our patrons. The information they contain will be helpful to patrons of all ages.

Please help us inform educators and anyone who is interested in Emergency Preparedness about these books.

Titles that will be available are:

- **Tornado Alert. Don’t Get Hurt!**
- **Rising Water. Beware and Prepare!**
- **Prepare for a Winter Storm in Time and You Will Be Fine!**

B&TB Library Summer Reading Program Concludes

'Libraries Rock' was the theme of the 2018 South Dakota Braille and Talking Book Library Summer Reading Program. This year's program ran from June 3 to July 14 and was open to all youth registered with the South Dakota Braille and Talking Book Library ages birth to 19.

Forty readers participated in one of two age divisions: birth to 12 and 13 to 19. Participants followed the 20/24/7 reading initiative by reading a minimum of 20 minutes each day, seven days a week and keeping track with the provided reading chart.

Twenty-seven readers returned their reading charts at the conclusion of the program and were entered into the drawings for Amazon gift card drawings in their age division. All drawing entries were combined for a grand prize drawing of an Android tablet. Amazon gift card prizes were provided by the Evening Star Lions Club of Rapid City, and the Android tablet was paid for with donations from users of the South Dakota Braille and Talking Book Library.

The winners of the drawing in the age division Birth-12 were **Caramia Estes** and **Jaxon Scheff** and in age division 13-19 were **Dani German** and **Savannah Stahl**. The grand prize winner of the Android tablet was **Blaine Jemming**.

The South Dakota Braille and Talking Book Library is a program within the South Dakota State Library and is an affiliate of the National Library Service. The NLS is a free braille and talking (audio) book library service for people with temporary or permanent low vision, blindness, or a physical disability that prevents them from reading or holding the printed page.

The South Dakota Braille and Talking Book Library will hold their third winter reading program in 2019 during the month of February.

For more information about the reading programs, contact Josh Easter at the South Dakota State Library at 1-800-423-6665 option 1, 4 or josh.easter@state.sd.us or www.facebook.com/LibrarySDBTBL

Answers for What is it?

1. Apple

2. Fan

3. Yogurt

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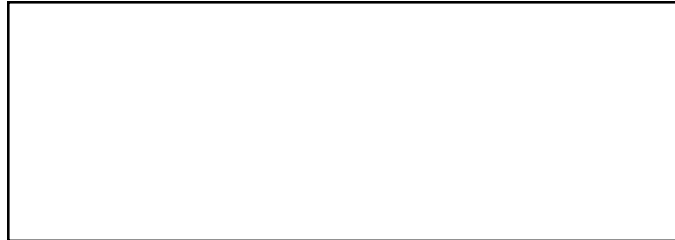


SD School for the Blind
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**Pass it
on
after you are done
reading it!**

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Family Weekend

With funding from the South Dakota Foundation for the Blind and Visually Impaired and planning and inspiration from our Outreach Vision Consultants, the 9th Annual Family Weekend was held on June 9-10. Seven families (16 children) from around South Dakota attended the activities held at the School for the Blind and Visually Impaired campus in Aberdeen. Families stayed at the Best Western Ramkota Hotel. Indira Dillon, Susan Egging, Amy Scepaniak, Julie VanDover (Outreach Consultants), and Darla Atsma & Aimee Ullrich (Secretaries), all members of the Outreach Department, have worked very hard over the last 9 years to provide this opportunity for families to gain information on areas of the Expanded Core Curriculum. It also provided a wonderful opportunity for families to network with others plus enjoying a weekend in Aberdeen. Mark your calendars for the next Family Weekend on June 8-9, 2019.

The day included a fun-filled afternoon at Mina Lake with water activities like kayaking and paddle boarding. Dr. Marjorie Kaiser, SDSBVI Superintendent, presented on Encouraging Children to be Independent in a School Environment and also gave information on the new school building. Jane Mundschenk, Certified Orientation & Mobility Specialist®, presented on Travel Training Skills: learning to maneuver within all environments. Special thanks go out to: Christy Hulscher, Physical Education Instructor, presented on Vision for Lifetime Fitness to explain how to incorporate gross motor and recreational activities into family life. Also thanks to Shane Cross, Colton Dillon, Harlan Dillon, Dan Grebner, Lily Grebner, Matt Grebner, Karen Herman, Kayleen Herman, Christy Hulscher, Marjorie Kaiser, Jane Mundschenk, Sara Scepaniak, Summer Scepaniak, and Michelle Zarr for volunteering their time to make the weekend so successful.

