

CONSULTANTS'

OSPRING 2020

Volume 22 Issue 2

Editorial Staff: Indira Dillon,
Susan Egging, Suzy Giovannettone
Amy Scepaniak, Aimee Ullrich, and
Julie VanDover

TABLE OF CONTENTS

- R** Page 1
- ◆ Calendar of Events
 - ◆ Superintendent Marje Kaiser to Retire this Spring
- Page 2
- ◆ Quick & Easy Dinner Idea: Garlic Toast Pizza
 - ◆ What is it
- Page 3
- ◆ Takin' It To The Streets
- Page 4
- ◆ Did You Know...
 - ◆ Transition Corner
- Page 5
- ◆ Tech Tidbits
 - ◆ 2019 - 2020: Where Did The Year Go???
- Page 6
- ◆ Focus On The Eye - Cortical Vision Impairment (CVI)
 - ◆ Book With Characters Who Are Blind Or Visually Impaired
- Page 7
- ◆ Incidental Learning...Or "Learning Outside Of The Box": Different Types Of Paper
- Page 8
- ◆ Becoming More Comfortable In The Kitchen: Food In Its Final State
- Page 9
- ◆ Bubble Recipe
 - ◆ Family Swim Day 2020 Tentative
- Page 10
- ◆ Online Learning Opportunities
- Page 11
- ◆ South Dakota Braille and Talking Book Library (SDBTBL)
- Page 12
- ◆ New SDSBVI School



SD School for the Blind
and Visually Impaired

CALENDAR OF EVENTS

Summer School Program Cancelled
SDSBVI Aberdeen, SD

July 31, 2020 Tentative
Family Swim Day
Aquatic Center Aberdeen, SD

July 31-Aug. 1, 2020 Tentative
Family Weekend
SDSBVI Aberdeen, SD

SDSBVI School Starts
September 8, 2020

Dakotas AER
October 2020
SDSBVI Aberdeen, SD



Superintendent Marje Kaiser to Retire this Spring

By Marje Kaiser

On May 21, 2020, I will retire after 34 years as superintendent at SDSBVI. My first experience with SDSBVI was working in the Deaf-Blind program, and during the last ten years I've had the opportunity to work with SD School for the Deaf as well. This was not the career path I imagined when I started teaching high school English in 1970.

I have been privileged to work with highly dedicated teachers and staff as well as being connected to colleagues at other schools for the blind and various national organizations. I've learned a lot from families and students. I can't imagine a better career. I will miss you all very much.

My plans include some travel, gardening, getting together with friends, and of course more time with grandkids. I may take up some new hobbies or go back to neglected ones. Who knows. Retirement feels like a new opportunity.



Quick & Easy Dinner Idea: Garlic Toast Pizzas

If you like pizza, how can you go wrong with a garlic toast crust? This 3 ingredient dinner recipe is so simple, even the kids can make it.

Ingredients

- frozen garlic toast
- pizza sauce
- shredded mozzarella cheese
- toppings of your choice (optional)



Instructions

1. Bake the garlic toast according to the package directions, but pull it out of the oven about 2 minutes before it's finished.
2. Top the almost-done garlic toast with pizza sauce, cheese and the toppings of your choice (use the sauce very sparingly, otherwise the middle can get soggy).
3. Place back in the oven on the broil setting for 2-4 minutes or until the cheese is bubbly and starts to brown.

A diamond is merely a lump of coal that did well under pressure. 

WHAT IS IT?

This is a kit of 100 cards made by American Printing House for the Blind (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!

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

1. It cools rooms and houses.
Sometimes I can hear it when it is on.
It works in buildings when it is hot outside.
2. You can fill it with air.
You can tap it in the air.
You can let the air out of it.
You can roll it on the floor.
3. I use it to keep my hands and face clean when I eat.
It can be cloth or paper.
I find it on the table by my dish or on my lap.
4. It is a basin with a faucet.
Bathrooms, kitchens, and some garages have one.
I wash my hands in it.
I help wash dishes in one.

What is IT

An Instruction Booklet for
The Why, How and What of IT

By Lois Harrell




AMERICAN PRINTING HOUSE
FOR THE BLIND, INC.

(Answers on page 11)

Takin' It To The Streets



Parents often wonder what they can do to help their child practice Orientation and Mobility skills at home. Here is an idea that can easily be done at home to enhance skills your child has already learned or is currently working on, such as positional concepts, compass directions, identifying environmental features like curbs and driveways or scanning with the monocular; not to mention the use of technology as a travel aid. The QR Scavenger Hunt (adopted from Dianne Herrera, Cal State University Los Angeles) is an activity that can easily be used with children as young as 5 years of age. All you need is a mobile device such as a smart phone or iPad, a printer, colored paper, scissors, and glue. Use themes to make the activity more fun for your child.

Start by downloading ScanLife from the Google Play Store or the Apps Store, depending on your device. Next go to <https://www.qr-code-generator>. Once it opens select the text icon. Type your message. Click on download. This process takes less than 30 seconds. The QR code will automatically open on the iPad. If you are using an android phone go to your gallery for the image. You can save them in a folder. Remember to number them to make it easier for you, (which one is first and so on) give the print copies the same number as well. Print off the codes. You may need to resize them to meet your child's visual needs. You can then paste them on paper that will provide high contrast. Now you will have to access your settings on your mobile device. Go to the accessibility settings, click on VoiceOver (ISO) or Talkback/Screen Reader on android. Final step is to place them along the route, at eye level. As you walk the route with your child, encourage him to use his monocular to locate the sign. For children with extremely low vision or those who are totally blind you can instruct him where to look for the next sign, i.e. on the stop sign pole, to the left of the door. When your child locates the sign, using ScanLife, scan the code. ISO devices automatically reads the QR code out loud while with the android platform you have to tap the screen to hear the message.

Be creative. Use themes. Have fun. To get you started check out the following examples.

EXAMPLE 1:

1. Hello! You will need to scan for more of these to get us to the next intersection. Head to your NW corner. Walk North until you come across the first telephone pole.
2. Good Scanning! Continue North to Lomita Blvd and President Ave. onto the SW corner.
3. Woo hoo! Head to the NW corner of this intersection
4. Head to the NE corner of this intersection.
5. You're on a Roll! Head to the SE corner of the intersection and take us back to the car! Good job!

EXAMPLE 2:

1. KAPOWW!! Batman has left clues for you along the way for you to get closer to your house. Remember to look up and scan for the Batman clues. You will need to head WEST until you reach the intersection and cross the street heading NORTH. Name the streets, cardinal directions, and identify the intersection shape and control. Use the iPad or monocular and cross safely by putting your cane "on display" and "flagging" before crossing. Remember to get your fellow Wonder Woman back to the car.
2. Right on Superhero!! You made it to the other side. You will need to continue heading NORTH on your journey to the next intersection. Name the streets, cardinal directions, identify the intersection shape and control, use the iPad or monocular and cross safely by putting your cane "on display" and "flagging" before crossing.
3. This is new territory for a new superhero. To get to the other side of the street (continue EAST) you will need to: name the streets, cardinal directions, identify the intersection shape and control, use the iPad or monocular and cross safely by putting your cane "on display" and "flagging" before crossing.
4. ON TARGET! FANTASTIC! SHAAZZAMM! SPECTACULAR! You crossed the final intersection using all your superhero techniques and skills. In order to accomplish your mission you need to take yourself and your fellow superheroes back to the car. You can do it!

Did You Know...



The Legos Group now offers instructions to several Lego sets in both audio and Braille versions? This was made possible because of one 5 year old's dream to build Lego sets like his sighted friends. Matt Shifrin was born prematurely and as a result lost his vision to Retinopathy of Prematurity. He had great friends in school and when they would tell of their accomplishments of putting together various Lego sets Matt would ask how they did it. The typical response he would get was "I looked at the pictures." Matt wanted more than anything to be able to do this too. His dad spent countless hours reading the instructions and telling Matt which pieces to find. This was a long process for both father and son. Then on his 13th birthday a family friend came over to bring him a present. It was, of course, a set of Legos, only this time there were braille instructions. Lilya, his friend, took it upon herself to learn the braille code and braille out the instructions for Matt. This was extra special since there were no text based instructions. "Lilya wrote out the instructions step by step, describing every blueprint, giving names to every kind of LEGO piece, figuring out the most logical sequence for a blind person to follow. She also sorted the LEGO pieces, putting the pieces necessary for each step into a Ziploc bag and labeling each bag in Braille." said Schifrin. Together Matt and Lilya developed directions for 20 different sets, which can be found on the website www.legosforthelind.com.

Sadly Matt's partner and friend passed away in 2017 and Matt made it his mission to continue this project until the Lego Group took it upon themselves to produce accessible directions. Two years later the Lego Group launched their first accessible instructions, both braille and audio.

Matt hasn't given up Legos just yet. He has applied his love for these building blocks to his new hobby – Rock Wall Climbing. Using the blocks to represent different hand/foot holds he created a system that uses LEGOs as a tactile representation of a rock wall. A sighted partner first constructs the route using a specific key. Matt then feels the map and asks his sighted partner questions. This allows Matt to strategize a route to the top.

To learn more about Matt check out the following:

<https://ramblingbrick.com/2019/08/29/helping-the-blind-to-see-the-world-through-lego/>

<https://www.nfb.org/sites/www.nfb.org/files/images/nfb/publications/fr/fr35/2/fr350206.htm>

www.mentafloss.com

www.ted.com

www.lego.com

To find Braille or audio directions: www.legoaudioinstructions.com

Transition Corner By: Nichole Nelson

Project SEARCH is an internship opportunity for students with disabilities throughout South Dakota. Students participating in Project SEARCH are able to explore different career areas and develop transferable job skills, with a portion of their time spent in the classroom at their host site, and the other portion involved in on-the-job training. Students in Project SEARCH are able to participate in up to three worksite internships throughout the school year, each lasting about 10 weeks. Students can receive supports with accommodations, adaptations, and job coaching. The ultimate goal of Project SEARCH is for students to obtain competitive employment once they graduate.

For a student to be eligible, they must be age 18-21, on an IEP, have completed all of their academic requirements, and in their final year of eligibility. The student must also be able to participate in the application and interview process.

For more information about Project SEARCH, please contact:

Aberdeen (Avera St. Luke's) – Linda White: 605-622-5680

Brookings (SDSU) – Larry Ayres or Kyrsten Zimmerman: 605-688-5120

Rapid City – Heather Hoye: 605-394-5120

Sioux Falls (Avera McKennan): 605-322-5071



Project SEARCH

Tech Tidbits

BARD Mobile (iOS/iPadOS, Free) Update CARRY A LIBRARY IN YOUR POCKET

Access tens of thousands of books - from current best sellers to much-loved classics, popular magazines, and music instruction and scores in audio and electronic braille formats, with new selections added daily.

Version 1.3 includes a number of new features, including:

- Simultaneous downloads: download up to three items simultaneously.
- Braille autoscroll: When reading braille books, you can have your braille display scroll automatically. You have full control over the speed.
- More actions button: The details screen for each book now includes an “ellipsis” button (labeled “More actions”) that offers a number of other things you can do with that book, including seeing a list of other books in the same series, by the same author(s), or in the same subject area(s).
- Enhanced actions list on VoiceOver rotor: you can also get to those very same additional actions using the “Actions” item on the rotor while in a book list.
- Quick switch between titles: no need to go back to the bookshelf to change books! Just swipe left with one finger (or three, if VoiceOver is on) while on the Now Reading screen to see a list of other books on your device that you’ve already opened. They’re in the order of most recently read. There’s also a “Recently read” button in the upper left if you don’t want to use the gesture.
- Format hiding: don’t ever read braille? Tell BARD Mobile not to show you any braille items (unless they’re on your wish list or previous downloads). Don’t ever read audio? It works that way, too. Find this by going to the Settings tab, selecting User Account Settings, and then selecting Show Me.
- Book and magazine subscription support: you can now subscribe to magazines via the app just like you can on the BARD website. Book series, too! New magazine issues or books in subscribed series are automatically added to your Wish list.
- AirPlay support: there’s now an AirPlay button right on the Now Reading screen. From there you can send your audio to any available AirPlay or connected Bluetooth device.
- Braille/audio indicator: For lists with mixed formats (Wish List, Previous Downloads) there’s a format indicator icon distinguishing format type so you know if it’s audio and/or braille.
- Save “jump by” setting with each book: the app will now remember how you had your “jump by” button set when you close a book and will restore that setting the next time you open it.

Visit BARD Mobile’s App Store page.



2019-2020: WHERE DID THE YEAR GO???



This has been an interesting school year to say the least! Some of our schools dealt with flooding in the fall. For those of us in Aberdeen, we had a disruption of services due to our move to our new school. We had a few snow days in there too. Currently we are all facing the unprecedented times of dealing with the pandemic due to COVID-19, and how to make the most of “distance learning”. In addition, staff leaving us at the end of the year includes, Marje Kaiser (Superintendent), Doug Quiram (Maintenance), and Phyllis Heier (Music Specialist) all retiring. Also with the Board of Regents decision to consolidate the Principal and Superintendents positions, Principal Jodi Carlsgaard will be leaving us. New hire Superintendent/Principal Dan Trefz will be joining our team starting July 1st. As we are still figuring out our “new normal”, it has been decided that summer school is cancelled and plans beyond that are tentative.

If you have any further questions about vision outreach services in general, please contact your outreach vision consultant.

Focus On The Eye – Cortical Vision Impairment (CVI)



Below are some website resources to learn more about CVI

<https://cviscotland.org/>

<https://startseeingcvi.com/>

<http://www.pediatriccvisociety.org/>

<https://www.facebook.com/groups/68372023824/>

<http://littlebearses.org/>

<http://www.perkinselearning.org/cvi>

<https://startseeingcvi.com/2018/10/30/cvi-modifications-its-the-little-things/>

<https://www.teachcvi.net/>

<https://www.tsbvi.edu/cvi-exercise>

<http://wvde.state.wv.us/osp/vi/cvi/>

<https://cvi.aphtech.org/>

<https://www.remove.bg> - To remove background from the image: the background ends up being plain black

<https://roman-word-bubbling.appspot.com/> - Bubbling tool: this outlines words or pictures, looking like bubble outlining

<http://www.pathstoliteracy.org/blog/what-include-iep-student-who-has-cvi>“ What to include in the students’ IEP

<https://www.perkinselearning.org/technology/blog/using-you-doodle-app-create-cvi-accessible-images>.

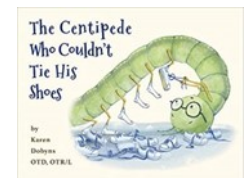
<https://seeingsadieandcvi.com>

BOOKS WITH CHARACTERS WHO ARE BLIND OR VISUALLY IMPAIRED

The Centipede Who Couldn't Tie His Shoes by Karen Dobyms

This is a tale about Ben, a many-footed centipede, who does not know how to tie his shoes. He learns some shoe-tying tips from the Occupational Therapist at school. He also learns about shoes he can wear that do not have laces.

Everyone learns about being friends and accepting others just as they are.



Grades Preschool-2



The Unstoppable Kitty Madison by Tracy Lee Fitch

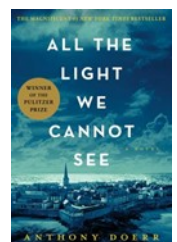
Kitty has been totally blind since birth. She has no visual memories and no light perception, but she is confident she can do anything. She feels unstoppable until chosen to speak at a national convention. Will she find the strength and courage to speak from her heart for her generation of students who are blind?

Grades 3-5

All the Light We Cannot See by Anthony Doerr

When Paris is invaded by the Nazis, Marie-Laure LeBlanc's father takes her to stay with her great-uncle. Marie-Laure is blind and her father leaves her a scale model of the town for her to use as she learns to travel around St. Malo. Then, the Germans arrive. This is an incredible WWII story with a heroine who is blind.

Grades 9-12



INCIDENTAL LEARNING...OR “LEARNING OUTSIDE OF THE BOX”: DIFFERENT KINDS OF PAPER

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.

PAPER is something we come in contact with every day, whether at home, school, or out in the community. Have you ever taken time to “name” the different kinds of paper to your child? When you think about it, there are many different textures and weights of paper, as well as uses and styles of paper.

- Letter size: your typical 8 ½ X 11 inch paper: it is the most commonly used paper when running paper through a copy machine.
- Legal size: this is 8 ½ X 14 inch paper that can also be run through a copy machine.
- Loose leaf paper: also 8 ½ X 11 inch paper with lines and 3 holes punched along the left edge of the paper.
- Notebook paper: basically this is loose leaf paper put into a notebook with a spiral edge.
- Cardstock paper: this is thicker and more durable than regular paper.
- Cardboard: this is even thicker and more durable than paper or cardstock.
- Stationary: includes various items, such as different styles of paper for typically writing letters, but also includes envelopes, cards, folders, etc. These can vary quite a bit from very simple to very elaborate decorative styles.
- Newsprint: mostly used for printing newspapers.
- Magazines, Catalogs: this paper has a shiny and slippery coating.
- Butcher paper: a heavier paper that is typically used to wrap meat; it generally comes in brown or white.
- Wax paper: mostly used for cooking needs; has a thin coating of wax that makes it non-stick as well as moisture-resistant.
- Parchment paper: mostly used for cooking needs; has a thin coating of silicone that makes it non-stick, moisture-resistant, as well as heat resistant.
- Construction paper: a tough, coarse paper used for crafts or other projects.
- Wrapping paper: decorative paper used for wrapping gifts.
- Tissue paper: not to be confused with tissues (Kleenex); tissue paper is a very thin paper, almost transparent, used to wrap up and protect objects from breaking; most commonly used inside a box or bag when gift-wrapping.
- Toilet paper/bathroom tissue: a thin soft paper for bath room use.

When at home or out in the community, draw attention to the kinds of paper you encounter and allow your child to touch it and look at it and take notice of the differences between each type of paper. Have fun exploring these various types of paper, and maybe even make some of your own “paper creations”!



BECOMING MORE COMFORTABLE IN THE KITCHEN: Food In Its Final State

Kids with visual impairments often miss opportunities to break down how a meal started as ingredients and ended up in its final state. Let's take a look at the stove and oven to explore specific cooking methods that heat up the food before it gets to our plate.

Broil



Broiling occurs when you directly expose the food under the electric heat coil of the oven. It is critical to keep an eye on food that is broiled as it cooks quickly! Broiling causes food to become browned or crispy on the outside. Give your student the opportunity to discover the crispy and caramelized top of the food after it is broiled.

Roast

Roasting is done when meat or vegetables are cooked with a little moisture over heat in the oven for a prolonged period of time. The food is usually uncovered during the process and is cooked evenly by the dry, hot air. Roasting enhances flavor and causes the surface of the food to brown and caramelize, but not to the extent of broiling.



Broast

Using a combination of frying or broiling and roasting creates a finished product that is broasted. Chicken is most commonly broasted by letting the raw meat marinate in seasoned liquid, such as buttermilk, for 24 hours. Then, the chicken is either roasted or fried before placing it in the oven to broil directly under the top burner.

Bake



Baking is a process that can be used to cook a variety of items. There is no structure to the food at the beginning. Baked food is created by exposing ingredients to dry heat without exposure to a flame in an oven. Give your student the chance to identify specific ingredients that, when combined appropriately and heated, produces a finished edible product.

Fry

Frying food can be done on the stove using a shallow or deep pan with hot oils or fats. Food can be completely submerged or in a shallow pan of hot oil. Safety is priority! Hot oils can sizzle and splatter while food is in the oil and can burn skin. Talk through this with your student before frying and discuss sounds and smells that accompany the process.



Boil

Boiling occurs when food is cooked in water-based liquid near its boiling point. Simmering is more of a gentle boil at a lower heat. Poaching is done when the cooking liquid is at an even lower heat where the liquid barely bubbles. Again, safety is priority with hot liquids on the stove. Eggs are a great food to tangibly demonstrate beginning and end products. Support your student to explore the properties of a raw egg compared to an egg that has been hard boiled or poached.

Grill



Grilling involves applying direct dry heat to the surface of food from above, below or from the side. Cook on high initially to crisp or sear the outside of the meat. Searing the meat keeps moisture inside. Reduce heat to finish cooking the inside. Each person develops their own style of grilling meats and vegetables and preferences for specific tools that are used in the process.

Bubble Recipe

This warmer weather brings out everyone's favorite pastimes, Bubbles!

Below is a bubble mix recipe that will not only make bubbles stronger, but will allow for you to:

- Hold a bubble in your hand
- Bounce the bubbles from person to person
- Squeeze the bubble gently
- Blow the bubbles onto different surfaces



Ingredients

- 2 cups of water
- ¼ cup dish soap
- 2 tablespoons of glycerin
- A few pipettes
- Cotton gloves



1. Cut a pipette on the bigger end to act as your bubble wand. Not everyone has traditional bubble wands handy, so these are available at a local craft store. They are super soft, acting as one more way to protect the bubbles.
2. Fill your bowl with water, and dish soap. Stir very gently so you don't cause foam.
3. Next, add glycerin. Glycerin is available at craft stores or online. This version is edible, but nobody plans on eating the bubbles!
4. Stir it all together slowly
5. Have all your bubble enthusiasts put on cotton gloves. These gloves allow for a soft layer upon which the bubble to rest.
6. Dip the large end of the pipette into the solution. Slowly blow out a bubble.

The science behind it:

A traditional soap mixture for a bubble is made up of three layers: soap, water, and then another layer of soap. This "sandwich" on the outside of the bubble is called soap film. The soap film pops when the water trapped between the layers evaporates. When you add glycerin, it makes the soap layers thicker, as well as allowing for the water to evaporate much less quickly. This creates longer and stronger bubbles!

Happy Bubbles!



Family Swim Day 2020 Tentative

- This year we are combining family swim day with our annual family weekend. Parents have recommended more time to just network and have fun with other families. So we are kicking off family weekend with swimming! Mark your calendars for Friday July 31, 2020 from 1:30 - 4:30. This is a great opportunity to meet other families with children with visual impairments and to enjoy summer time at the Aberdeen Aquatic Center!



Online Learning Opportunities

This time of social distancing has brought a variety of online learning opportunities for our students with visual impairments and multiple disabilities. Check out some of these options to keep your students engaged in the classroom and at home.

VIRTUAL LESSONS

American Printing House for the Blind

<https://www.aph.org/join-virtual-lessons-for-at-home-education/>

Paths to Literacy: Virtual Expanded Core Education Learning Academy for Students with Visual Impairments

<https://www.pathstoliteracy.org/resources/Virtual-ExCEL-Academy>

ELECTRONIC AND TALKING BOOKS

Epic!

<https://www.getepic.com>

Audible

<https://stories.audible.com/start-listen>

DAILY LESSON PLANS

Scholastic

<https://classroommagazines.scholastic.com/support/learnathome.html>

Khan Academy

<https://www.khanacademy.org/>

CUSTOMIZABLE CURRICULUM

Objective Ed

<https://www.objectiveed.com/distance>

Breezy Special Ed

<http://www.breezyspecialed.com/2020/03/distance-home-learning-packets-and.html>

ACCESSIBLE APPS, GAMES, AND ACTIVITIES

AccessiByte

<https://www.accessibyte.com/stay-safe/>

Paths to Literacy: Stay-at-Home Activities for Children with Visual Impairments

<https://www.pathstoliteracy.org/blog/stay-home-activities-children-visual-impairments>

WEBINARS FOR TRAINING OR PROFESSIONAL DEVELOPMENT

Texas School for the Blind and Visually Impaired

<https://www.tsbvi.edu/tsbvi-training/webinar-listings>



Every home is a university and the parents are the teachers. – Ghandi



South Dakota Braille and Talking Book Library (SDBTBL) By Josh Easter, Reading Program Coordinator

We are gearing up for the 2020 SDBTBL summer reading program "Imagine Your Story." This theme focuses on Fairytales, Mythology, and Fantasy. We will have a drawing for gift cards donated by the Evening Star Lions Club of Rapid City and other fun things in store. Make sure you watch for information about signing up. Summer reading program is open to all registered library patrons birth to 19. We follow the 20/24/7 reading program where each participant reads a minimum of 20 minutes each day, seven days a week. Each participant marks the provided reading charts each day they read 20 minutes. Each participating reader will select alternative format, braille, or audio books to read. All readers returning their reading charts will be entered into the drawing.

For more information contact Josh Easter at 1-800-423-6665 Ext. 14, or direct line 605-773-5082 or by email at josh.easter@state.sd.us Website: <https://library.sd.gov/BTB> Facebook: www.facebook.com/LibrarySDBTBL.

Winter Reading 2020. It was awesome to have all who participated in the reading program during the month of February.

We will be sending some fun things in the mail to those who returned their reading charts. There were 34 students that returned their 2020 winter reading charts.



Answers for What Is It- 1. Air Conditioner 2. Balloon 3. Napkin 4. Sink
(Continued from page 2)

SDSBVI Consultants' Contact Information

<p>INDIRA DILLON, South Central Outreach Vision Consultant PO Box 1046, Mitchell, SD 57301 605-995-8191, 605-770-7466 (cell) indira.dillon@sdsbvi.northern.edu</p>
<p>SUSAN EGGING, Western Outreach Vision Consultant 211 Main St, Ste 101, Spearfish, SD 57783 605-717-0301, 605-377-3911 (cell) susan.egging@sdsbvi.northern.edu</p>
<p>SUZY GIOVANNETTONE, North Central Outreach Vision Consultant 605 14th Ave SE, Aberdeen, SD 57401 605-626-2589, 605-228-5460 (cell) suzy.giovanettone@sdsbvi.northern.edu</p>
<p>AMY SCEPANIAC, Brown County Outreach Vision Consultant 605 14th Ave SE, Aberdeen, SD 57401 605-626-3977, 605-228-8742 (cell) amy.scepaniak@sdsbvi.northern.edu</p>
<p>JULIE VANDOVER, Eastern Outreach Vision Consultant 605 14th Ave SE, Aberdeen, SD 57401 605-626-7659, 605-380-8926 (cell) julie.vandover@sdsbvi.northern.edu</p>

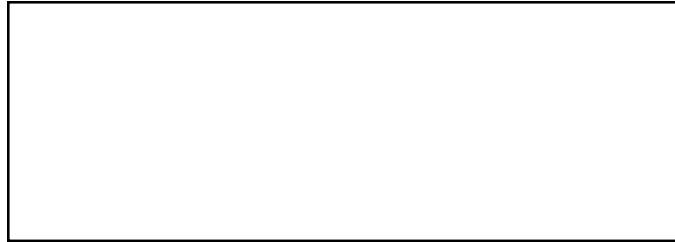


SD School for the Blind
and Visually Impaired
605 14TH AVENUE SE
ABERDEEN SD 57401-7699

**Pass it
on
after you are done
reading it!**

NON PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
PERMIT NO. 17

Change Service Requested



New SDSBVI School By Marje Kaiser

Students and staff have acclimated to the new building very well. Our orientation and mobility teachers set protocols to ensure students were escorted until they were comfortable with the new layout and the stairs. Students have been practicing their skills and are becoming increasingly confident. One of the great features in the new building is the ability to control both natural light and room lighting; this helps us adapt for each student's needs. Another improvement is our increase in connectivity. Laptops, screen magnification, iPads, and other devices can be used in both the classrooms and the dorms. Unfortunately, about the time we were getting used to our new space, we encountered the school closures related to COVID-19. Our principal and teachers are in contact with their students, families and local schools. We are finding new ways to continue providing services during this break. We look forward to being back in the building as soon as it is appropriate to do so.



To access previous issues of the **Consultants' Corner Newsletter** go to our website:
<http://sdsbvi.northern.edu>→Click on Programs→Outreach→Consultants' Corner Newsletter

CONSULTANTS' CORNER, SPRING 2020 Volume 22 Issue 2. Published three times during the school year by the SD School for the Blind and Visually Impaired, 605 14th Ave SE, Aberdeen, SD 57401. Printed by the SDSBVI at a cost of 47 cents per issue.