

# CONSULTANTS'

## OSPRING 2021

### Volume 23 Issue 3

**Editorial Staff:** Indira Dillon,  
Susan Egging, Suzy Giovannettone,  
Barb Rohrbach, Aimee Ullrich, and  
Julie VanDover

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SD School for the Blind  
and Visually Impaired

## CALENDAR OF EVENTS

SDSBVI On-Campus ESY Program  
June 7-25 / July 12-30, 2021  
Aberdeen, SD

SDSBVI Virtual Summer Program  
June 7-25 / July 12-30, 2021

SDSBVI Regional Mini-Camp  
June 7-8, 2021 Harrisburg, SD  
June 10-11, 2021 Brookings, SD  
July 12-13, 2021 Pierre, SD  
July 15-16, 2021 Rapid City, SD

Youth Leadership Forum (YLF)  
June 6-10, 2021 at Northern State University  
Aberdeen, SD

Transition Week  
June 13-17 SD at Rehab Center  
Sioux Falls, SD

Transition Services Liaison Project (TSLP)  
July 12-13 at Summer Institute  
Pierre, SD

Family Swim  
July 30 2021 Aberdeen, SD

Family Weekend  
July 30-31, 2021  
Aberdeen, SD



## NEWSLETTER CHANGES

We want to let you all know that this will be our last issue of the Consultants' Corner Newsletter. As we move forward, this newsletter will be combined with our Pioneer school newsletter. Please look for that in your mail beginning next school year!



## IMPORTANT NOTICE FOR BARD USERS!

### NLS BARD Confirms That BARD No Longer Supports Any Version of iOS Earlier Than 11.0

NLS staff worked hard to find a way around this situation, but after an exhaustive search, we have found none. We realize that, especially in these difficult times, this poses a very real hardship for some of you, since the only solution for continuing to use BARD Mobile is to purchase a newer device. For more information please go to:

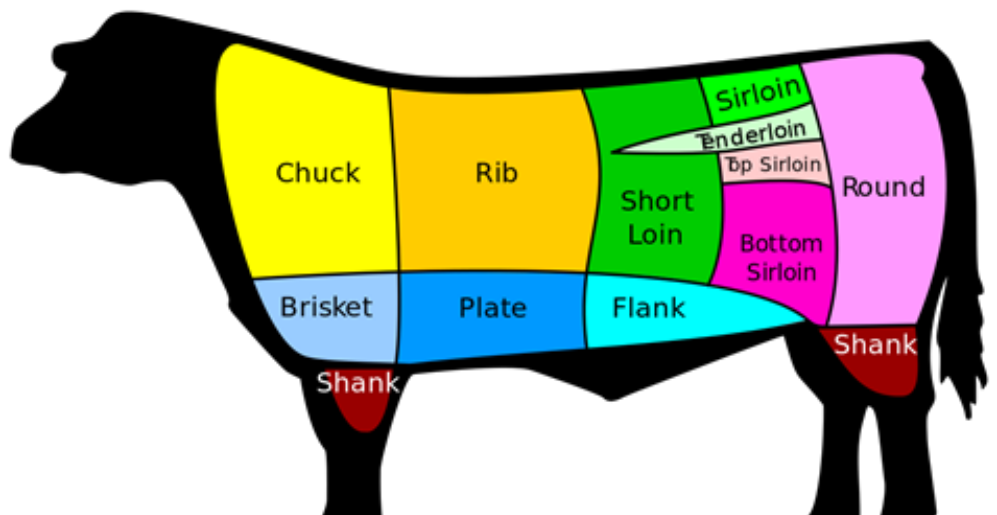
<https://agenparl.eu/nls-bard-support-bard-and-older-ios-devices/>

## LEARNING OUTSIDE OF THE BOX:

### “Where’s the Beef?” or Where Does it Come From?”

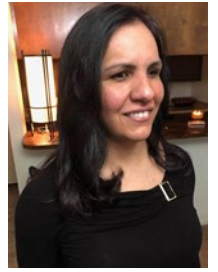
Incidental learning is learning that takes place without any structure, objective, or intent to learn, and is usually done by visually observing. This method of learning is very difficult for children who are blind or visually impaired, and concepts need to be taught through hands-on learning experiences.

Most likely, your child eats beef frequently during any given week. Does your child know that the hamburger from McDonald’s comes from a cow? Or the steak on the grill also comes from a cow? The roast cooked at home for dinner comes from a cow, too. If you know a farmer with cattle, this would lend itself as a great opportunity to feel a real cow. Use the diagram below to see what parts of the cow are the respective cuts of meat. Of course, any of it can be ground up into hamburger. Then, take a trip to your local supermarket and/or meat locker to explore those various cuts of meat. Some places will even allow a behind-the-counter tour if you contact them in advance. Your child can learn about the job of a butcher, then learn how the meat is cut and packaged. While there, purchase a sampling of products to try at home. Another great discussion is how to cook the beef: rare, medium rare, medium, medium well, or well done. Cook a sample of each type to explore. Also discuss how the thickness will affect how long to cook the meat. A meat thermometer can be used to assist in cooking the meat the correct amount of time. Have fun with this activity and enjoy the meals you share together!



## Setting the Stage for Hair Care

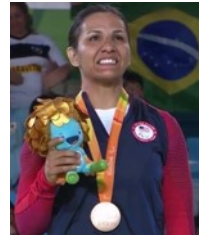
Just like sighted people, blind people learn to style their hair with guidance from others and a little bit of trial and error. Christella Garcia, blind since birth, is a licensed massage therapist, aromatherapist and Paralympian living in Sacramento, California who guided me on her journey to learning about what works best for her hair.



According to Christella, her mom and sister set the stage for hair care. She explains that anything her mom taught her, she first learned how to do herself without sight. Her mom initially learned how to braid with her eyes closed before teaching Christella to braid on her doll's hair while guiding her hands in the correction motions.

"My mom stressed to learn to feel if it's right and don't be afraid to start over," said Christella. She explains that she spent time tactually exploring different hair styles and textures before learning to style her own hair. It's also important to understand what different products feel like on hair. Knowing how to use the right amount of product on your hair and what too much feels like is learned with experience as well as what greasy and dirty hair feels like.

"Knowing how a haircut affects your daily activities and finding a hair dresser with integrity that you can trust and doesn't just want to push unnecessary services is important," she says. Having long, thick and curly hair, Christella explains that she has had stylists try to give her a layered cut. However, as an athlete, she needs to pull all of her hair back into a pony tail and layered cuts do not work well.



Additional hair care tips from Christella:

- Put rubber bands around shampoo or conditioner bottles immediately when you select them in the store so you can identify it tactually at home.
- When using hair dye, rinse it out in the shower so the dye is contained and does not get everywhere in your bathroom.
- Be prepared, organized and know exactly where things are before you start styling your hair.
- Understand your hair type and texture.
- Know that everyone is going to have a hair mishap at some point!



## 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. My hand is at the end of it.  
It is attached to my shoulder.  
I can swing it from side-to-side or up-and-down.
2. Sinks have one of these.  
It is long and sends water into the sink.  
The water is turned on and off with handles.
3. A delivery person puts letters and papers in it.  
It is like a box with a door that I can open to get the mail.  
I am happy when someone sends me something to find in it.
4. It grows tall from roots in the ground.  
It has a rough trunk and branches with needles or leaves.  
Sometimes I can hear the wind blowing through it.

### What is IT ?

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

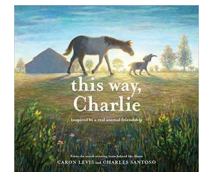


*(Answers on page 10)*

## Books with Characters Who are Blind or Visually Impaired

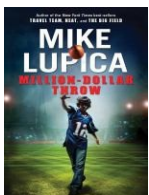
### This Way, Charlie by Caron Levis

This picture book tells about a friendship between Charlie, a blind horse, and Jack, a goat. The two get off to a bumpy start. Jack simply does not trust anyone, but one day he summons the courage to guide Charlie to his favorite field. From that day on, a powerful friendship develops and changes both their lives for the better.



Grades K-2

### Million-Dollar Throw by Mike Lupica

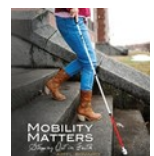


Nate Brodie's family is feeling the stress of the troubled economy. Nate has a chance to win a million dollars if he can complete a pass during the halftime of a New England Patriots game. Not only does he want to win for his family but also for his best friend Abby who is going blind. Another great story by Mike Lupica.

Grades 6-9

### Mobility Matters by Amy Bovaird

Amy Bovaird is diagnosed with Retinitis Pigmentosa, a hereditary eye disease that will blind her. She does not want to accept the diagnosis and continues her work teaching overseas. When she returns home, her friends notice she does not always recognize them and that she stumbles when walking. Insensitive students are making fun of her. Amy needs help. She contacts a mobility specialist and her world changes!



Grades 8-12



## EDUCATIONAL MATERIALS - AMERICAN PRINTING HOUSE FOR THE BLIND (APH)

### LAPTIME AND LULLABIES: STORYBOOKS

Butterflies and Where's Little Fuzzy? are storybooks in the Laptime and Lullabies: Parent Handbooks set. Lap time will prove even more enjoyable and meaningful with these. The colors, simplicity, and fun of lifting blankets and opening doors will engage your child and build an understanding of language before beginning to read the written word. For parents and teachers of children up to three years of age.



### PAINT BY NUMBER SAFARI – DESERT CREATURES



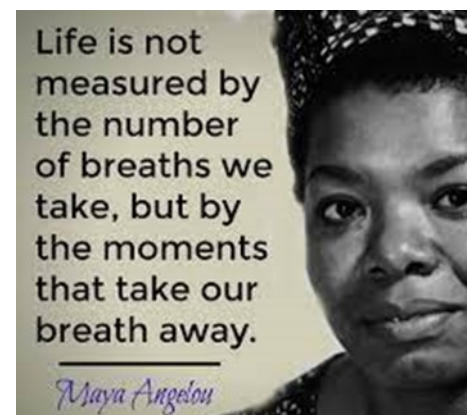
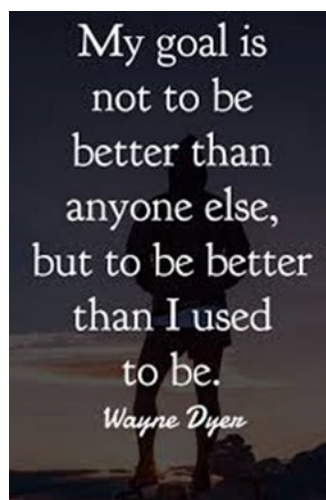
Desert Creatures is a tactile coloring book designed for beginning and intermediate artists. The wide, solid, embossed lines help identify each animal. Thin embossed lines denote the different colors of the body. Dashed lines represent background images and solid, raised areas are for parts of the drawing too small to fill with color. There are also fun facts about the size, diet, predators and environment of each desert creature. This is the 4<sup>th</sup> book of the Paint by Number series.

### GRAPH BENDERS

Graph Benders is a set of flexible strips and point symbols (triangles, circles, squares) that can be applied directly to paper. This is an excellent way for students to demonstrate their mastery of math or science concepts. The set pairs well with APH's Feel 'n Peel Stickers: Point Symbols, Tactile Compass for Math and Art, Graphic Aid for Mathematics, and the Embossed, Low-Relief, and Bold Line Graph Sheets.



APH products can be borrowed from your area Outreach Vision Consultant if available in their loan library. Information on these products or other APH products can be found on the APH website at <http://www.aph.org> or by contacting your Outreach Vision Consultant.



## Eye Exams for Children: When to Go and What to Expect

By Amy J. Scepaniak



It is recommended that eye exams should occur within the first year of life to make sure the eyes are developing normally. In South Dakota there are optometrists that provide free eye exams to infants under age one with a program called InfantSee. Go to <https://infantsee.org/> to find a participating optometrist. A child should be seen again around age 3 and before entering first grade. If your child presents with a refractive error or reduced visual skills, your eye doctor may recommend a more frequent eye exam to determine if there have been any changes since the last visit. At minimum an annual exam should be scheduled.

Eye doctors utilize specific clinical and diagnostic tools and assessments to determine your child's eye health and visual abilities even at an early age. These tests can detect a variety of abnormalities in the light reflex from the pupil, pupil response, fixation, tracking, preferential looking, and in the external aspects of the eye and the eye alignment.

Once your child is learning to color, draw, cut paper, stack blocks, and play with balls an exam may have a few more tests. This may include: Visual Acuity, Strabismus (Lazy eye), Stereopsis (3D vision), Eye Tracking, Convergence, and Color Vision.

LEA symbols or other symbol tests are used to test visual acuity for young children who are unable to identify the letters. These symbols might include an apple, house, square, and circle. Your child will be asked to identify these symbols, allowing your eye doctor to measure how well your child sees both near and distant.

Color Vision is examined using pictures with specific colors to determine if your child can discriminate between colors, the most common assessment is called the Ishihara Test.

Retinoscopy is a technique used to obtain an objective measurement of a refractive error. The doctor uses a retinoscope to shine light into the child's eye, and then observes the reflection (reflex) off the retina. This test measures any refractive error (nearsightedness/farsightedness) that might be affecting your child's vision.

Ocular examination of the health of your child's eyes, including the cornea, iris, lens, retina and eyelids will allow your eye doctor to rule out any ocular problems, such as: infantile cataract, glaucoma, or tumors.

Once a child is of reading age additional tests of specific visual skills essential for reading, learning, and even sports performance are performed. Eye Focusing is the ability to maintain clear vision when switching focus from near to distant objects, a necessary skill for looking at the board and then looking at a notebook on a desk (e.g. taking notes); it is also the ability to maintain clear vision for an extended period of time, when reading a book or completing homework assignments.

*(Continued on page 7)*

## Eye Exams for Children: When to Go and What to Expect

(Continued from page 6)

Eye Tracking is the ability to move the eyes to follow a line of text on a page, or follow a moving object like a ball thrown in the air. Eye Teaming is the ability to use both eyes together, in coordination when reading.

Pupil dilation may be done during the examination. Eye drops are inserted into the lower lid of your child's eyes to enlarge the pupils for detection of ocular disease. Pupil dilation enables a clear view of the inner eye and all of its structures, such as the lens, vitreous, and retina. Your eye doctor might use drops for *cycloplegia*, to relax the focusing muscles in the eye. Cycloplegia is necessary for obtaining an accurate measure of a refractive error. With the use of special lenses, your eye doctor can achieve a precise prescription that is most appropriate for your child.

Regular eye exams are important because most of the time, children don't even realize that their vision has changed and they may be struggling with a vision problem. Difficulty in school, either academically or behaviorally, may occur because of undetected visual problems. Children with reduced visual skills may also experience physical symptoms such as headaches, fatigue, and eye strain. Don't be afraid to ask questions while at the eye doctor and empower your child to do the same. And remember the 20/20/20 Rule...Every **20** minutes spent using a screen, you should try to look away at something that is **20** feet away from you for a total of **20** seconds.



### Catch the Wave By Nichole Nelson

Normally, *Catch the Wave* is a one-day event available to students with disabilities in South Dakota. Typically, this event is held on SD technical college and university campuses throughout the state. However, for the second year in a row, it is being held virtually with five videos available to watch, at your own convenience. *Catch the Wave* is offered to provide information to students, parents, and school personnel about services and supports available to students at the post-secondary level. It is the student's responsibility to take advantage of these resources, which offers great opportunities and chances for student success.



In March these videos were released and are now available to view. They can be found on the Transition Services Liaison Project (TSLP) website (<https://tslp.org/>), under the 'Events' tab. Each video highlights different areas and provides information on topics such as: *Key Differences between High School & College*, *Disability Coordinator Services & Supports*, *Vocational Rehab Services for College-Bound Students*, *Financial Aid*, and *AT Resources*. If you would like more information, or if you have any questions, feel free to contact myself, Nichole – 605.626.2995 or [Nichole.nelson@sdsbvi.northern.edu](mailto:Nichole.nelson@sdsbvi.northern.edu); your local TSLP Liaison - <https://tslp.org/>; or your regional SBVI counselor - [SD Department of Human Services](#).



## Sensory Bags “Expanded Core” Style!

Happy Spring Everyone! You have already probably experienced at least one good day of weather as we head into warm weather season. The spring season gave me a great idea for my students: sensory bags! Sensory bags are not a new idea but let me walk you through how it is also an Expanded Core Curriculum (ECC) lesson.



We did this project as an after school program activity. The sensory bags are actually a two part activity. Part one was a fun walk around our school campus (we have tons of trees, paths, etc. that surround our campus). I gave each student an empty bag as they went out on their walk. We looked at (touched) everything and anything on our walk! For part two we discussed what we discovered in the areas of ECC:

**Orientation and Mobility** (cane skill practice, using stairs, locating landmarks, direction development)

**Sensory Efficiency** (using our senses to discover/determine what we encountered, using our senses to integrate information)

**Compensatory** (organization/concept development)

**Recreation & Leisure** (enjoying a walk and / or nature)

**Self-Determination** (making choices about what to look at or touch, in control of self)

**Social Skills** (conversation and friendship opportunities)

(Taken from The Independent Little Bee....Robbin Keating Clark)

## Recipe - Goulash

### Ingredients

- |                               |                             |
|-------------------------------|-----------------------------|
| 2 lbs ground beef             | 3 TB soy sauce              |
| 3 tsp minced garlic           | 1 tsp seasoned salt         |
| 3 c water                     | 2 TB Italian seasoning      |
| 2 - 15 oz cans tomato sauce   | 2 c elbow macaroni uncooked |
| 2 - 15 oz cans diced tomatoes | 1 c shredded cheddar cheese |
| 3 bay leaves                  |                             |



### Instructions

1. Saute ground beef in skillet over medium-high heat until cooked. Drain. Add garlic and saute for about 5 minutes. Add water, tomato sauce, diced tomatoes, Italian seasoning, bay leaves, soy sauce, and seasoned salt. Stir well. Cover and allow to cook for 15-20 minutes.
2. Add the uncooked elbow macaroni to skillet, stir well, return the lid and simmer for about 30 minutes. Turn off heat, remove the bay leaves, and add 1 cup of cheddar cheese right before serving.

30 min. prep time, 30 min. cook time, total 1 hour. Author Lil'Luna



## News from the South Dakota Braille and Talking Book Library

By Josh Easter, Equipment and Audio Production Manager

The 2021 Winter Reading program has wrapped up. We had 35 patrons birth-19 who registered and read during the month of February. Twenty-one patrons returned their reading charts for the drawing of an android tablet.



The 2021 Summer Reading program will run 6 weeks in June and July with planned dates of June 14-July 25, 2021. The 2021 theme is Tails and Tales with the focus on animals and stories. May 28<sup>th</sup> will be the registration deadline to be eligible for an early bird drawing.

At the end of the program there will be a drawing for those who return their reading charts including an android tablet and 4 \$50 gift cards.

Keep reading and don't forget to contact us and we can send some books to read or help you with BARD. Did you know you can use smartphones and tablets to listen to talking books on the BARD mobile app? Talk to your Reader Advisor Lynda and she can help you get set up for BARD.

1-800-423-6665 or 605-773-3131, then press the number 1 on your phone to get to the Braille and Talking Book Library menu of options.

You can also email [Lynda.Lowin@state.sd.us](mailto:Lynda.Lowin@state.sd.us) or [Josh.Easter@state.sd.us](mailto:Josh.Easter@state.sd.us).

## Crafts - Ornament

Step 1: Pick your flowers, leaves, sticks, etc and lay everything out to get a look at the shapes, sizes, and colors.

Step 2: Make a salt dough using 2 cups flour, 1 cup salt, and 1 cup water. Mix well. If it feels too sticky, add a little more flour.

Step 3: Pinch off a sizable amount of dough, roll into a ball, press out with fingers, then roll flat with a rolling pin. Do not make it too thin or it will easily break; too thick will take longer to dry. You can use a cookie cutter to cut out your ornament design. Remember to poke a hole for the string for hanging it.

Step 4: Press the flowers, leaves, etc. into the dough. Be sure not to smash them. You can remove the vegetation before baking or bake with it on.

Step 5: Place ornaments on a cookie sheet and bake at 200°F for 1-2 hours depending on the thickness.

Step 6: Remove from oven and cool on a baking rack.



## Takin' It To The Streets



Summer months are times for evening strolls around the neighborhood, walking to a park, and exploring new environments.

If possible, plan special trips with your child when you can give him your total, undivided attention.

Talk to your child ahead of time about where you are going and things that will be encountered along the way.

On the way to your destination ask your child what sounds he hears, such as a lawn mower, birds, sprinklers, children playing, hammering, sawing, heavy machinery, a bat hitting the ball. Listen to the traffic. Can he hear people on bicycles? Where are the sounds coming from? Are they near or far? Loud or soft? What can you smell? Cut grass? Hot tar? Food on a grill? Flowers?

Allow your child to stop occasionally to explore a particular small area. Stay close by to offer any necessary protection and to describe what he is finding. Offer simple descriptions of what the objects are, how they feel, and how they smell. Point out noticeable sounds and help your child figure out what they are.

Have your child describe different surfaces he is walking on; sidewalk, dirt, sand, grass. Offer your child many experiences, and continue those that seem highly motivating. Never push participation in an activity that your child is resisting, merely try again later. Most children quickly learn to enjoy and seek out even more of this type of environmental exploration and learning.

### What is it?

*(Answers from page 4)*

1). Arm

2). Faucet

3). Mailbox

4). Tree

### Did you Know...

The first deaf/blind person to be formally educated in the United States wasn't Hellen Keller? While Hellen Keller may be more well-known, it was Laura Bridgman who was the inspiration that sparked Keller's education. Laura Bridgman was born on Dec. 21, 1829. She was a fragile infant who was plagued by various illnesses and convulsions until she was a year and a half old. At the age of 2, Laura and her family were stricken with Scarlet Fever. Her two older sisters both died and Laura was left not only deaf and blind but also without a sense of smell and little sense of taste. While her mother showed her affection her other family members had little interaction with her. It was through her friendship with a mentally impaired handyman that Laura learned to communicate through an Indian sign language. Census taker James Barrett, a student of Dartmouth College, encountered the Bridgman family while conducting a census. He mentioned her to Dr. Ruben Mussey, a professor in the medical school. Dr. Mussey in turn contacted Dr. Samuel Gridley Howe of the Perkins School for the Blind after he met Laura and found her to be inquisitive and intelligent.



*(Continued on page 11)*

**Did you Know...***(Continued from page 10)*

On Oct. 12, 1837 Laura was enrolled at the Perkins School for the Blind. During her time there Laura learned to communicate first with raised letters then sign language and braille. As she grew older Dr. Howe arranged for Laura to remain with the Perkins School for the Blind as an assistant instructor, teaching sewing. She also sold some of her crocheted doilies and purses for spending money. When the girls' cottages were built Laura moved into one and shared a room with Annie Sullivan. Laura befriended Annie and taught her sign language.

To learn more about Laura check out the Perkins School for the Blind website at <https://www.perkins.org>



## Contact Information

**INDIRA DILLON**, South East Outreach Vision Consultant  
PO Box 1046, Mitchell, SD 57301  
605-995-8191, 605-440-9203 (cell) [indira.dillon@sdsbvi.northern.edu](mailto:indira.dillon@sdsbvi.northern.edu)

**SUSAN EGGING**, West Outreach Vision Consultant  
211 Main St, Ste 101, Spearfish, SD 57783  
605-717-0301, 605-377-3911 (cell) [susan.egging@sdsbvi.northern.edu](mailto:susan.egging@sdsbvi.northern.edu)

**SUZY GIOVANNETTONE**, East Outreach Vision Consultant  
University Community College, 4801 N Career Ave Ste 124, Sioux Falls, SD 57107  
605-274-9507, 605-228-5460 (cell) [suzy.giovanettone@sdsbvi.northern.edu](mailto:suzy.giovanettone@sdsbvi.northern.edu)

**NICHOLE NELSON**, Transition Specialist  
605 14th Ave SE, Aberdeen, SD 57401  
605-626-2995 [nichole.nelson@sdsbvi.northern.edu](mailto:nichole.nelson@sdsbvi.northern.edu)

**BARBARA ROHRBACH**, Central Outreach Vision Consultant  
SD Board of Regents, 306 E Capitol Ave Ste 200, Pierre, SD 57501  
605-773-2431, 605-220-3722 (cell) [barbara.rohrbach@sdsbvi.northern.edu](mailto:barbara.rohrbach@sdsbvi.northern.edu)

**AMY SCEPANIAC**, Low Vision Specialist  
605 14th Ave SE, Aberdeen, SD 57401  
605-626-3977 [amy.scepaniak@sdsbvi.northern.edu](mailto:amy.scepaniak@sdsbvi.northern.edu)

**JULIE VANDOVER**, North Outreach Vision Consultant  
605 14th Ave SE, Aberdeen, SD 57401  
605-626-7659, 605-380-8926 (cell) [julie.vandover@sdsbvi.northern.edu](mailto:julie.vandover@sdsbvi.northern.edu)



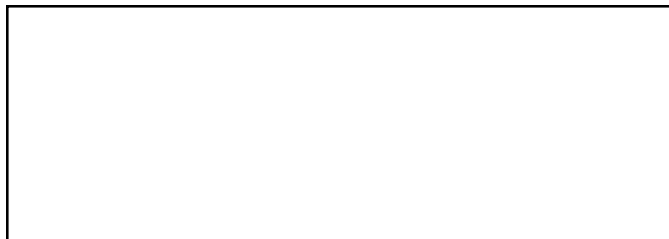
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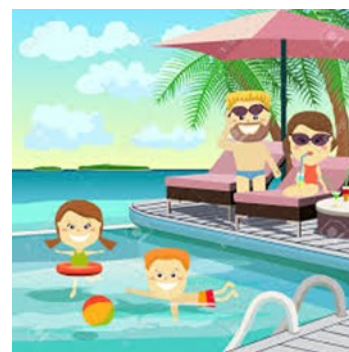
**Pass it  
on  
after you are done  
reading it!**

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

Change Service Requested



  
  
**FAMILY WEEKEND**  
  
  
We are looking forward to Family Weekend again  
  
  
this summer! The dates will be Friday July 30, 2021  
  
  
to Saturday July 31, 2021.  
  
  
We plan to begin the weekend with a family swim  
  
  
time Friday afternoon. That night families can stay  
  
  
free of charge at the hotel, courtesy of the SDSBVI  
  
  
Foundation. On Saturday we plan to have various sessions/speakers for  
  
  
both parents and children. Then we will conclude by noon that day.  
  
  
Details are still being worked on. Please keep an eye out for more  
  
  
information to come in the mail. We hope to get many of you together to  
  
  
meet and network with other families with children with visual impairments.  
  
  
Looking forward to Family Weekend once again!  
  
  

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

CONSULTANTS' CORNER, SPRING 2021 Volume 23 Issue 3. 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.