



## EVERYDAY CALENDAR ACTIVITIES

Children who are visually impaired need to have more hands-on experiences to help them learn. Below are some suggested activities that are simple, inexpensive, and don't take much time. Activities are taken from everyday events in our lives that are easy to access.

### OCTOBER

- 🌀 Get ready for winter. Find hats, mittens, and boots.
- 🌀 What's happening at the mall this weekend?
- 🌀 Walk over a small bridge. Throw stones in the water.
- 🌀 Make a boat from a box. Use a stick for a mast. Ride in it.



### NOVEMBER

- 🌀 Are there evergreens in your neighborhood? See all the shapes and sizes.
- 🌀 Pick one place to keep coats, hats, and boots.
- 🌀 Look at a drive-up system at a fast-food restaurant. Order something, then pick it up.
- 🌀 Why wear old shoes when working or playing outside? Compare new and old shoes.

### DECEMBER

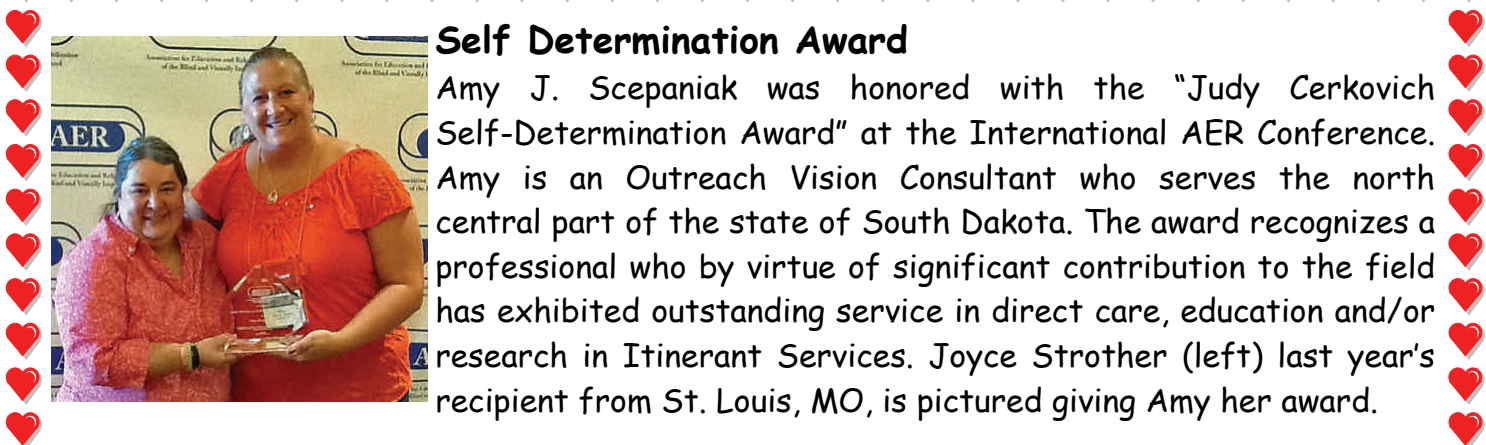
- 🌀 Learn how to save electricity by turning off lights, water, and TV when not using.
- 🌀 Enter a contest, such as at a department store.
- 🌀 Discover drifts of snow and bare spots.
- 🌀 Check out store holiday displays that can be touched.



### JANUARY

- 🌀 At the store, go to the ice cream section. Buy some. Taste it when you get home.
- 🌀 Look at a messy bed. See and talk about the difference when it is made.
- 🌀 Find things in the garage and outside. Bring them in and watch them warm.
- 🌀 Fill a glass using an eyedropper or teaspoon. What happens when the glass is full? Can you add more water?

For more ideas or to borrow the complete set of Everyday Activities Calendar, contact your Outreach Vision Consultant. Everyday Activities Calendar is available from APH (American Printing House for the Blind).



### **Self Determination Award**



Amy J. Scepaniak was honored with the "Judy Cerkovich Self-Determination Award" at the International AER Conference. Amy is an Outreach Vision Consultant who serves the north central part of the state of South Dakota. The award recognizes a professional who by virtue of significant contribution to the field has exhibited outstanding service in direct care, education and/or research in Itinerant Services. Joyce Strother (left) last year's recipient from St. Louis, MO, is pictured giving Amy her award.



### **COMING SOON!**

New and improved SDSBVI web page. Be looking for it at the end of September.





## AER Conference

“Envision a Brighter Tomorrow” was the theme of the Dakotas Chapter of the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) Conference held this spring in Aberdeen, SD. The conference featured speakers of interest to those in the field of vision with sessions on a variety of topics, including technology, music therapy, Braille literacy, self-advocacy, Project SEARCH, gerontology, macular degeneration, and products available from the American Printing House for the Blind.



The first annual “**Dakotas Chapter AER Friends of Vision**” award was presented to Dr. Curt Wischmeier, MD, an Aberdeen Ophthalmologist and SDFBVI Board member. He was recognized for his many contributions to individuals with visual impairments and in the field of vision. Ken Dockter, ND Vision Services/School for the Blind Instructor received the annual “Riki Nitz AER Worker



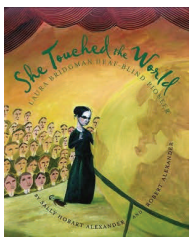
of the Year” award. Students from the SDSBVI under the direction of Phyllis Heier provided the musical entertainment during the banquet. Several staff members attended the conference to network with other professionals and to gain valuable information.

## International AER Conference

Dr. Marjorie Kaiser, Superintendent, Jane Mundschenk, Certified Orientation & Mobility Instructor, COMS®, and Amy Scepaniak, Outreach Vision Consultant, COMS® also attended the International Conference of the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) in Bellevue, WA to learn about promising practices and new technology in the areas of vision.

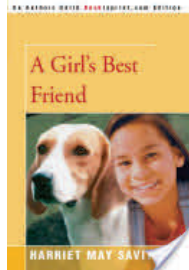
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## Books Featuring Characters with Visual Impairments



Hobart-Alexander, Sally. She Touched The World: Laura Bridgman, Deaf-Blind Pioneer. 2008, Grades 3-6.

At the age of 12, Laura Bridgman performed onstage and met celebrities of her time. She was bright, curious and with the help of a remarkable doctor, Laura "reached out from her realm of clouds and silence and touched the world".



Savitz, Harriet May. A Girl's Best Friend. New Edition. Grades 4-8.

Laura Moss, who has been blind since birth, fights to save the life of her dog, Jessie, who has been her pet their whole lives.

Dorris, Michael. Sees Behind Trees. 1996. Grades 4-8.

A Native American boy in pre-Colonial times learns to "see" beyond his poor eyesight and journeys with an old warrior to find a land of mystery and beauty.





## "It's Not the Destination... it's the Journey"



With funding from the SD Foundation for the Blind and Visually Impaired and the SD School for the Blind and Visually Impaired and planning and inspiration by the Outreach Vision Consultants and other staff members, the Family Weekend was held in July. The journey throughout the weekend helped families link up with other families and connect with the guest speaker Burt Boyer, former SDSBVI Superintendent, who is visually impaired himself. Mr. Boyer currently lives in Louisville, KY and works at the American Printing House for the Blind (APH) as the Early Childhood Project Leader. Burt spoke to parents

about enjoying the journey and being your own advocate. Parents had the opportunity to learn more about the Expanded Core Curriculum and the products APH loans to families and learned about the iPad from Amy Scepaniak, SDSBVI Outreach Vision Consultant .

While the parents were busy, the children participated in various activities.

- ☞ spent time at Storybook Land
- ☞ made a family photo frame
- ☞ played games
- ☞ had a great time with Music Therapist Nikki Kriz



**A great BIG thank you to all who helped to make the Weekend such a success!  
MARK YOUR CALENDARS FOR NEXT YEARS FAMILY WEEKEND ON JUNE 8-9, 2013!**

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### Bookshare Workshop



Through a grant from Bookshare®, the SDSBVI hosted two free workshops on the campus of Northern State University in August. We had 28 participants attend including the Outreach Vision Consultants and two on-campus staff, 14 school districts, parents, and two higher education agencies. The workshop taught participants the types of memberships available, which students qualify and the eligibility requirements, how to download textbooks as well as leisure books, and how to use ReadOutLoud to access these books. Bookshare® is free for all qualifying students under a grant from the Office of Special Education Programs (OSEP). Books are available in three types of formats: audio, Braille, and Daisy (print/audio). ReadOutLoud is

free software to manipulate and read print to the student.

Schools districts in South Dakota are now required to purchase their own textbooks and literary books in accessible formats for students with print disabilities. The State Braille and Talking Book Library has previously done this for school districts. This workshop comes at an ideal time to help school districts find alternative ways to access books in accessible formats at lower costs.



#### Other Resources:

- Bookshare® <https://www.bookshare.org>
- SD Braille and Talking Book Library: <http://library.sd.gov/BTB/index.aspx>  
Karen Duenwald at [Karen.duenwald@state.sd.us](mailto:Karen.duenwald@state.sd.us)
- National Library Services / BARD / Digital Player
- Learning Ally: <http://www.learningally.org>
- SD School for the Blind and Visually Impaired: Pat Geditz at [geditzp@sdsbvi.northern.edu](mailto:geditzp@sdsbvi.northern.edu)

## APH Educational Materials - Math

**MathBuilders** is a supplementary math program separated into eight units by content standards. Each unit includes a teacher's guide (with lesson plans for grades K-3), student worksheets, general guidelines for teaching math to young braille users on CD-ROM, and dozens of manipulatives.

New to the series are:

**Unit 5:** Measurements and Estimation. Manipulatives include: ruler, analog clock model, clock face sheets, Individual Calendar Kit, talking thermometer, measuring cups, measuring jars, scale, and a standard mass set.



**Unit 7:** Fractions, Mixed Numbers, and Decimals. Manipulatives include: tactile tokens, fraction circle tray, pie shaped fraction pieces, fraction/decimal bar tray, fraction bars, decimal bars, and nemeth/large print labels for all fraction and decimal pieces.

### Addition and Subtraction Table Kit - Multiplication/Division Table Kit

Reinforce the memorization of the basic facts with these kits. The charts are printed/embossed on card stock and has alternating yellow highlighted rows for students with low vision to make tracking numbers easier. Guidebooks for each set are available as a free download in accessible formats.



These products are available from the American Printing House for the Blind (APH) for purchase and can also be borrowed from your area Outreach Vision Consultant. For more information on these products or other APH products look on their web-site at <http://www.aph.org> or contact an Outreach Vision Consultant.

## COSB Outreach Forum

The Forum is comprised of Outreach staff from schools for the blind across the United States that are members of the Council of Schools for the Blind (COSB). The group meets annually and South Dakota hosted the Forum for the first time in May with 14 states represented. The theme of the event was "South Dakota Land of Infinite Variety" which gave us a great opportunity to show off our school.

Some of the agenda items included:

- ⇒ iPad for students and staff
- ⇒ Outreach Services and Programs in South Dakota
- ⇒ Braille and Talking Book Library and Braille Prison Units
- ⇒ College Readiness
- ⇒ Determining Type and Amount of Service
- ⇒ Tour of the South Dakota School for the Blind and Visually Impaired
- ⇒ How a visual impairment affects speech language development



Students from the SDSBVI under the direction of Phyllis Heier provided the musical entertainment during a picnic supper at Storybook Land. Following supper everyone gathered at Superintendent Kaiser's home to network. Thursday evening included a banquet and an auction with many unique items gathered by committee members and each state representative. The event proved to be a great time and raised nearly \$2,000 which has been ear-marked for "fine arts" activities at the SDSBVI.



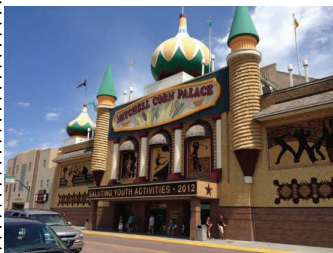


## Learning Outside of the Box

Incidental learning is learning that takes place without any intent to learn. The participant is not aware that he or she is learning. It has no curriculum and is not professionally organized, but rather originates accidentally or sporadically in association with specific occasions. This method of learning is very difficult for children who are blind or visually impaired. Therefore, these children need to be taught about their environment through hands-on learning experiences.



### CORN: AN A“MAIZING” VEGETABLE



Our state boasts the “World’s Only Corn Palace”! How fun it would be to take a trip to Mitchell and see the colorful designs! Even if you can’t make it to Mitchell, there are many more “corn” activities that you and your child can do this fall. Looking at the whole plant would be a great lesson: look at the roots, stalk, leaves, ears, kernels, and tassel. Make note of the changes from planting to harvesting.

Talk about the various kinds of corn. There is sweet corn, field corn, Indian corn, and popcorn. Of course, they all look, feel, and taste different. So experimenting with all the varieties would be lots of fun! Some items to try would be corn on and off the cob, cream style corn, corn chowder, and corn salsa. You can even buy popcorn on the cob to pop in the microwave!

Other food items that don’t “look” like corn include cornmeal, corn flour, cornstarch, corn flakes, corn syrup, corndogs, corn nuts, corn relish, corn tortillas, corn chips, candy corn, and corn ice cream. And, of course, corn isn’t just for eating. This time of year, many local corn fields have corn mazes, which can be a fun challenge. And going back to pioneer days, try making a corn cob pipe or a corn husk doll or other crafts. And then, of course, there is ethanol gasoline which many of us put in our cars and use every day.

### “CORN” CORN JOKES:

Q: Why don’t you tell secrets in a corn field?

A: Because of all the ears

Q: What did the baby corn say to its mom?

A: Where is pop corn?

Q: How is an ear of corn like an army?

A: It has lots of kernels.

Q: What do you get when a corn cob is run over by a truck?

A: "Creamed" corn.

Q: What do you call the best student at corn school?

A: The "A"corn.

Q: What has ears but cannot hear?

A: A field of corn.

### **RECIPE:**

#### **Popcorn Balls**

##### Ingredients

- ◆ 3/4 cup light corn syrup
- ◆ 1/4 cup margarine
- ◆ 2 teaspoons cold water
- ◆ 2 5/8 cups confectioners sugar
- ◆ 1 cup marshmallows
- ◆ 5 quarts plain popped popcorn



##### Directions

In a saucepan over medium heat, combine the corn syrup, margarine, cold water, confectioners sugar and marshmallows. Heat and stir until the mixture comes to a boil. Carefully combine the hot mixture with the popcorn, coating each kernel.

Grease hands with vegetable shortening and quickly shape the coated popcorn into balls before it cools. Wrap with cellophane or plastic wrap and store at room temperature.

##### Nutritional Information

Amount Per Serving: Calories: 191 | Total Fat: 7g | Cholesterol: 0mg - Powered by ESHA Nutrient Database

**CRAFT:**

**Button Indian Corn Craft**

Indian corn makes a great fall decoration. A few of these hung on a door or window make great homemade fall decorations. If your child/student is too young to use buttons, or you have younger (non-crafting) children in the house and are afraid of loose buttons falling off the craft, we recommend trying finger-painting.



**What you'll need:**

- ✂️ Yellow and green construction paper
- ✂️ Scissors
- ✂️ White glue
- ✂️ Red, orange, yellow, and white buttons - all sizes

**How to make your Button Indian Corn Craft:**

- ✂️ Cut a corn template and a husk template. Trace the corn piece onto yellow construction paper, and the husk piece onto green construction paper. Cut both pieces out.
- ✂️ Glue the corn piece onto the husk piece.
- ✂️ Spread an even layer of white glue onto the corn piece.
- ✂️ Place the buttons onto the glue.
- ✂️ Hang it up and enjoy the decoration!

**iPAD APPS** (specific for the blind and visually impaired)

**ViA - By Braille Institute** - Free

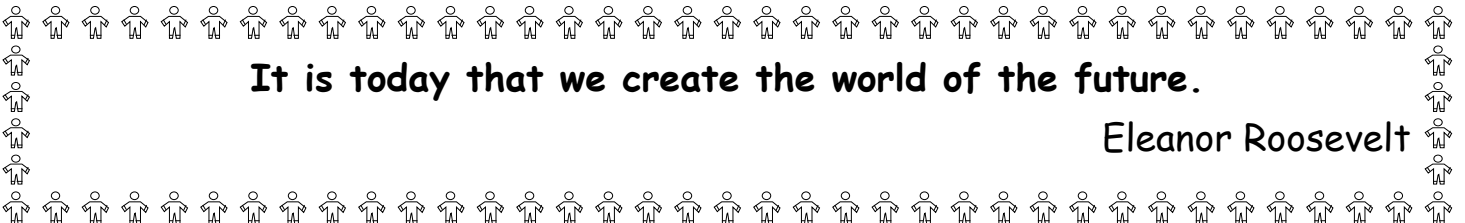
ViA has been designed to help blind and low vision users easily sort through the 500,000+ apps in the iTunes App Store to locate the apps that were built specifically for visually impaired users, or apps that happen to provide functionality useful to this population. Using the industry leading accessibility features native to iOS devices, ViA allows users to sort apps by category, price and/or by the iTunes App Store star rating. ViA gives visually impaired users a forum to suggest and discuss apps that they find useful and creates an ever-growing, interactive community of avid iOS app users in this underserved community. Users can track new apps that fall into the categories that interest them making the process of locating useful apps even easier. ViA aims to help blind and low vision users maximize their ability to use iOS devices to increase their productivity and independence. The Braille Institute is proud to introduce this fully accessible application on the iPhone and iPad, the preferred mobile devices of the visually impaired community.



**Braille Institute's VisionSim<sup>SM</sup> FREE** app for iPhone, iPad and Android devices was developed to allow people with healthy vision to experience the world through the eyes of a person experiencing one of nine degenerative eye diseases. This includes macular degeneration, diabetic retinopathy, glaucoma and cataracts.

**It is today that we create the world of the future.**

**Eleanor Roosevelt**



## So Many Devices .... So Little Time

Time seems to be something we all would like more of. Time seems to get away from us, and before we know it, we are out of time!



There are a number of tools available to utilize when working with time. We are all pretty aware of the basic clocks that are available and how the alarm systems work. Those that are blind or visually impaired can shop for these, and other items, with additional useful features. Those features could include but are not limited to:

- ⇒ Talking watches and clocks
- ⇒ Vibrating watches and clocks
- ⇒ Large print watches and clocks
- ⇒ Braille watches
- ⇒ Kitchen timers with vibrating, talking, large print, and Braille features
- ⇒ Memo recorders
- ⇒ Various personal devices/phones have many features, so asking your local electronics dealer will assist you in meeting your needs

### Resources:

- Maxi Aids ([www.maxiaids.com](http://www.maxiaids.com))
- Independent Living Aids ([www.independentliving.com](http://www.independentliving.com))
- LS&S ([www.lssproducts.com](http://www.lssproducts.com))
- South Dakota Association of the Blind Gadgetry Program (1-888-584-7440)

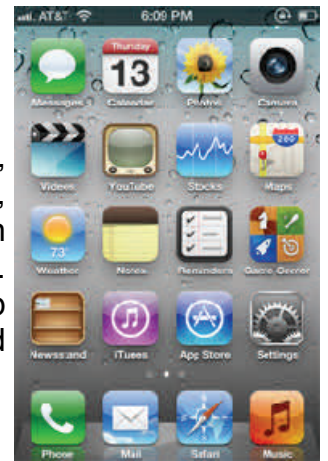


## iPAD Accessibility Options

*All devices come with accessibility options and all are free of charge.*

### VOICEOVER

To make it easier for the blind and those with low vision to use a computer, Apple has built a solution into every Mac called VoiceOver; it's reliable, simple to learn, and enjoyable to use. VoiceOver 3 includes features such as gesture support, braille display mirroring, web spots, and spoken hints. It also offers frequently requested features including auto speaking web pages, "read all," web page summary, web table support, user-created labels, customizable verbosity, and more.



### WIRELESS BRAILLE DISPLAYS

iPad includes built-in support for refreshable braille displays that use Bluetooth wireless technology. You can use them to read VoiceOver output in contracted and non-contracted braille. In addition, braille displays with input keys and other controls can be used to control iPad when VoiceOver is turned on.

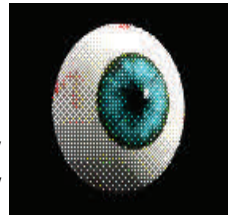
### LARGE TEXT

You can increase the font size to see up to 56-point text in Alerts, Calendar, Contacts, Mail, Messages, and Notes.

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**FOCUS ON THE EYE****COLOBOMA****DESCRIPTION**

A coloboma is a gap in part of the structures of the eye. This gap can be large or small and is normally in the bottom part of the eye. A coloboma is caused when a baby's eyes do not develop properly during pregnancy. The eyes develop anytime between the fourth and fifteenth week of pregnancy, though development is usually completed around eight weeks. This condition occurs in about 1 in 10,000 births.

Coloboma can affect one eye (unilateral) or both eyes (bilateral). Coloboma can affect a number of different parts of the eye. A coloboma can affect the iris, which is the colored part at the front of the eye. It can affect the lens, the part of the eye which helps focus light onto the retina. Coloboma can also affect the choroid, which is a thin network of blood vessels that help to keep the retina healthy. Finally, it can affect the retina at the back of the eye. Very rarely does coloboma affect the optic disc or the eyelid.

**CHARACTERISTICS**

The effect coloboma has on vision depends a lot on which part of the eye is affected and how big the gap is. Normally the gap is at the bottom of the eye (where a 6 is on the face of a clock) and runs from the front to the back of the eye. Coloboma may affect only the front of the eye if most of the gap has sealed up. It may affect the eye from the front to the center and back if more of the gap has failed to close.

Most commonly, coloboma only affects the iris. Children with this type of coloboma often have fairly good vision. Their pupil may be shaped a bit like a keyhole. They may have some problems with bright lights because the iris may not work properly. Too much light entering the eye can cause discomfort and distort the image created. Measures can be taken to help protect a child from sunlight such as tinted glasses, sun hats, or sun blinds in cars.

If the coloboma goes further back into the eye, then the child may have more visual problems, especially if the retina is involved. If this has happened, then central vision may be affected. Central vision is used for detailed activities such as reading, writing, and close work or play. If this is the case, special support services for children with a visual impairment will be involved. Support services can help a child and his or her caregivers learn how to make the most of the vision the child has. They can provide information on development, play, education, and many other issues. Coloboma may affect one eye more than the other. Children with coloboma may have other problems or syndromes which include coloboma, such as CHARGE.

**CAUSES**

Most cases of coloboma appear without any previous family history. In some cases, coloboma can be inherited. If a child is diagnosed with coloboma, it is advisable for the child's parents to have an eye examination. This is because coloboma can be present without causing any visual problems. If a coloboma is detected, a parent could explore inheritance patterns with a genetic counselor. The genetic factor responsible for most cases of coloboma has not yet been identified.

**TREATMENT**

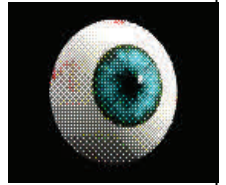
There is no treatment for coloboma at present. During early childhood, a child with coloboma should be monitored for the effects of the coloboma and for their eye health by an eye care specialist. Children who have coloboma can be more at risk of glaucoma (increased eye pressure) and retinal detachment. There are treatments for both of these conditions.

Children with coloboma may need glasses. Glasses cannot correct the vision problems caused by the coloboma. However, glasses can correct near-sightedness or far-sightedness which can help to correct the parts of vision that haven't been affected by coloboma. Sometimes cosmetic contact lenses may be considered at a later stage. These can help to make the pupil look round rather than keyhole shaped. Due to the light-sensitivity, sunglasses may also be suggested, as may some low vision aids and equipment to help a child make the most of their sight.

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**FOCUS ON THE EYE****COLOBOMA**

(Continued from page 9)

**EDUCATIONAL IMPLICATIONS**

- Adaptation between light and dark environments
- Awareness of a field loss
- Some PE activities may be too fast paced and a delayed reaction time may be observed
- Eye fatigue may be an issue
- Copying information from a board may be an issue

**TEACHING STRATEGIES**

- Use of yellow acetate film
- Be aware of light sensitivity
- Use of direct lighting on material
- Preferential seating
- Utilize high color contrast
- Allow frequent breaks if necessary
- May need enlarged or large print
- May need to use magnification devices
- Provide classroom notes to the student before class begins

**SOURCES**

www.aapos.org  
 www.nei.nih.gov  
 www.rnib.org.uk  
 www.tsbvi.edu

Compiled by SDSBVI Outreach Vision Consultants, August 2008  
 Websites Updated December 2009

**Reminder!!!!**

If you recently received an ***Information Form*** from our Outreach Department and haven't had a chance to fill it out, we would really appreciate if you could take a minute to make any changes on the form and return to the School for the Blind and Visually Impaired at 423 17<sup>th</sup> Ave SE, Aberdeen SD 57401. The information helps us keep our records up to date.

**Family Swim Party**

In July five families met at the Aberdeen Aquatic Center for an afternoon of swimming and fun! The family party has become an annual event that we all look forward to! The family's entrance fee was covered by the NAPVI Parent Group of the Aberdeen area. Drinks and goody bags were provided by the School for the Blind and Visually Impaired. Kids and parents alike enjoyed cooling off in the water, and the event gave families an opportunity to network with other families having children with visual impairments.



## iPAD Accessibility Options

(Continued from page 8)

### **ZOOM**

While many iPad applications let you zoom in and out of specific elements such as images in Mail or web page columns in Safari, Zoom lets you magnify the entire screen of any application you're using to help you see what's on the display. Zoom can be enabled on iPad using iTunes when you're setting up iPad for yourself or someone else, or later, using the Accessibility menu in the Settings application.

Zoom works everywhere - including the Home, Lock, and Spotlight screens - even in applications that you purchase from the App Store.

To make it work, double-tap with three fingers to instantly zoom in and out 200 percent. Or double-tap and drag three fingers to dynamically adjust the screen's magnification between 100 percent and 500 percent. Even when zoomed in, you can continue using all the iPad gestures you're familiar with - flick, pinch, tap - to run your favorite applications.

### **WHITE ON BLACK**

If you prefer higher contrast, you can change the display on your iPad to "white on black". This reverse-video effect works in all applications and on the Home, Lock, and Spotlight screens and it can be used with Zoom and VoiceOver.

## Consultant Contact Information

### North Central

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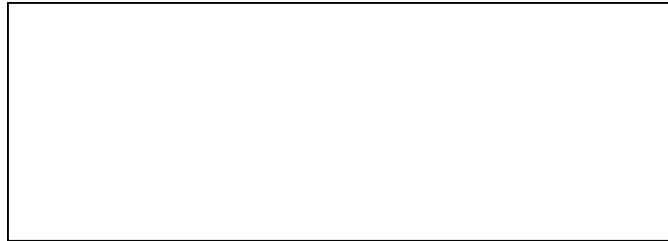


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and Visually Impaired

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### **Expanded Core Curriculum-Daily Living Skills**

Children with vision loss need both a sound academic curriculum and attention to the skills they will need to live effectively with a visual impairment. These "skills of blindness" are organized and taught through the "Expanded Core Curriculum."

The components of the Expanded Core Curriculum should be considered by the IEP team and included in the child's educational plan. **The "Expanded Core Curriculum" is an essential part of the Free Appropriate Public Education (FAPE) to which children with vision loss are entitled under law.**

It is important to understand that the skills in the Expanded Core Curriculum should be taught as they are developmentally appropriate. Students build new skills on those previously learned. These are not "one shot" experiences; they need to be a part of the ongoing educational process grade by grade.

Below are a couple of great resources for parents and school districts to use in teaching daily living skills to children who are blind and visually impaired. Washington State School for the Blind has multiple Video Clips on Blindness Tips. Some of the topics include: labeling, sweeping, shaving, folding clothes, cooking, making bed, tying shoes, money, and cafeteria skills. There are many more topics to view on <http://www.wssb.wa.gov/Content/offcampus/Video.asp>

Perkins School for the Blind has several webinars pertaining to daily living skills/independent living. Examples include clothing, mealtime, and cooking. Go to <http://www.perkins.org/resources/webcasts/> to learn about these topics.

