

CONSULTANTS'

FALL 2014

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SD School for the Blind
and Visually Impaired

Life on the Prairie

Thanks to the generous support of the South Dakota Foundation for the Blind & Visually Impaired students and staff were treated during the summer program to a day trip to DeSmet, SD to explore and learn at the Laura Ingalls Wilder Historical Homes and Homestead. The bus trip included a picnic lunch and wonderful tours. Students especially loved the wagon rides, making the corn-husk dolls and rope, washing clothes on a washboard, and riding the ponies. It was an interesting and educational day. We are so thankful for the staff and volunteers of the Laura Ingalls Wilder Historical Society who took the extra time to help our students have a great day!



CALENDAR OF EVENTS

South Dakota Association for the Blind Conference

Sioux Falls, SD: September 19-20, 2014

SDSBVI Advisory Council Meeting

Aberdeen, SD: September 29, 2014

National White Cane Day: October 15, 2014

SD Foundation for the Blind & Visually Impaired Board Meeting

Aberdeen, SD: November 18, 2014

AER Dakotas Chapter Conference

Grand Forks, ND: Spring 2015

Transition Week for Students with Visual Impairments

Summer 2015 @ SD Rehab. Center Sioux Falls, SD

Family Weekend

Aberdeen, SD: Summer 2015

SDSBVI Summer Program (<http://sdsbvi.northern.edu>)

Aberdeen, SD: June 7-26, 2015

July 12-31, 2015

SDSBVI Annual Family Swim Party

July 31, 2015 @ Aquatics Center Aberdeen, SD

SDSB-SDSVH-SDSBVI All-School Reunion

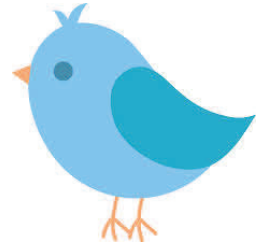
Aberdeen, SD: August 14-16, 2015

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.

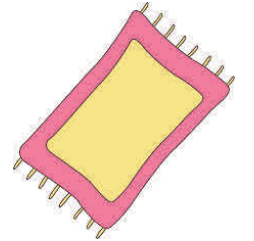
October

- ☞ Cut bread slices with a cookie cutter. Toast them and make a sandwich.
- ☞ Listen for birds on a ride in the country. What do birds eat?
- ☞ Fall has arrived. Look at the trees. Search for a dead tree.
- ☞ Make a fruit salad with fresh fruit. Taste it.



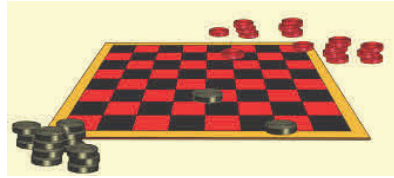
November

- ☞ Why do we have rugs? Shake out the throw rugs. Put them back.
- ☞ Wash doll clothes. Hang, dry, and iron them. Compare them to your clothes.
- ☞ What is a shortcut? Walk around the block, then cut through yards. What is the difference?
- ☞ Go to the local animal shelter. Bring some food to the animals there.



December

- ☞ Go sledding with other children.
- ☞ Holiday time! Play a game with your family.
- ☞ Play a memory game.
- ☞ Take a coat to the cleaners.



January

- ☞ Play with toys that have been under a heating pad. How do they feel? Why?
- ☞ What things are the same in your house and someone else's? What things are different?
- ☞ Try on clothes that are too small. Why are the clothes tight? What do you notice?
- ☞ Shovel snow. Why shovel the drive? Look at driveway before and after cleaning. What does salt do to snow or ice?

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).

Family Swim Day 2014

This annual activity is a wonderful opportunity for families to meet and have a great time with their children. The day was a bit chilly, much like last year, but the six families that attended all braved the weather and got right in the water. The families' entry fee was covered by the Parent Group, while drinks and snacks were provided by the SDSBVI.



TRANSITION TALES

by Karen Gerety, Transition Specialist

Transition Week 2014

The South Dakota Rehabilitation Center for the Blind (SDRC) hosted another successful Transition Week June 16-20. The week started out at Stavig Hall on the Augustana campus. Students met for lunch when they arrived, followed by ice breakers and a campus tour for an Orientation & Mobility activity. The stormy weather didn't dampen spirits much, but it did keep us inside more than planned that day! That evening, students were treated to pizza and other goodies while they watched a movie in the Back Alley, a popular hangout at Augie. Each day that week, the students had breakfast at Augustana and then rode the city bus to SDRC with the assistance of SDRC staff. Once at the Center, they had a "Question of the Day" icebreaker, followed by a variety of activities designed to expose the students to postsecondary options in the areas of education, work/career, and living. Some of the highlights included:

- ☞ An assistive technology session, which included a hands-on look at both high tech (iPad, screen readers, screen magnification) and low tech (magnifiers, check guides, etc.).
- ☞ Tours of Avera McKennan Hospital, Kmart, Culvers, Southeast Technical Institute, and the KELOLAND television station. The station was a BIG hit; the students got to meet some of the on-air talent, including Angela Kennecke and Scot Mundt, and had their picture taken with them. Scot Mundt was also nice enough to tell us that the rain we were expecting that evening would stay away until at least midnight, so the trip to Wild Water West (WWW) was a go!
- ☞ Speaking of WWW, the group also enjoyed some leisure activities during the week, including a shop project, an evening with the Boy Scouts (with tomahawk throwing—always fun!), and meals at Erbert & Gerbert's and Buffalo Wild Wings (where one attendee successfully completed the "atomic wings challenge" - good job, Cole!).
- ☞ A fantastic volunteer activity: helping at The Banquet in Sioux Falls.

All in all, the students said they had a good time and learned something new. The students who attended this year are welcome to come back next year so that we can continue to build their interests and explore even more in-depth, as well as give them an opportunity to meet other students. We look forward to next year's Transition Week and hope to have some fresh ideas!

Transition Resources

In addition to sharing information about our transition activities, I would like to share some useful resources with you. This time I will highlight American Foundation for the Blind's Career Connect: <http://www.afb.org/info/living-with-vision-loss/for-job-seekers/12>. The link above will take you directly to stories of individuals with vision loss who are making an impact on the job market. If you look around the Career Connect website, you will find numerous resources on exploring postsecondary options. This is great stuff, folks!

A New Braille Code

By Superintendent Dr. Marjorie Kaiser

What are they thinking? Yes, some changes are being made in our familiar **Braille** code. Unified English **Braille** (UEB) has been officially approved by the **Braille** Authority of North America (BANA). Their work actually began over 20 years ago with a paper delivered to BANA by two well respected leaders in the blindness field, Dr. Abraham Nemeth and Tim Cranmer (Nemeth Math code and Cranmer brailier). The changes are being made to help **braille** readers and transcribers.

The new code will be more consistent and less ambiguous and have fewer rule exceptions. More symbols will be available to better convey what a print reader sees. Computer translations can be done more easily. **Braille** code got off to a difficult start in the United States. It took nearly 75 years to move from raised line type to Louis **Braille's** code. **Braille's** dot system was introduced in 1860, but while blind students readily adopted it, administrators of blind schools and teachers were much slower to see the benefits. In 1886, New York Type was introduced with claims it was superior to **Braille**. The next step was "modified **Braille**" which took some elements from both systems, and the "war of the dots" continued until 1932 when Standard English **Braille** was officially adopted by the American Association of Instructors of the Blind and by The American Printing House in 1933. Just as the English language changes over time, the **Braille** code has been adapted to keep **Braille** relevant for blind readers. It will take a little while for us to adapt, but soon Unified English **Braille** will become our new normal.



APH Products

Every year American Printing House for the Blind's Janie Blome, Director of Field Services, puts together a handy document that lists APH Educational products in various categories. It is designed to help educational programs forecast purchases to meet student needs for the upcoming school year. All items on this list are available for purchase with Federal Quota funds. Here is the link: www.aph.org/products/recommended

Topic Areas:

- 🌀 Early Childhood
- 🌀 Itinerant and Classroom Teachers: Elementary
- 🌀 Itinerant and Classroom Teachers: Secondary
- 🌀 Dormitory or After School Programs or Home
- 🌀 Multiple Disabilities or Deafblind
- 🌀 Daily Living

APH Educational Materials

Address: Earth, Large Format Color Atlas, Section Two

The Section Two Atlas covers Australia, New Zealand, Oceania, Russia, and its neighbors, Europe, Continental Europe, and the Middle East. The large print text, maps, and charts are in a 3-ring binder and meet the guidelines developed for users with low vision and color perception problems. There is a symbol guide and carrying case.



US Puzzle Map

This take-apart political and topographical map of the United States makes learning fun. The puzzle pieces are in bright, contrasting colors. There are tactile mountains, rivers, and state capitals. The frame is lightweight with incised state boundaries and state abbreviations in braille, plus latitude and longitude lines. It measures 32 1/2 by 18 inches.

State Maps Collection

There are 4 State Map Collections (Northeast, Southeast, Central, and Western Regions). Each Collection has a set of embossed and printed outline maps for the specific region and can be used as a starting point for lessons on individual states. Add to the images with tracing wheel lines, craft ink, and glued-on textures.



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

"Happiness is a state of mind and depends very little on outward circumstances."

Helen Keller

Shaving Cream Painted Fall Leaves

What you need:

- ☞ Shaving cream
- ☞ Acrylic paint, several different colors
- ☞ Aluminum pie pans
- ☞ Card stock cut outs of leaf shapes
- ☞ Something to swirl paint shaving cream mixture, such as a stick
- ☞ Squeegee



Directions:

- ☞ Squirt shaving cream into pie pans
- ☞ Pour different colors of paint on top of the shaving cream
- ☞ Using the stick; gently swirl paint through shaving cream
- ☞ Place the card stock cut outs on top of the mixture
- ☞ Gently lift the cut-out off the paint
- ☞ Set aside for several minutes
- ☞ Squeegee off excess paint/shaving cream
- ☞ Display however you like

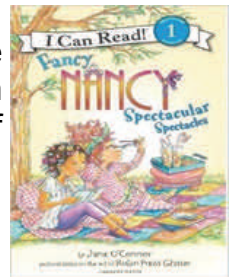


Books Featuring Characters with Visual Impairments

Fancy Nancy: Spectacular Spectacles by Jane O'Connor

Nancy thinks that Bree's new glasses are simply spectacular. After all, they are lavender. They are glittery. And best of all, they come in a silver case. So when Bree tells Nancy all about her trip to the eye doctor, Nancy can't help but wonder if her own eyesight is perhaps getting a little blurry too.

Grade Level: Preschool-3



Imagine Being Blind by Linda O'Neill

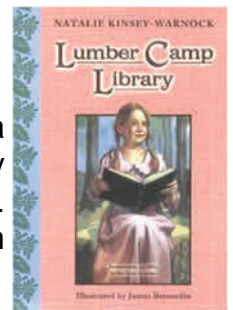
This book introduces children to what it's like to be blind and shows how people maintain their independence. Discusses braille, canes, guide dogs, and assistive technology.

Grade Level: 1-4

Lumber Camp Library by Natalie Kinsey-Warnock

Ruby wants to be a teacher when she grows up, but when her father is killed in a logging accident, she must quit school to help her mother care for her siblings. Ruby is introduced to an older blind woman who shares her large collection of books. Ruby discovers her passion for reading and realizes she can still pursue her dream by teaching the lumberjacks to read.

Grade Level: 2-5



***"The true way to live is to enjoy every moment as it passes.
It is in the everyday things around us that the beauty of life lies."***
Laura Ingalls Wilder

Incidental Learning or "Learning Outside of the Box"

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.



Bananas are pretty common to most households. Go to the store to buy **bananas** and explore the various sizes of the bunches. Also, discuss how **bananas** progress from green to yellow to brown, starting out very firm and ending up soft and even mushy. One of the basic skills to learn is how to peel a **banana**. So instead of just handing your child the peeled **banana**, teach him or her how to do it independently. Then the child can enjoy the whole **banana**, or slice it lengthwise or in circles. Besides eating a **banana** plain, you can jazz it up a bit. Dip in yogurt, melted chocolate or melted peanut butter or melted vanilla chips, then roll it in nuts, sprinkles, or dry cereal. **Banana** splits also offer a place to be creative with toppings. Ask your child for ideas: they can really be creative with these treats! Something else that may be new to many students is dehydrating. **Bananas** offer a great experience on how to use this skill plus offer a great snack to throw in a baggie!



Then there is all the baking that can be done with **bananas**: bread, bars, muffins, **banana** cream pie, cake, cookies, and pudding. And to be really creative you can even use **bananas** with other fruit as centerpieces: shape them like dolphins coming out of the water or a monkey climbing a tree. So join in with your child and go **bananas** over **bananas**!

Banana Jokes:

Q: Why are bananas never lonely?

A: Because they hang out in bunches.

Q: What kind of key opens a banana?

A: A monkey.

Q: Why do **bananas** wear sunscreen?

A: Because they peel.

Q: Why did the **banana** go to see the doctor?

A: Because he wasn't peeling very well.

Quick Chocolate Banana Pop

What you need:

- 🍌 whole Banana
- 🍌 1/2 cup Chocolate Chips
- 🍌 1/4 cup Crisp Rice Cereal or Crushed Nuts (optional)
- 🍌 2 whole Ice Pop Sticks
- 🍌 1 sheet Plastic Wrap
- 🍌 1 sheet Wax Paper

Directions

Peel the banana, cut it in half width-wise and insert the sticks part way into each banana half. Wrap in plastic wrap and freeze for about an hour. Put the chocolate chips in a microwave-safe bowl and melt them on half power, checking every 10 seconds so they don't burn. Dip the bananas in the melted chocolate until they're coated. Dip in rice cereal or crushed nuts, if you like. Place on wax paper and put in the freezer to set for at least one hour.



Apple Ear Buds

Have you ever wondered how to control your iPhone with just your Apple earbuds?


The Basics: Your Apple earbuds have three controls: Volume Up with a + sign, Volume Down with a - sign, and a Center Button in the middle. Even though there are three buttons on your earbuds, almost every single command is controlled via the Center button. The Volume buttons are strictly for controlling sound levels.



Advanced Earbud Controls or How To Master The Center Button: Now that you know the basics, let's master the different ways you can utilize your Center button to control your iPhone, iPad, or iPod.


1. Play or pause media: Press the center button once to pause your song or video. When you're ready to resume playback simply press it again.
2. Skip to the next track/chapter: Quickly press the center button twice to skip forward.
3. Fast-forwarding: To fast-forward, quickly press the center button twice and then hold down.
4. Skip back to the previous track/chapter: To go back to a previous track quickly press the center button three times.
5. Rewinding: You may be noticing a theme with this one. To rewind quickly press the center button three times and then hold down.
6. Answering or ending a phone call: Answering a phone call is like starting or ending a song, simply press the center button once. When you want to hang up press the center button again.
7. Decline incoming calls: Sometimes you don't want to talk to people. Apple understands, so to decline a phone call simply hold down the center button for two seconds and then let go. You'll hear two beeps once you let go to confirm that you successfully declined the call.
8. Switch from a current call to an incoming call: If you're talking to someone on the phone with your earbud microphone and another call comes in, you don't have to pull out your device to switch lines. Just press the center button once to put your current call on hold. When you're done, press it again to switch back.
9. Switch to an incoming call while hanging up on your current call: Sometimes you need to switch to an incoming call and hang up your current call simultaneously. Your earbuds have you covered. Just hold down the center button for two seconds and let go. Much like when you decline an incoming call you'll hear two beeps to confirm you've hung up.
10. Use Siri: Maybe while you're listening to your favorite playlist you suddenly need to know where Tom Petty is from or search for upcoming movie show times. When you've got your earbuds plugged into your iOS device you can activate Siri by pressing the center button once and holding down. If you'd like to continue a conversation with Siri, just press and hold the center button again whenever you want to talk.


We hope you find these tips useful, whether you're a seasoned Apple user or just learning with your first iPhone.



Did you know.....

 That 60 year old Richard Turner of San Antonio, Texas is a master card mechanic who is totally blind? When Turner was 7 years old he became infatuated with the television show Maverick. This is where his interest in cards began. After suffering from scarlet fever when he was 9 years old Richard began losing his sight. This didn't stop him though. At the age of 11 he invented a card puzzle, Batty, based on the Hanoi Temple principal. In his version, there are 11 levels with the hardest level having over 1000 moves. He continued practicing his card skills, practicing 10-20 hours a day, seven days a week, for 26 years. He credits his skills in part to the delicate touch he developed due to his blindness. Turner is an entertainer, performing in many venues with Jimmy Stewart, Gene Kelly, Johnny Carson, Bob Hope, Muhammad Ali, and Secretary of State Colin Powell. In addition to his skill as a card mechanic, Richard is a Master in karate with a Sixth Degree Black Belt. To learn more about Richard Turner and his many accomplishments, check out the following site: richardturner52.com





"No One Ever Gets Tired of Millie"

Millie Smith, M.Ed., Teacher of the Visually Impaired from Texas was in Rapid City on August 13-15, 2014 to share her expertise in working with learners with visual and multiple impairments. This 3-day workshop was sponsored by SDSBVI. Those attending were Parents, Occupational and Physical Therapists, Special Education Teachers, Early Intervention Teachers, Speech Language Pathologists, and Teachers of the Visually Impaired. The strategies and tools Millie talked about addressed the skills needed by learners at the sensorimotor and pre-operational stages of learning. One of the highlights of the workshop was having Millie meet 2 students and then working directly with their teams to demonstrate beneficial strategies and tools. One participant wrote "This class was so beyond visual impairments. The information has made me look at what I'm doing and what I was taught to do with some of these more involved kiddos. I will look at and use better ways and skills to address their needs." Another wrote, "No one can ever get tired of Millie." And with that in mind, SDSBVI is already making plans to bring her back to South Dakota for more training.



Story Box

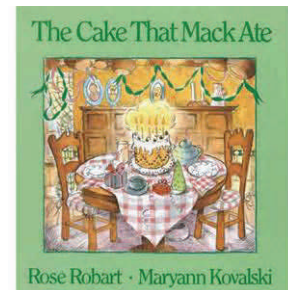
The Cake That Mack Ate

By Rose Robart

Targeted Vocabulary: cake, egg, hen, corn, candles

Storybox Contents:

- ☞ Story with tactile illustrations and braille
- ☞ Cupcake, you can use a plastic, or playdough cupcake
- ☞ Egg, a plastic one will work
- ☞ Corn seed
- ☞ Candles
- ☞ Toy chicken
- ☞ Male doll
- ☞ Female doll
- ☞ Toy dog



Pre-Teaching the Story:

- ☞ Before reading the story, help your child plant a corn kernel and then walk in a corn field feeling the stalks, ears, and kernels.
- ☞ If possible grind some dry corn kernels into flour.
- ☞ Bake some cupcakes with your child, letting him/her measure and add ingredients. Let him or her crack the eggs and feel the insides.
- ☞ When cupcakes are iced, let your child place candles on them.
- ☞ If you don't have a dog, visit a friend or a pet store and see if they will let your child feed their dog, talk about the difference between the food dogs eat and the food people eat.

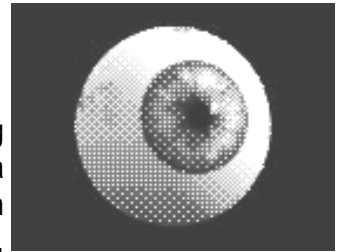
Using the Story Box:

- ☞ On the first day allow your child to examine the contents and ask questions about the items. Read the story letting your child play with the items as you read.
- ☞ On the second day, have your child find the items in the story as they are mentioned.
- ☞ On day three have your child act out the story as you read it to him or her. Repeat this for several more readings.

Finally have your child act out the story while retelling it in his/her own words.

For more ideas: check out the following link:

<http://www.pathstoliteracy.org/suggested-list-story-boxes-young-children>

FOCUS ON THE EYE**OPTIC NERVE HYPOPLASIA (ONH)****DEFINITION**

Optic Nerve Hypoplasia (ONH) refers to the underdevelopment of the optic nerve during pregnancy. The dying back of optic nerve fibers as the child develops in utero is a natural process, and ONH may be an exaggeration of that process. ONH may occur in one eye (unilateral) but more commonly in both eyes (bilateral). ONH is not progressive, is not inherited, and cannot be cured. ONH is one of the three most common causes of visual impairment in children.

DIAGNOSIS

ONH is diagnosed by direct examination of the eye by an ophthalmologist. Many infants who are diagnosed with Optic Nerve Atrophy are, in fact, children with ONH. Sometimes visual functioning can be predicted from the appearance of the optic discs. However, it is very difficult to predict visual acuity on this basis alone.

CAUSES

In most cases, there is no known cause of ONH. Infrequently, ONH has been associated with maternal diabetes, maternal alcohol abuse, maternal use of anti-epileptic drugs, and young maternal age (20 years of age or less), but these factors account for very few of the total number of cases. All races and socio-economic groups seem to be affected by ONH.

VISUAL AND BEHAVIORAL CHARACTERISTICS

- ☞ ONH may occur by itself or along with neurological or hormonal abnormalities. Hormonal problems not apparent in early life may appear later.
- ☞ Children with ONH demonstrate a wide spectrum of visual function ranging from normal visual acuity to no light perception. A high percentage of children with ONH have nystagmus.
- ☞ ONH is a stable condition. Visual function does not deteriorate with time. A mild improvement in visual function may occur as the result of maturation processes of the brain. In some cases, reduced nystagmus may also occur.
- ☞ The child's vision is characterized by a lack of detail, but this lack of detail is not comparable to the blurred reduction in vision when a person removes his/her glasses.
- ☞ In certain cases of ONH a specific field defect occurs. Children may not be aware of people or objects in the periphery.
- ☞ Children with ONH may be unable to locate objects in space precisely due to a lack of depth perception.
- ☞ Some children with ONH have mild photophobia. These children may squint, lower their head, avoid light by turning away, or resist participating in outdoor activities.
- ☞ When one eye is affected more than the other, an ophthalmologist may recommend a trial of patching the stronger eye, since the visual loss may be due to amblyopia.
- ☞ Some feeding issues are associated with hormonal problems. Lack of interest in eating may be due to absent or diminished sense of smell and taste. Children with ONH may have very restricted food preferences. Some children exhibit excessive lip smacking while eating.
- ☞ Behaviors of some children with ONH may be due to associated medical conditions, such as inattentiveness and irritability due to low blood sugar levels (hypoglycemia).
- ☞ The child with associated central nervous system problems may be easily distracted, quickly frustrated, and act in a disorganized or an impulsive way.

(continued on page 10)

Follow SDSBVI**Website: <http://sdsbvi.northern.edu>****Pinterest: <http://pinterest.com/sdsbvi>****Facebook: SD School for Blind and Visually Impaired**

FOCUS ON THE EYE**OPTIC NERVE HYPOPLASIA (ONH)**

(continued from page 9)

CONDITIONS ASSOCIATED WITH ONH

Associated brain and hormonal abnormalities are common in children with nystagmus and bilateral severe vision loss, and are less common in cases where vision loss is mild or unilateral.

Abnormalities include:

1. Midline anomalies of the brain: septo-optic dysplasia (absence of the septum pellucidum and the corpus callosum), encephaloceles, anomalies of the ventricles, anencephaly, cerebral atrophy, and rarely, tumors.
2. Hormonal insufficiencies: thyroid, growth hormone, pituitary, adrenal, anti-diuretic hormone (ADH).

Associated midline brain anomalies can be identified by either an MRI or CT scan. Hormonal insufficiencies require an examination by a specialist in hormonal disorders (pediatric endocrinologist). Children particularly at risk for having associated hormonal insufficiencies are those who had neonatal low blood sugar (hypoglycemia), had prolonged jaundice (hyperbilirubinemia), failed to grow normally (failure to thrive), have difficulty regulating body temperature in connection with viral illnesses, and/or had a CT or MRI scan showing an absence of tissue connecting the brain to the pituitary gland.

TEACHING STRATEGIES

- ☞ Each child should receive medical monitoring and comprehensive, ongoing, functional and educational assessment.
- ☞ Teachers need to increase the size, contrast, and lighting of materials for a child who has nystagmus and bilateral severe visual loss because of generally depressed fields.
- ☞ When a specific field loss is identified, materials need to be presented within the child's visual field. The child should be encouraged to turn his/her head to look for people and objects outside his visual field.
- ☞ A child with ONH needs the opportunity to develop learned aspects of depth perception through fine and gross motor activities, including container play, nesting and stacking, ball tossing and rolling, pouring activities, and lots of practice with stairs, slides, foam wedges for crawling, and cardboard box play.
- ☞ The effects of light sensitivity can be minimized by adjusting lighting levels, wearing tinted lenses, and minimizing glare on surfaces.
- ☞ A child with ONH often has other conditions that need to be considered when developing an individual education plan.
- ☞ A child who is easily distracted, frustrated, disorganized, and impulsive may be helped by predictable physical environments, dependable daily routines, and limited distractions.
- ☞ Slowing the pace of activities and providing predictable transition routines may help reduce resistant and irritable behavior.
- ☞ Offering frequent snacks to children diagnosed with hypoglycemia may be helpful.
- ☞ When a child does have feeding problems, parents and professionals need to agree on recommended strategies to create a positive feeding environment.
- ☞ When a child has no functional vision, an approach that uses all the senses for learning is needed.
- ☞ Evaluation by an instructor of Orientation and Mobility is essential in meeting the child's needs, due to loss of detail vision and vision field loss.

SOURCES

www.aapos.org
www.focusfamilies.org

www.blindbabies.org
www.magicfoundation.org

Exploring the Expanded Core Curriculum: Daily Living Skills - Cleaning Tips

Cleaning is an activity that occurs in every household, some more than others, ha ha! Some children take a more active role in this than others. Teaching children at a young age to participate in these life-long skills can be very important, especially if that child is visually impaired or blind: this teaches them that they can be a helpful participant in keeping the house clean and tidy. There are many cleaning tasks to be accomplished in the home: sweeping, vacuuming, mopping, dusting, cleaning the sink, shower/tub, toilet, and windows.



Many of these items can be cleaned using the same general guidelines and techniques:

- ☞ Use natural boundaries that overlap
- ☞ Start in a corner
- ☞ Go over each section twice: north to south, then west to east
- ☞ Follow a pattern of top to bottom, left to right
- ☞ Pay special attention to corners and crevices
- ☞ Your dominate hand does the cleaning and the non-dominate hand is used to mark the areas that have been cleaned
- ☞ Determine cleanliness by checking the area with bare hands or feet



It is also important to have a designated place in the home for cleaning supplies and to have them organized and clearly marked, whether it be braille or large print or color coding. This is for everyone's safety!

With everyone working together, cleaning the house does not have to be a daunting task, it can actually be fun, your child will be on his/her way to becoming independent, and you will have a great looking house to come home to!

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"Walk a Mile in My Shoes"

With funding from the South Dakota Foundation for the Blind and Visually Impaired and planning and inspiration by the Outreach Vision Consultants, the 4th Annual Family Weekend was held June 7-8, 2014. Activities were held on the campus with families spending the night at the Ramkota Inn. Thirteen parents and children attended the event which focused on daily living skills, and time was spent trying new things under the blindfold. Parents and students:



- ☞ learned about using adapted kitchen tools and were able to cook a small meal, led by Ken Dockter, Coordinator of Adult Services at the North Dakota Vision Services/School for the Blind
- ☞ learned about adapting household items to increase independence around the house, led by Dawn Brush, retired Rehab. Teacher and Chelle Hart, Rehab. Teacher with SD Service to the Blind and Visually Impaired
- ☞ learned to use a cane to maneuver within all environments, led by Ardell Fiedler, Certified Orientation & Mobility Specialist® at the Rehabilitation Center for the Blind (now O&M Specialist at SDSBVI)
- ☞ enjoyed a fun-filled afternoon at Wylie Park
- ☞ enjoyed a catered "Dinner in the Dark" meal where participants were blindfolded the entire time
- ☞ learned about communication between parents and children, led by Janel Ludwig, SDSBVI School Counselor/ Student Services Director
- ☞ made snacks and clay footprints

A great BIG thank you to all who helped to make the Weekend such a success!

