

CONSULTANTS'

O FALL 2015

Volume 18 Issue 1

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SD School for the Blind
and Visually Impaired

New Transition Specialist

Steve Kelsey joined our staff as the Transition Specialist. This position is jointly funded by the rehabilitation agency of Service to the Blind and Visually Impaired (SBVI) and the School (SDSBVI).



Prior to this position Steve worked as a Rehabilitation Counselor for the Department of Vocational Rehabilitation, Service to the Blind and Visually Impaired. He has over 30 years of experience in the field of blindness. He enjoys challenging students to maximize their abilities and to become successful in life by informing students and parents of the various programs that are available to them.

Steve lives in Aberdeen and has been active with the SDSBVI Advisory Council, Aberdeen Mayor's Advisory Committee for People with Disabilities, SBVI Advisory Board, SD Association of the Blind, Youth Leadership Forum (YLF), Catch the Wave, and Transition Week at the SD Rehabilitation Center.

CALENDAR OF EVENTS

National Disability Employment Awareness Month: October 2015

National White Cane Safety Day: October 15, 2015

SD Foundation for the Blind & Visually Impaired Board Meeting
Aberdeen, SD: November 17, 2015

Statewide Special Education Conference
Pierre, SD: March 21-22, 2016

Dakotas AER Chapter Conference
Aberdeen, SD; April 13-16, 2016

Transition Week for Students with Visual Impairments
Sioux Falls, SD: Rehabilitation Center for the Blind: Summer 2016

Family Weekend
Aberdeen, SD: June 4-5, 2016

SDSBVI 2016 Summer Program (<http://sdsbvi.northern.edu>)
Aberdeen, SD: June 5-24
July 10-29

SDSBVI Annual Family Swim Party
Aquatics Center Aberdeen, SD: July 29, 2016

Everyday Calendar Activities

Children who are visually impaired need to have more hands-on experiences to help them learn. Below are some suggested activities taken from everyday events in our lives that are easy to access.

OCTOBER

- ☞ Shop for a Halloween mask at the store.
- ☞ Get dressed for Halloween.
- ☞ Carve a pumpkin. Take out the seeds.
- ☞ Look for plants that have been killed by frost. Pull them out.



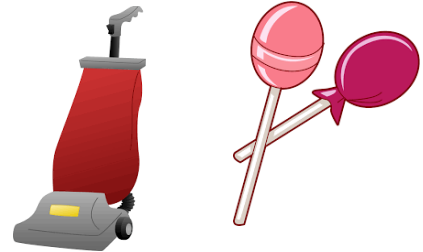
NOVEMBER

- ☞ On the first snowy day of the year watch the snow melt.
- ☞ Can you shovel a hole in the frozen ground?
- ☞ Build a simple bird feeder. Put it outside with food in it.
- ☞ Reverse roles. You be the mom, dad, or big kid.



DECEMBER

- ☞ Make some candy.
- ☞ Straighten out the spice rack or cupboard.
- ☞ Be in a skit that you practiced.
- ☞ Make a wish list.



JANUARY

- ☞ Record your voice. Listen to it. Play it back often.
- ☞ Feed the birds. Listen to the sounds they make.
- ☞ What is a salad? Help make one for your meal.
- ☞ Help clean out the vacuum cleaner. See the "yucky" dirt.

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).



Did you know.....

Netflix airs a web television series based on the Marvel's Comics Super Hero, Daredevil (for adult audience)? And, did you know which character is blind? Actor Charlie Cox portrays Matt Murdock, aka Daredevil. To do justice to the role of a blind lawyer, Cox and the production staff sought out the assistance of an expert from the American Foundation for the Blind. Enter **Joe Strechay**, who happens to be visually impaired himself. Joe is the Program Manager of CareerConnect®, a free program available to youth and adults who are visually impaired which helps prepare them for the transition into the workforce. In addition to managing the program and overseeing budgets, grants and many of the independent projects, Joe travels around the United States presenting at workshops, professional conferences, and student and family functions such as the SDSBVI Family Weekend and SD Rehabilitation Center's Transition Week for students who are blind and visually impaired.

You can learn more about Joe and CareerConnect® through the American Foundation for the Blind CareerConnect® link. Read Joe's blog at <http://www.afb.org/blog/afb-blog/joe-strechay/author/145> and follow him on twitter.





Space Camp

The Outreach Staff are in the early phases of organizing and recruiting students to attend “**Space Camp for Interested Visually Impaired Students**” in Huntsville, AL in the fall of 2016. There are two programs that would be available for our students: Space Camp (grades 4-6) and Space Academy (grades 7-12). These exciting programs and activities are designed to educate young people about aviation and the space program. Camp and Academy sessions are designed around simulated space missions conducted in space shuttle orbiter mockups. Trainees learn leadership skills and teamwork. They also use authentic simulators to experience the sensations of astronaut training and they live in a simulated space station.

Trainees are placed on teams. Every student is assigned a different role for each mission. Hands-on training and mission practice, both generalized and specialized according to assignments, encompass many trainee hours. Briefings and lectures, conducted by astronauts and other guest speakers, enhance the learning experience. Trainees also take part in various microgravity activities. They will tour Rocket Park, the world's most comprehensive collection of rocketry. Materials are available in braille and large print. One afternoon they will attend a film at the space dome theater which features a 67 foot dome screen.

Students and staff began raising funds during SDSBVI Summer Programing with a Car Wash (free will donation) to benefit students interested in attending this Space Camp.

For additional information, contact your Outreach Vision Consultant or visit the Space Camp website at: www.tsbvi.edu/space/.

Summer Reading Program

The South Dakota Braille and Talking Book Library just ended the most successful Summer Reading Program that we have ever sponsored. A record 42 young readers registered and pledged to read 20 minutes every day, 7 days a week, from June 8 - July 17. If it truly takes 21 days to establish a new habit, these young readers should be on their way to a lifetime of reading.



Several notable facts about this year's group of readers:

- ☞ For the first time ever, there were 10 braille readers registered. The previous high was 4. A huge thank you to the SD School for the Blind and Visually Impaired for helping to enroll their summer school students and for assisting them with their reading.
- ☞ The youngest reader who registered was 1 year old and the oldest eligible readers were 20 years old. A special thank you is owed to the staff at LifeScape for helping to enroll their students and assisting them with their reading.

On July 20th the winners of the \$50 Amazon.com gift cards were determined by drawing. The winners included:

- ☞ 1-6 age category was Jeren Scheff from Montrose, SD. Jaren is 2 years old and is an audio reader
- ☞ 7-11 age group was Sarah Huston from Midland, SD. Sarah is 9 years old and is an audio reader
- ☞ 12-16 age group was Michael Wingen of Vermillion, SD. Michael is 13 years old and is a braille reader
- ☞ 17-21 age category was Lynae Wollman of Westport, SD. Lynae is 17 years old and is an audio reader

The success of programs like the Summer Reading Program depends on the generosity of individuals and groups like the Evening Star Lions Club of Rapid City for support. The \$200 donation that Evening Star Lions Club provided allowed the SD Braille and Talking Book Library to provide each winner with a \$50 gift card from Amazon.com.

APH Educational Materials



Math Robot App for iPad®

Works with your Apple® iPad® or iPad mini® running iOS 7® or later! A math robot character makes flashcard drills and practice for simple math problems fun. It automatically announces the problem and with VoiceOver running, it uses the screenreader to announce and control the functions of the app. Math Robot can be used with a Refreshable Braille Display. For ages 6 and up.

Student Workbook Kit for Geometro

How do you help students grasp the difficult concepts of how 3-D solids relate to 2-D representations? Do your students need help understanding how 3-D objects are made with 2-D objects? What about just familiarizing them with various 3-D solids and their general properties? This Workbook Kit was created for elementary students with these tasks in mind. It can be used with Geometro - another great APH product!



Advanced Desktop Stick-On Number Lines



These number lines visually and/or tactually demonstrate the basic concepts of negative numbers: counting, sequencing, numbers relationships, addition, and subtraction. Although self-adhesive, they will not permanently stick to surfaces or mark them and can be reused up to five times. For ages 11 and up.

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 APH products, look on their website at <http://www.aph.org> or contact your Consultant.

"Tiptoe Thru the T's: Transition and Technology"

With funding from the SD Foundation for the Blind and Visually Impaired and planning and inspiration by our Outreach Vision Consultants, the 5th Annual Family Weekend was held June 13-14. Eleven parents and children attended the activities held in Sioux Falls on the SD School for the Deaf campus with families spending the night at the Country Inn & Suites.



Parents and students:

- ☞ enjoyed "Outdoor Campus" activities, games, and kite flying
- ☞ learned about helping students access and utilize technology
- ☞ learned about preparing for post-secondary activities

Special "thank you" to:

- ☞ **Dawn Backer**, Manager of SD Rehabilitation Center for the Blind and **Joe Strechay**, CareerConnect® Program Manager at American Foundation for the Blind for sharing their knowledge and experiences on employment, vocational rehabilitation, transition, education, and mentoring
- ☞ **Jonathan Eckrich**, President, and **Lori Dahlquist**, Speech Pathologist/Audiologist of Adaptivation, Inc, for presenting about communication aids and assistive technology
- ☞ Technology Panel: **Lance & Sarah DeHaai**, Parents, and **Dan Trefz**, Special Ed. Director, Miller School District
- ☞ Also thanks to **Colton Dillon**, **Indira Dillon**, **Harlan Dillon**, **Ardell Fiedler**, **Marjorie Kaiser**, **Rose Moehring**, **Jane Mundschenk**, **Marge Robertson**, **Amy Scepaniak**, **Julie VanDover**, and **Michelle & Ben Zarr** for donating their time to make it a successful weekend.



Expanded Core Curriculum: Independent Living Skills - Fall Yard Work

Amazingly, we have approached the beginning of another school year and fall is upon us. And for most of us, we have fall yard work to look forward to! You are encouraged to involve your child in any yard work you will be doing. Allow them to explore yard tools that will be used: rakes, shovels, gloves, yard bags, clippers, etc. and remind them how to safely use the tools. The child should also explore the area they will be working in: the dimensions, any hazards they may come in contact with, and then determine an organized method of working in the area.

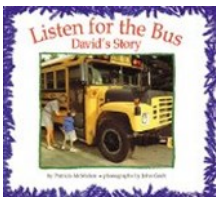


Now it is time to have them get their hands dirty! Kids can:

- 🍷 help harvest the goods from the garden, such as pumpkins and squash
- 🍷 pull the dead plants and weeds out of the ground in the garden, as well as flowerbeds
- 🍷 put down fertilizer and mulch on grass
- 🍷 rake leaves (explore options of different rakes)
- 🍷 make piles from the leaves then decide what to do with the leaves; bag them to take to landfill or burn them?
- 🍷 stuff clothes and make a scarecrow to decorate the yard

What other fall yard work do you do? Make sure to involve your child in as many ways as you can. They can then feel proud of how the yard looks because they were out there helping.

Books Featuring Characters with Visual Impairments



LISTEN FOR THE BUS: DAVID'S STORY by Patricia McMahon

A story of David, a kindergartener who is blind. The pictures in the story show how David enjoys horseback riding, swinging, hammering, and going to school just like everyone else. It also shows how his parents, teachers, and friends support him. For Ages 4-6

ADVENTURES OF ABBY DIAMOND-OUT OF SIGHT by Kristie Smith-Armand

Being blind does not stop Abby Diamond from solving mysteries with her best friends. In this story, they discover a diary written in braille and learn about the mysteries of the Titanic and World War II. This is one of many Abby Diamond adventures. So check them out! For ages 10-12



Blind by Rachel DeWoskin

After losing her eyesight in a nightmare accident, Emma Sasha Silver must relearn everything from walking across the street to recognizing her own sisters to imagining colors. Emma is 15 and starting high school when she is told that one of her classmates is found dead in an apparent suicide. Emma needs to know what happened and why to understand for herself what makes life worth living. For Young Adults



Smartphones - ICE

Smartphones provide many safety features, including a simple way for first responders to access your emergency contact and medical information. In your contacts, label the person you want contacted ICE, their name and relationship to you. ICE stands for In Case of Emergency. Example: put your husband's mobile number listed as ICE - "husband". You can add your personal medical information (allergies, medicine you are taking, your doctor's contact information) under Notes in your ICE contact. It is recommended that you list two ICE contacts.

ANYONE can use your phone, activate SIRI (press and hold the Home button on the iPhone) and say, "Call ICE" - even when your phone is locked; the following website explains it better: <https://rnn10.wordpress.com/2010/06/21/how-to-set-up-an-ice-contact-on-your-iphone>. Please share this with friends, family, and especially with students!

"Learning Outside of the Box" - Vehicles

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.

Even though many students we work with will not be driving, it is important for them to have experiences and knowledge of various vehicles. Vehicles fall into a number of categories: Cars, trucks, motorcycles, etc. The people using each of these vehicles and the vehicle purpose also varies.

☞ **Cars:** families have cars to transport to various places; this, of course then, also can include other family vehicles such as vans; cars are also used as taxis so are utilized differently in that a meter is used and the passenger pays the driver.



☞ **Trucks:** many people have pick-up trucks that are used to drive to a destination and haul materials for personal use; there are also work trucks such as dump trucks and garbage trucks that have specific tasks; this area could be expanded to include many other work vehicles, such as forklifts, loaders, boom trucks, mail/delivery trucks, campers, busses, semis, the list goes on.



☞ **Motorcycles:** this can be a whole new experience for students to ride out in the elements, being able to experience the breeze and scents as they ride the vehicle.



For each vehicle mentioned, the student should have the opportunity to have hands-on experience touching the different parts of the vehicles, inside and outside, open up the hood to check out the difference of what is under the hood. Safety needs to also be considered: when it is safe to touch a vehicle, how to be safe while riding in the vehicle, and who a safe driver is. This is just the beginning. You can expand to other means of transportation such as those in the sky (i.e., planes) or in the water (i.e., boats) or used with manual power (i.e., bicycles).

In addition, the curriculum [Finding Wheels](#) by Anne L. Corn and L. Penny Rosenblum is a curriculum for non-drivers with visual impairments for gaining control of their transportation needs. Topics include the realization of being a non-driver, types of public transportation, and hiring a driver, to mention a few. Vehicles surround us and students would gain a lot of knowledge by exploring them, especially if they can explore unfamiliar vehicles, therefore being able to contribute to conversations and activities relating to vehicles. So buckle up and enjoy the ride!

Teddy Cars

What you need:

- ☞ 5 oz milk chocolate, melted
- ☞ 1 bag Milky Way bars (you will need 24)
- ☞ 1 box Teddy Grahams, honey flavor
- ☞ 1 medium size bag M&Ms



What you will do:

- ☞ Set out a tray or serving plate for the Teddies.
- ☞ Sort the M&Ms into colors and cut 12 M&Ms in half with a sharp knife to use for steering wheels (keep in mind steering wheel colors should not match with wheel colors).
- ☞ Remove the wrappers from the Milky Way bars.
- ☞ Cut 24 Teddies in half at the belly button using a sharp knife.
- ☞ Place the melted chocolate into a re-sealable bag and snip a tiny corner off. Squeeze out a few drops of chocolate to glue 4 M&M 'wheels' on each car then place on the serving tray.
- ☞ Place a few drops of chocolate on the top of each 'car' and place the Teddy on it.
- ☞ Place a drop of chocolate on the 'car' in the front of each Teddy and glue on steering wheels.
- ☞ Enjoy!!

Taking it to the Streets

October 15 is recognized nation wide as National White Cane Safety Day. Since 1964, this day has been set aside to celebrate all of the achievements of people who are blind or visually impaired and to acknowledge an important symbol of blindness and tool of independence, the white cane. All 50 states and the District of Columbia have laws in place concerning motor vehicles and pedestrians with white canes crossing streets. Here is South Dakota's White Cane Law

SDCL32-27-1: Motorists are required to yield the right-of-way to pedestrians making a proper crossing.

SDCL32-27-7. Motorists are required to stop for pedestrians who are crossing the street with the aid of white canes or dog guides REGARDLESS of whether or not they are in a crosswalk:

<http://legis.state.sd.us/statutes/DisplayStatute.aspx?Type=Statute&Statute=32-27-7>



On October 10, 2015 there was a celebration of **National White Cane Day** in Sioux Falls. Participants marched from the Downtown Public Library where they listened to presentations regarding White Cane Laws and enjoyed refreshments while socializing.

Gus Zachte Award By Deb Ver Steeg, SDAB Awards Committee Chairperson

This year's recipient of the Gus Zachte Memorial Award, Steve Kelsey, (our new Transition Specialist) was born and raised in Mitchell, South Dakota. While in high school, Steve held the record for making the most points in basketball; and it was not broken till 2000. He graduated from high school in 1974. Later, he attended Northern State University, focusing his studies on psychology and sociology. Steve graduated from Northern in 1984 and began work at the Aberdeen office of Service to the Blind and Visually Impaired in November of that year. During his time there, he excelled at job placements and closures of his clients. Steve worked there until July 21, 2015, at which time he took a position as Transition Specialist at the South Dakota School for the Blind and Visually Impaired. Both in his work and his personal life, Steve has been a tireless advocate for the visually impaired. He has been a member of the South Dakota Coalition of Citizens with Disabilities; he has served on the Aberdeen Mayors Committee for People with Disabilities; he has offered his expertise as a member of the Board of Service to the Blind and Visually Impaired for nearly ten years; and has acted as a guide for the Ski for Light event.



Steve has a son and a daughter and is married to Nancy. His interests include playing golf and basketball, working with antiques, and participating in hunting and skiing trips. As a member of SDAB for several decades, Steve has given much time, energy, and money to our cause. He has served on our board for several terms and has participated on several committees; and his talent as an auctioneer has helped us to raise funds. Not to be forgotten are his contributions of ideas and advice that have helped our organization to remain relevant and accomplish our goals.

Picture: Steve Kelsey receiving his award from 1st Vice-President Dawn Brush

Office Lens App



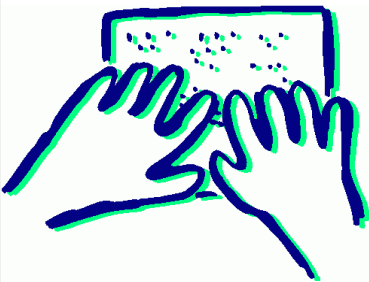
Office Lens trims, enhances, and makes pictures of whiteboards and documents readable. Office Lens can convert images to editable Word and PowerPoint files too. Office Lens is like having a scanner in your pocket. Like magic, it will digitalize notes on whiteboards or blackboards. Always find important documents or business cards. Sketch your ideas and snap a picture for later. Don't lose receipts or stray sticky notes again! For more information visit: <https://www.microsoft.com/en-us/store/apps/office-lens/9wzdnrcfj3t8>

Summer Program 2015

Another successful and busy summer program was held at the SDSBVI. Students were busy learning areas of the Expanded Core Curriculum (ECC). Areas in the ECC include Compensatory Skills, Assistive Technology, Career Education, Independent Living, Orientation and Mobility, Recreation and Leisure, Self-Determination, Sensory Efficiency, and Social Interaction. A highlight of the summer was an all school field trip to Pierre. This trip was planned to help celebrate the 125th birthday of our state. The first stop was the Cultural Heritage Center. Students learned about the history of South Dakota from the time it became a state in 1889 to the present day. Students had the opportunity to learn from a great tour guide and also were able to touch a variety of objects and exhibits.



The next stop was the State Capitol. Here the students, faculty, and staff were given a tour of each floor, saw where Governor Dugaard signs all the bills, and visited the Chambers for the Senate and House that meet each winter. Everyone also had the opportunity to walk around the World War I and II, Korean, Vietnam War, Fire Fighters, and Law Enforcement memorials. The students really enjoyed feeding popcorn to the ducks and fish in Capitol Lake. The day spent in the Capital City was very enjoyable and educational for everyone!



UEB – Unified English Braille Update

The United States members of the Braille Authority of North America (BANA) voted to adopt Unified English Braille (UEB) to replace English Braille American Edition in the U.S. These 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. BANA will be established on January 4, 2016, (Louis Braille's birthday) by which the United States will be implement UEB.

Two phases are left in the implementation:

1. 2015: Instructional year - Readers, producers, and educators will become proficient in UEB.
2. 2016: Implementation year - All new transcriptions will be produced in UEB; educators will teach the code. Devices and software will fully and accurately incorporate UEB.

BANA continues to post and update information and materials about UEB at:

www.brailleauthority.org

<http://www.brailleauthority.org/ueb.html> (or direct information)

Additional Resources:

Two print UEB symbol list charts in PDF which are best if printed on 11" x 17" paper.

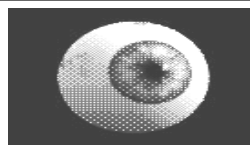
1. Duxbury - lists the contractions and short forms in alphabetical order:
http://duxburysystems.com/images/ueb_black.pdf
2. Aroga Technologies - presents the contractions and symbols by category:
<http://www.aroga.com/unified-english-braille-chart-tabloid-11-x-17-pdf-format/>

Braille Tutor App for the iPad® This app starts from the beginning of braille so it doesn't assume any knowledge. It's free through the alphabet (Lesson 19); to go further into contractions and short forms, it costs \$1.99. <http://ienabletechnology.com/braille-tutor/> or found in iTunes®: <https://itunes.apple.com/us/app/braille-tutor/id878463116?mt=8&ign-mpt=uo%3D4>

FOCUS ON THE EYE RETINITIS PIGMENTOSA (RP)

DEFINITION

Retinitis Pigmentosa (RP) is not one disease, but rather a group of retinal diseases with common attributes. It is a degeneration and atrophy (wasting away) of the rods and cones (light sensitive cells) of the retina and usually involves deposits of pigmentation on the retina. The incidence of RP seems to be about one in every 4,000. It is congenital, hereditary, and progressive. Severity and speed of vision loss vary with each form of inheritance. It sometimes does not manifest itself until adolescence. Though an individual may sometimes retain central vision, this disease can cause total blindness.



COMMON PROBLEMS

Tunnel Visual Field

Progressive loss of visual fields is a hallmark of Retinitis Pigmentosa. The visual field loss often begins as a donut like ring in mid-periphery. As it progresses both centrally and peripherally, the resultant tunnel vision begins to affect the patients' activities, driving, and mobility. Many patients still drive automobiles in the early stages of RP, but the risks for accidents increase as the field reduces. The functional field will be worse at night and in bad weather. Even RP patients in the early stages should not drive in these situations. As the field loss progresses, daytime driving must be curtailed. Studies suggest that on average, the visual field of the RP patient declines by 5% of the remaining field per year. Visual field loss can be aided with visual field awareness systems, such as press-on field awareness prisms and reverse telescopes.

Night Blindness

The other hallmark of RP is night blindness. It may be the first presenting sign. Our rod cells are sensitive to low light levels and these are the first cells to degenerate in RP patients. Thus at night, the RP patient's functional field becomes much worse and problems in mobility increase. Adding lighting around the patient's home, carrying a broad beam flashlight, and the use of infrared night scopes have all been used to aid patients at night. Since RP patients often wear tinted lenses, it is important to have clear lenses to use at night.

Light and Glare

When going into bright sunlight, those with RP are often overwhelmed by "white-out" debilitating glare. Dark plum and amber filters with side shields may help. When inside, a light amber filter in their general wear eyeglasses may help.

Double Vision

Tunnel vision interferes in the brain's ability to accurately control alignment of the eyes. To treat the resultant double vision, prisms may be used. In severe tunnel vision, the patient may report seeing "two separate worlds."

Cataracts

RP patients frequently develop a form of cataract, which may reduce visual acuity and increase glare. Often the RP patient simply assumes it is just the RP and fails to see his or her eye doctor. Removal of the cataract may lessen glare and improve visual acuity.

Visual Acuity

A portion of RP patients will experience a loss of central vision. The macular area may deteriorate, making it difficult for the patient to see detail, such as seeing faces or reading. Simple magnification and increased task lighting may be helpful. Minimal magnification and the contrast set to white letters on a black background may improve reading.

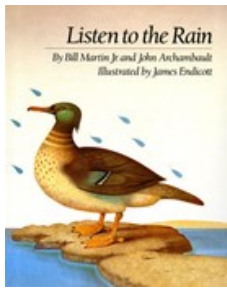
Combination Hearing and Vision Loss

Hearing impairment occurs frequently in RP patients. A unique syndrome of RP and profound congenital hearing loss is called Usher's Syndrome.

Emotional Adjustment

Doctors, family, and the patient must understand the emotional impact of diagnosing RP. Counseling may be advised for the individual who is told they may eventually be profoundly impaired and perhaps totally blind.

The information above is from "Understanding the Visual Problems of Retinitis Pigmentosa" written by Richard L. Windsor, D.D., F.A.A.O. and Laura K. Windsor, O.D., F.A.A.O. and published in the "Vision Enhancement Journal". (continued on page 11)



Story Box

Listen to the Rain

Bill Martin and John Archambault, illustrated by James Endicott

A Story Box is a great interactive tool you can use to develop concepts in children who are blind or visually impaired, including those children with additional disabilities. These boxes hold real objects for the child to examine as the story is being told instead of relying on pictures.

Additional activities with the Story Boxes can be incorporated to reinforce these concepts and build on others such as counting, labeling, or sorting.

☞ Materials: tape of rain sounds, rain coat, boots, water can, water, spray bottle

☞ Target Vocabulary: listen, whisper, sprinkle, roaring, pouring

☞ Pre-Teaching the Story: Take a walk on rainy days. Feel the rain fall from the sky. Talk about how the drops feel, big or little, how they are falling, fast or slow. Talk about the wind, the sounds of the rain on different surfaces. Take off your shoes and investigate what happens to dirt when it rains. Listen to the thunder talk about the different sounds the thunder makes.

☞ Procedure: Read the story, have your child pour water out of the can slowly and then quickly. Listen to the sounds of the water as it falls from different heights. Listen to it splash on different surfaces. Use the spray bottle and make mist. How is this different from sprinkles, or down pours? The next time, have your child demonstrate the types of rain as you read about them in the story.

For more Story Box ideas go to <http://www.pathstoliteracy.org/suggested-list-story-boxes-young-children>

To find more children's print/braille books check out www.seedlings.org or National Braille Press at nbp.org

Make a Toy Car

Supplies:

- ☞ Toilet Paper Tubes
- ☞ Acrylic paint
- ☞ Brads
- ☞ Cardboard
- ☞ Paper for decorations/stickers (optional)

Tools:

- ☞ Scissors / Craft knife
- ☞ Hole puncher
- ☞ Glue
- ☞ Paint brush



Instructions

- ☞ Paint the toilet paper tubes with acrylic paints using a paint brush (let dry).
- ☞ Draw circles on the cardboard – four large (wheels) and one small (steering wheel) for each car.
- ☞ Once all toilet tubes are painted and dried it's time to make the seat; make two 2" cuts along the length of cardboard, 1" apart.
- ☞ Make one cut across the tube at one end of the slits to form a flap.
- ☞ Fold over the flap – that would be the back of the seat.
- ☞ You can also paint the seat and – to hold it in place – use glue dot. Don't forget to glue on the steering wheel on the opposite side.
- ☞ Using the hole puncher to punch one hole in each large disc and into the toilet paper roll to mount the tire.
- ☞ Attach the discs wheels using the brads.
- ☞ Decorate your car with stickers to make each one unique.



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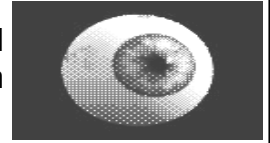
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FOCUS ON THE EYE RETINITIS PIGMENTOSA (RP)

(continued from page 9)

ADAPTATIONS AND TEACHING STRATEGIES

- ☞ Working as a team, consider positioning, seating, lighting, glare, characteristics of toys and materials, and the social/emotional growth of the student when making program recommendations.
- ☞ Awareness of lighting and its impact on the student's visual function is important. When moving from one lighting situation to another, give the student time to prepare for the transition. Provide opportunities for outdoor play during times when light is softer and more indirect, such as early morning or evening, or in shady areas. Bright glare from snow, sand, water, pavement, or dappled light where sun and shadows continually change can reduce a student's visual world. When the environment makes it difficult to see, the student must learn to rely on other senses.
- ☞ Understand that a student's visual function varies from day to day. Additional energy and effort to process visual information can cause fatigue, irritability, or "acting out" behaviors. Provide a variety of activities during the day.
- ☞ Provide good indirect lighting or position a light source behind the child. Never position a student directly facing the light source. To reduce glare on work or play surfaces, use a black or non-reflective dark fabric under materials.
- ☞ High contrast, uncluttered backgrounds, well defined pictures, and large print will make a significant difference in the student's ability to see printed materials.
- ☞ To compensate for a lack of depth perception, provide a student with repeated opportunities for exploration and movement in a variety of settings and lighting conditions.
- ☞ Have an open and positive dialogue with the student at home and school regarding RP. Encourage the student to acknowledge his/her needs and to self-advocate.

**SOURCES:**

www.aapos.org www.eyeeassociates.com www.lighthouse.org
www.lowvision.org www.rnib.org.uk

Compiled by SDSBVI Outreach Vision Consultants, September 2015
 Websites Updated September 2015

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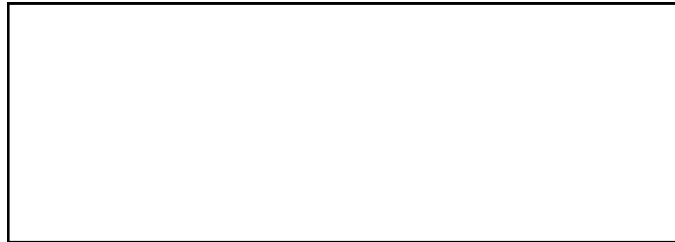


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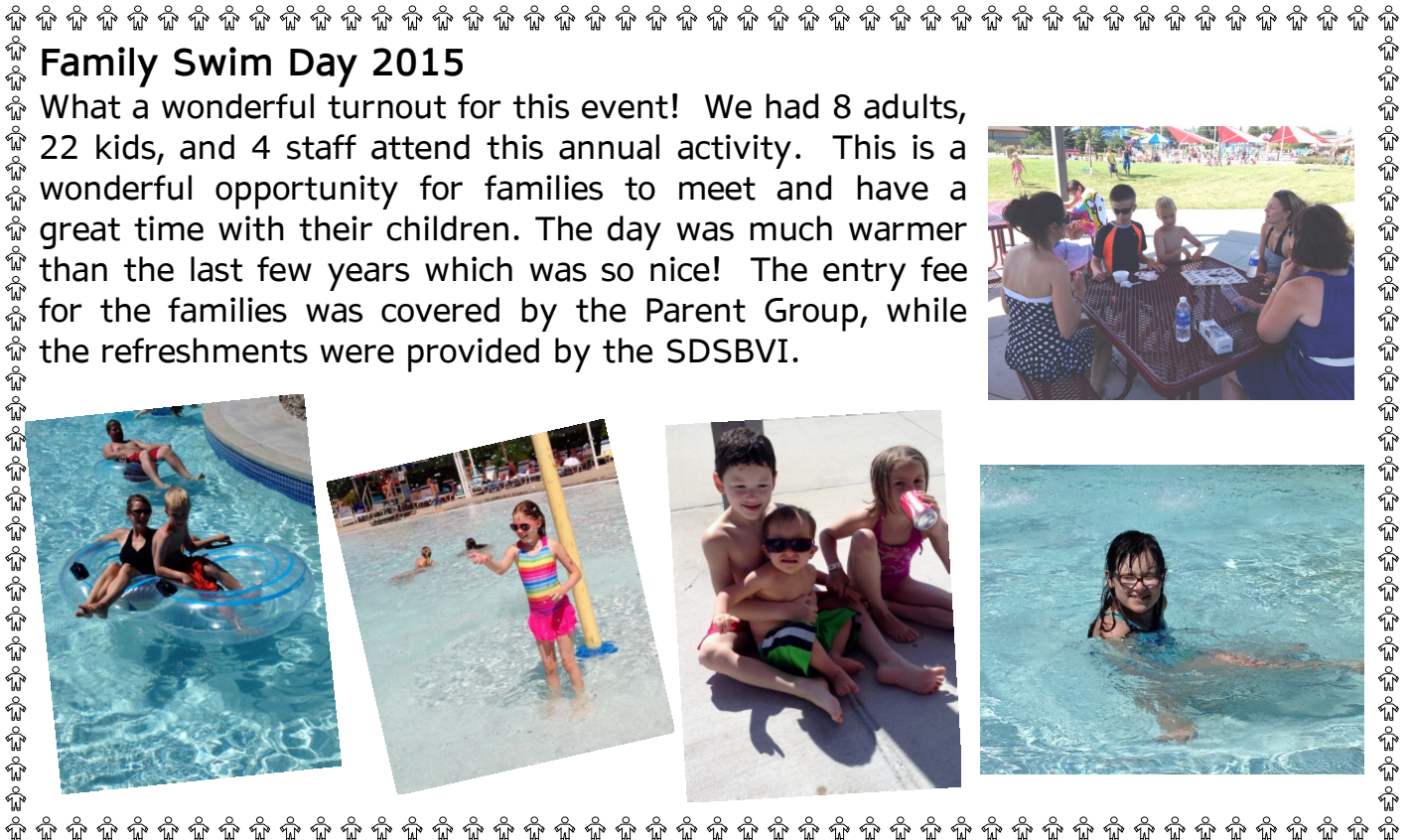
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Family Swim Day 2015

What a wonderful turnout for this event! We had 8 adults, 22 kids, and 4 staff attend this annual activity. This is a wonderful opportunity for families to meet and have a great time with their children. The day was much warmer than the last few years which was so nice! The entry fee for the families was covered by the Parent Group, while the refreshments were provided by the SDSBVI.

