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SD School for the Blind
and Visually Impaired

SPRING 2010
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Editor: Riki Nitz



TABLE OF CONTENTS

Page 1

- Calendar of Events

Page 2

- Summer Programs 2010
- 2010 Dakotas Chapter AER Conference

Page 3

- Incidental Learning—Apples, Apples, Apples!!

Page 4

- Focus on Your Future
- Digital Players

Page 5

- Light Box Activities
- Zubbles

Page 6

- Read To Me!!

Page 7

- DLTk'S Sites
- Tar Heel Reader
- Books Featuring Characters with Blindness and Visual Impairment

Page 8

- APH Materials—Recreation and Leisure
- Uncle Goose Blocks

Page 9

- Focus on the Eye—General Interpretation of Visual Acuity Levels

Pages 10/11

- Service to the Blind and Visually Impaired

Page 11

- Aberdeen Area Family Support Group
- Sioux Falls Area Family Support Group
- SD NAPVI

Page 12

- Consultant Contact Information

“You cannot do a kindness too soon, for you never know how soon it will be too late.”
Ralph Waldo Emerson

CALENDAR OF EVENTS

Aberdeen Area Family Support Group
March 30, 2010

Dakotas Chapter AER Conference
April 7-9, 2010—Aberdeen, SD

SDSBVI Last Day of School
May 28, 2010

Dare to Dream Conference
June 13-15, 2010—Sioux Falls, SD

SDSBVI Summer Programs
Session I—June 7-25, 2010
Session II—July 12-30, 2010

SUMMER PROGRAMS 2010

<u>Session I</u>	<u>Session II</u>
Week 1: June 7-11	Week 4: July 12-16
Week 2: June 14-18	Week 5: July 19-23
Week 3: June 21-25	Week 6: July 26-30

SDSBVI Summer Programs specifically address and provide opportunities for students to focus on the Expanded Core Curriculum (ECC) for Students with Visual Impairments. The ECC states that students with visual impairments need instruction in the following areas:

- Compensatory/Access Skills (e.g., an academic student uses braille to read the science textbook or uses an abacus in math class; a student with multiple impairments uses tactile symbols to communicate)
- Orientation and Mobility (e.g., students learn to travel as safely and independently as possible indoors and outdoors)
- Social Interaction Skills (e.g., an elementary student plays with friends on the playground; a high school student goes out on a date; students have many topics of conversation)
- Independent Living Skills (e.g., a kindergartner ties shoes; a high school student goes grocery shopping)
- Recreation and Leisure Skills (e.g., students participate in community events; students develop a satisfying recreational repertoire)
- Career Skills (e.g., an elementary student keeps up with his homework; a middle school student learns about potential careers; a high school student gets a part-time job)
- Assistive Technology Skills (e.g., a student with additional disabilities uses an augmentative communication device; an academic student uses JAWS to surf the web)
- Sensory Efficiency Skills (e.g., how your student uses auditory, tactile, sensory, and visual information)
- Self-Determination (e.g., students stand up for what they need and make their own decisions; students learn to live with the consequences of their decisions)

For more information, please contact SDSBVI at 1-888-275-3814.

SEE YOU THIS SUMMER!

2010 DAKOTAS CHAPTER AER ANNUAL CONFERENCE

“A Vision Beyond 20/10”

April 7-9, 2010 Ramada Inn–Aberdeen, SD

ATTENTION MATH TEACHERS!!

The featured presentation for the 2010 Dakotas Chapter AER Annual Conference will focus on **MATH**, and the featured presenter is *Susan Osterhaus*, Statewide Mathematics Consultant, Texas School for the Blind and Visually Impaired, Austin, TX. Her sessions will include “*Accessible Math Tools and Technology for Pre-K to 12+*” and “*Accessible Math Graphics.*” Mathematics Content Standards and problem solving and applying these standards across all grade levels will be discussed, as well as identifying and locating tools and technology for making materials accessible.

OTHER FEATURED PRESENTERS AND TOPICS:

- ♦ Dr. Curt Wischmeier–Affects of Smoking on Vision
- ♦ Candice Lee / Julie Van Dover–Tactile Experience Books
- ♦ Nancy Hartung–Diabetes
- ♦ Robert Prentice–Attitudes for Excellence and Time Management
- ♦ Bob Smith / Ardell Fiedler–What is O & M and Why Be Trained?
- ♦ Martin Pfothenauer–Review of Literature in Orientation and Mobility
- ♦ Paul Olson / Jane Mundschenk–Orientation / GPS / Web-based Mapping

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Registration and Conference information is available on the SDSBVI website: <http://sdsbvi.northern.edu>

ALL ARE WELCOME—ALL TEACHERS / ADMINISTRATORS / CONSUMERS / PARENTS / STUDENTS

SAVE THE DATE!! MARK YOUR CALENDARS AND PLAN NOW TO ATTEND!!

INCIDENTAL LEARNING...OR "LEARNING OUTSIDE OF THE BOX" APPLES, APPLES, APPLES!!!

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. For example, does your child know that an apple comes from a tiny seed or that apples are picked from an apple tree? Does he or she realize how many different ways apples can be prepared and eaten? For example, apples can be eaten whole or sliced, with dip such as peanut butter or caramel, or as dehydrated apple pieces. Apples are used to make applesauce, apple pie, apple crisp, apple jelly, apple butter, and apple juice. And best of all are caramel apples!

Apple activities:

- Visit an apple orchard during the different growing stages
- Discuss the various colors of apples: red / green / yellow
- Pick apples
- Compare and contrast the different brands of apples
- Cut the apple horizontally for a star image that can be used as a paint stamp
- Discuss the apple's various parts: peel or skin / flesh / core / stem / leaf / flower
- Use various apple kitchen tools: apple slicer / apple corer / apple peeler / apple juicer
- Play the "Apples to Apples" game

Books about apples:

- *Up, Up, Up! It's Apple-Picking Time* by Jody Fickes Shapiro
- *How Do Apples Grow?* by Betsy Maestro
- *Apple Fractions* by Jerry Pallotta
- *Applesauce* by Shirley Kurtz
- *Fluffy Goes Apple Picking* by Kate McMullan
- *Ten Apples Up on Top!* by Dr. Seuss
- *From Blossom to Fruit* by Gail Saunders-Smith



Web sites with apple activities:

<http://www.alphabet-soup.net/dir2/apple.html>
http://www.tooter4kids.com/Apples/apple_links.htm
<http://atozteacherstuff.com/Themes/Apples/>

And what about tomatoes, breads, pumpkins, grapes? The list goes on and on!

Be creative in teaching and provide opportunities to expand your child's knowledge of the world.

(Refer to the Fall 2009 Consultant Corner Newsletter for "potato" ideas.)

(Refer to the Winter 2010 Consultant Corner Newsletter for "eggs" ideas.)

A balanced diet is a cookie in both hands.

FOCUS ON YOUR FUTURE

**Coming to SDSBVI Fall 2010
"FOCUS SESSIONS"**

Focusing on the Expanded Core Curriculum through one week sessions at SDSBVI

SDSBVI Certified Teachers of the Visually Impaired will:

- ◆ Focus on the Expanded Core Curriculum (See Page 2 for ECC information)
- ◆ Provide concentrated sessions
- ◆ Teach students skills they can use in the school district classroom
- ◆ Provide tutoring to keep students current in their daily classroom assignments

Additional Information:

- ◆ Students remain enrolled in their home school which retains ADA count
- ◆ The program is free of charge for students who are visually impaired residing in SD
- ◆ LEA must provide transportation
- ◆ Students may commute daily or reside in dorms on campus
- ◆ Focus Sessions are offered the first week of each month during the school year
- ◆ Students may attend up to 8 weeks during the school year
- ◆ Individualized or small group instruction is designed to meet IEP vision specific needs
- ◆ Focus Sessions are available for students K-12 who need work on the skills of blindness as addressed in the Expanded Core Curriculum
- ◆ Focus Session teachers provide tutoring in academic coursework sent from the home school

**Academic Curriculum *Plus* Expanded Core Curriculum
*Equals***

Free Appropriate Public Education for Students with Vision Loss

NEW!!

DIGITAL PLAYERS



Remember that old big bulky heavy yellow 4-sided tape player? Well...it was time to have it replaced. The South Dakota Braille and Talking Book Library (B&TB) now has the new updated **Digital Player** available for all students with visual impairments in the state. If you currently have one of those old yellow tape players, you may be eligible to receive an updated player. And not only can you get a new player, but now you can register for BARD (Braille and Audio Reading Downloads). Download talking books from home or school any time of day or night! All you need is a high-speed internet connection, email address, USB flash drive, and knowledge of navigating the Web. To sign up for BARD, visit the SD Braille and Talking Book Library online for the application or contact your Reader Advisor at the State Library to learn more at 1-800-423-6665.

The South Dakota Braille & Talking Book Library provides many of the same books and magazines that are found at the public library, except they are recorded on flash drives and in Braille format. They even loan a digital player for playing these books. This service is paid for by federal and state funds and is provided at no charge to the student. This includes toll-free calls to the library, digital player replacement, and no postage when mailing materials back to the library.

LIGHT BOX ACTIVITIES

APH Light Boxes have a lighted translucent white work surface, providing a high contrast background for opaque materials and a source of illumination for colored transparent and translucent items. With the use of unique sets of materials from APH, as well as many everyday items, they help develop awareness of light, color, and objects and assist in the instruction of tracking, scanning, eye-hand coordination, visual discrimination, and visual perceptual skills.

- ◆ Put dress up items on the Light Box; have your child identify items and choose how he/she wants to dress up (for example, baseball hat vs. construction hat)
- ◆ Put a play hammer next to a play pan and let your child choose to play construction or play house
- ◆ Put a lipstick and perfume bottle on the Light Box and let your child choose between the two
- ◆ Trace outlines of make believe characters / action figures to make pictures of them and use the pictures to create a story
- ◆ Tell stories with "pictures" by using real objects on the Light Box to create a "Shadow Puppet" type of performance (for example, twigs make trees and a "Barbie" type doll becomes Goldilocks)
- ◆ Play "Break the Ice"
- ◆ Play hands-only "Twister" with a transparent color circle overlay on the Light Box
- ◆ Play table-top hockey (quarter with fingers)
- ◆ Make a woven pot holder, putting the hook and loops on a dimmed Light Box
- ◆ Thumb wrestle with a friend
- ◆ Fill a zip lock bag with various liquid materials (for example, hair gel, Jell-O, warm water, etc.) and add other materials, such as confetti, beads, or small foam shapes, and seal the bag
- ◆ Fill a clear plastic container with rice, popcorn kernels, or pasta; have the student scoop, pour, search for hidden items, etc.
- ◆ Make colorful transparencies of pages of a story to tell the class
- ◆ Match real objects to pictures
- ◆ String beads
- ◆ Put pegs in pegboard
- ◆ Place gel shapes or window clings on the Light Box
- ◆ Use colored cross stitch plastic screens for background color and/or texture
- ◆ Use bathroom appliques that are see-through and colorful and can suction to the Light Box
- ◆ Use colored bath beads
- ◆ Fill water bottles with mineral oil, food coloring, and sparkles



ASK YOUR CHILD WHAT HE/SHE WANTS TO DO ON THE LIGHT BOX!

ZUBBLES

The World's First Colored Bubbles

Invented by Tim Kehoe, ten years of experiments and discoveries went into developing Zubbles—bubbles that come in vivid colors. Zubbles combine the simple joy of bubbles with the beauty and magic of color, providing better contrast than clear bubbles and making them a unique product for children with low vision. Currently, Zubbles come in two colors—Presto Pink and Blazing Blue—with other colors being developed. Zubbles are non-staining and non-toxic and feature disappearing color.

Check them out at www.zubbles.com.

READ TO ME!!**100 Books for Children Ages Birth to Five Years**

(50 Books Winter 2010 Issue 2 / 50 Books Spring 2010 Issue 3)

Birth to One Year

1. Baby Danced the Polka—Karen Beaumont
2. Chugga-Chugga Choo-Choo—Kevin Lewis
3. Five Little Monkeys Jumping on the Bed—Eileen Christelow
4. Hug—Jez Albourough
5. I Kissed the Baby—Mary Murphy
6. Moo, Baa, La La La—Sandra Boynton
7. Oh, David!—David Shannon
8. Piggies—Audrey Wood
9. Splash!—Flora McDonnell
10. The Wheels on the Bus—Raffi

**One Year to Two Years**

1. Baby's First Laugh—Beverly Blacksheep
2. Don't Let the Pigeon Drive the Bus—Mo Willems
3. In the Small, Small Pond—Denise Fleming
4. Kitten Red, Yellow, Blue—Peter Catalanotto
5. Make Way for Ducklings—Robert McClosky
6. My Friend Rabbit—Eric Rohmann
7. Sleepy Boy—Polly Kanevsky
8. The Very Hungry Caterpillar—Eric Carle
9. Toes, Ears, and Nose!—Marion Dane Bauer
10. Where's My Teddy?—Jez Albourough

Two to Three Years

1. Caps for Sale—Esphyr Slobodkina
2. Click, Click Quackity-Quack—Doreen Cronin
3. Dinosaurs, Dinosaurs—Byron Barton
4. Freight Train—Donald Crews
5. Good Night Walk—Elisha Cooper
6. Hattie and the Fox—Mem Fox
7. Little Miss Spider—David Kirk
8. Seven Blind Mice—Ed Young
9. Story about Ping—Marjorie Flack
10. Ten, Nine, Eight—Molly Farrett Bang

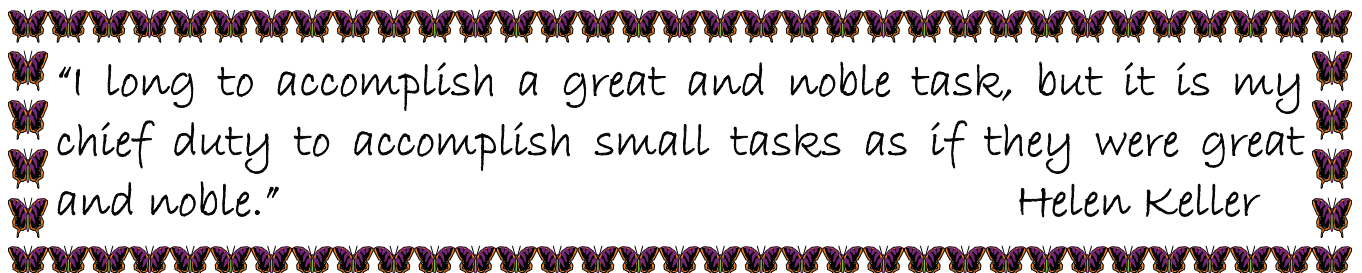
Three to Four Years

1. Book! Book! Book!—Deborah Bruss
2. Corduroy—Don Freeman
3. Giving Tree—Shel Silverstein
4. Green Eggs & Ham—Dr. Seuss
5. If You Give a Mouse a Cookie—Laura J. Numeroff
6. Katy and the Big Snow—Virginia Lee Burton
7. Madeline—Ludwig Bemelmans
8. Muncha! Muncha! Muncha!—Candace Fleming
9. The Snowy Day—Ezra Jack Keats
10. Where the Wild Things Are—Maurice Sendek

Four to Five Years

1. Alexander and the Terrible, Horrible, No Good, Very Bad Day—Judith Viorst
2. D. W.'s Library Card—Marc Brown
3. Gift Horse: A Lakota Story—S.D. Nelson
4. How I Became a Pirate—Melinda Long
5. Napping House—Audrey Wood
6. Stellaluna—Janell Cannon
7. The Polar Express—Chris Van Allsburg
8. Walter, the Farting Dog—William Kotzwinkle
9. White is for Blueberry—George Shannon
10. Wild About Books—Judy Sierra

Source: Institute of Museum and Library Services, SD Department of Education, South Dakota State Library, and your Public Library



"I long to accomplish a great and noble task, but it is my chief duty to accomplish small tasks as if they were great and noble."
Helen Keller

DLTK'S SITES

dltk-cards.com / dltk-kids.com / dltk-teach.com

Looking for a way to create themed writing paper? This website allows you to choose a theme for the top and bottom borders of your paper as well as choose a custom image to dress it up. You can also choose from a few different types of lines depending on whether you are a beginning printer or prefer to write on blank paper.

Or what about crafts? DLTK's Crafts for Kids features a variety of fun, printable children's crafts, coloring pages, and more, including projects for holidays, educational themes, and favorite cartoon characters.

Available also are choices for calendars, awards, bookmarks, certificates, greeting cards, and much more.

CHECK IT OUT! LOTS OF GREAT PRINTABLE IDEAS!

TAR HEEL READER**Books for Beginning Readers of All Ages**

The Tar Heel Reader is a collection of free, easy-to-read, and accessible books on a wide range of topics that can be downloaded. The books may be downloaded as slide shows in PowerPoint, Impress, or Flash format. Each book can be speech enabled and accessed using multiple interfaces, including touch screens, the IntelliKeys with custom overlays, and 1 to 3 switches.

You can also create your own stories and write your own books using pictures from the huge collection at Flickr or from pictures you upload.

Check it out at www.tarheelreader.org

This website is a result of a collaboration between the Center of Literacy and Disability Studies and the department of Computer Science at the University of North Carolina at Chapel Hill.

**Books Featuring Characters with Blindness and Visual Impairment****The Cay** by Theodore Taylor

A young American boy and an elderly West Indian man are stranded on a barren Caribbean island after a shipwreck that leaves the boy blind.

Grades 5-8

Timothy of the Cay by Theodore Taylor

Philip undergoes an operation to restore his sight and makes a return trip to the island he shared with Timothy.

Grades 5-8

Hannah by Gloria Whelen

A new teacher convinces an 1887 farm family to let their daughter who is blind attend school.

Grades 3-6

Brian's Bird by Patricia A. Davie

Eight year old Brian, who is blind, learns to care for his new parakeet and to appreciate his older brother.

Grades 1-3



APH Materials—Recreation and Leisure

<http://www.aph.org>

Wooden Constructo Sets

The *Wooden Constructo Sets* help children to develop creativity, problem solving skills, muscular coordination, manual dexterity, and construction concepts. All types of structures can be constructed using various lengths of hardwood which have been drilled with holes. Lengths are linked together with color-coded nuts and bolts.

Young children can construct simple shapes with the Junior Constructo Set, which contains 12 red bolts and 12 yellow nuts, 4 right-angle joints, and 10 wooden lengths of various sizes.

Older children can create more complex objects with the Constructo Set Supplement, which contains an additional 38 red bolts and 38 yellow nuts, 1 right-angle joint, and 35 wooden lengths of various sizes.

Recommended Ages: 4 years 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 these products or other APH products, please contact your area Outreach Vision Consultant.



UNCLE GOOSE BLOCKS

Braille Alphabet Blocks:

Our classic ABC blocks are also available in a Braille version. Great for families with visually-impaired members--parents or children. These blocks are also admired by teachers for the use of lower-case letters. The European style font makes this set not only functional because it is easily traced by little fingers, but attractive as well.

Ages 2+

Cost: \$37.00



Braille Math Blocks:

The Braille Math set of 16 blocks is embossed with numbers and math symbols (+, -, =) using the Braille Nemeth code. On two sides of each block a number or symbol is impressed into the block along with the corresponding Braille cell and a series of dots to represent the number. A great companion to our Braille alphabet block set.

Ages 2+

Cost: \$22.00



Braille ABC Blocks with Sign Language:

This 27-block set combines American sign language symbols with Braille and embossed letters along with traditional letter forms.

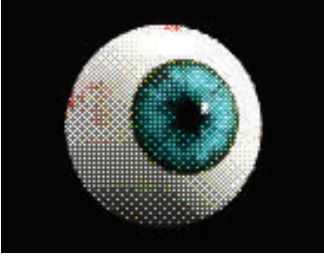
Ages 2+

Cost: \$37.00



www.unclegoose.com

“Success is living up to your potential. That’s all. Wake up with a smile and go after life. Live it, enjoy it, taste it, smell it, feel it.” Joe Kapp

FOCUS ON THE EYE**GENERAL INTERPRETATION OF
VISUAL ACUITY LEVELS**

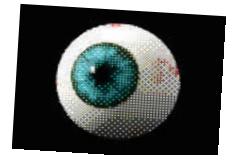
ACUITY	DESCRIPTION
20/10 20/15 20/20 20/25	NORMAL VISION <ul style="list-style-type: none"> ◆ If found at screening, no action is required ◆ Healthy young adults average better than 20/20 acuity
20/30 20/40 20/50 20/60 20/70	NEAR-NORMAL VISION <ul style="list-style-type: none"> ◆ Causes few serious problems, but should be explored for potential improvement or possible early disease ◆ 20/40 acuity is required for a driver's license in most states
20/80 20/100 20/125 20/150	MODERATE LOW VISION* <ul style="list-style-type: none"> ◆ Problems seeing details ◆ Reading distance less than 10 inches; special reading aid or magnifier usually provides adequate reading speed ◆ Students qualify for special educational assistance ◆ Cataract patients usually considered for surgery
20/200 20/250 20/300 20/400 CF ¹ 10 ft	SEVERE LOW VISION* ("Legal Blindness" in the United States) <ul style="list-style-type: none"> ◆ Reading requires high power magnifiers and/or a very short reading distance (4 inches—2 inches) ◆ Reading speed and endurance reduced ◆ Gross orientation and mobility generally adequate, but often have difficulties with traffic signs, bus numbers, etc. ◆ Individuals qualify for extra tax deduction, rehabilitation services, and various other forms of assistance
20/500 CF 8 ft 20/1000 CF 4 ft	PROFOUND LOW VISION* <ul style="list-style-type: none"> ◆ Performance with low vision devices dependent on optimal circumstances ◆ Highly motivated and persistent individuals can read visually with closed circuit TV (CCTV) or extreme optical magnification—others rely on non-visual means, such as Braille, talking books, radio, white cane, etc. ◆ Increasing problems with visual orientation and mobility
CF 3 ft LP ²	NEAR BLINDNESS <ul style="list-style-type: none"> ◆ Vision unreliable except under ideal circumstances—need to rely on non-visual means
NLP ³	TOTAL BLINDNESS <ul style="list-style-type: none"> ◆ No Light Perception

* Appropriate low vision devices should be prescribed by an eye care specialist certified in low vision. Instruction and practice in the use of prescribed low vision devices should be provided by the Certified Eye Care Specialist and/or by a Certified Low vision Therapist (CLVT®).

¹CF — Count Fingers

²LP — Light Perception

³NLP — No Light Perception



SERVICE TO THE BLIND AND VISUALLY IMPAIRED (SBVI)

Service to the Blind and Visually Impaired (SBVI) provides individualized rehabilitation services that result in employment and independent living outcomes for South Dakotan adults who are blind or visually impaired. SBVI has 4 district offices located in Aberdeen, Pierre, Rapid City, and Sioux Falls, providing state wide coverage for services from two programs: Vocational Rehabilitation (VR) and Independent Living (IL). Rehabilitation Counselors are responsible for delivering services in the Vocational Rehabilitation Program; Rehabilitation Teachers are responsible for delivering services in the Independent Living Program.

Vocational Rehabilitation services are provided through an Individualized Plan for Employment. Jointly agreed to by both the consumer and Rehabilitation Counselor, this plan allows consumers to make informed choices in selecting occupations that lead to meaningful employment in a broad range of careers. Services vary greatly based on individual needs.

Eligibility for the VR program requires that individuals have a visual disability that interferes with obtaining or retaining employment. The individual must be able to benefit from services in terms of an employment outcome and must require vocational rehabilitation services to achieve that outcome.

Services provided through the VR program may include, but are not limited to:

- ✦ Vocational Counseling—Throughout the VR process, a Rehabilitation Counselor will assist in planning for the future and help resolve problems along the way.
- ✦ Work Skills—In order for people to become employed, they must have vocational skills needed by employers. If an individual is lacking skills, training may be provided on-the-job, through supported employment, at a vocational technical school, or at a college or university.
- ✦ Skills of Blindness Training—SBVI staff are trained to assist individuals who are blind or visually impaired in the areas of orientation and mobility (independent travel), communications (Braille, money identification, writing guides), computers, and home making skills (cooking, cleaning).
- ✦ Job Site Accommodations—For some individuals, special equipment or changing the way the job is done will be necessary in order to meet the work requirements of an employer. This may involve purchasing special equipment or redesigning a work area.
- ✦ Medical Services—Laser treatment or corrective surgery may be needed for an individual to obtain or maintain employment.
- ✦ Job Placement—The focus of all services is to enable the applicant to obtain or keep a quality job. The applicant and the Rehabilitation Counselor will develop a placement plan that will assist in finding a job in the work force.
- ✦ Employer Services—Many employers have questions about how best to accommodate the needs of a worker with a disability. Free technical assistance is available to employers in our state.

The purpose of Independent Living services is to assist people with significant vision loss to live more independently. Rehabilitation Teachers work with individuals to teach alternative techniques of doing everyday activities. Services are usually delivered in the individual's home, but can also be provided in various environments in the community, such as grocery stores or senior centers. While Rehabilitation Teachers can serve individuals with vision loss who are also served by the VR program, the IL program primarily serves individuals over the age of 55 who are living in their home or apartment.

Eligibility for the IL program requires that an individual have a significant visual impairment, a substantial limitation in ability to complete activities independently, and a reasonable expectation that IL services will assist the individual.

Services available through the IL program may include training in travel skills through the use of a white cane or an individual as a guide, communication skills such as developing techniques for writing and accessing printed materials, developing Braille skills, managing personal schedules through talking watches or large print calendars, learning new skills for managing the home environment, and having meaningful leisure activities.

Through the generosity of individuals making donations to SBVI in memory of loved ones, SBVI implemented the Closed Circuit Television (CCTV) Lease/Loan Program in 2004. A CCTV is a camera and monitor system that magnifies script or pictures up to sixty times its size. The program makes CCTVs available to consumers of the IL program over 55 years of age who cannot otherwise afford them. Since 2004, over 165 units have been purchased for the program and 236 individuals have borrowed or leased a CCTV for use in their home.

SERVICE TO THE BLIND AND VISUALLY IMPAIRED (SBVI)

(Continued from Page 10)

In addition to Vocational Rehabilitation and Independent Living Programs, SBVI has operated the Business Enterprise Program (BEP) since 1970. This program is available through the Randolph Shepard Act of 1936, which was passed to give priority to blind persons to operate vending facilities on Federal property. The South Dakota BEP currently consists of five vendors and six vending locations on both state and federal property. And thanks to an agreement with the State Department of Transportation, the BEP is also responsible for all the vending at the South Dakota interstate rest areas which provide income to help with expenses of operating the program.

If you or someone you know is interested in receiving services through the VR, IL, or BEP programs offered by Service to the Blind and Visually Impaired, please contact any staff member. Toll free numbers for contacting local SBVI district offices across the state are:

Aberdeen—800-439-3417 / Pierre—877-873-8500 / Rapid City—800-439-8861 / Sioux Falls—800-265-9679

Sandy Neyhart
Program Manager
SBVI

**ABERDEEN AREA FAMILY SUPPORT GROUP**

The Aberdeen Area Family Support Group met on February 19th. The topic of discussion was Touch and Feel/Tactile Books. Participants had the opportunity to learn more about appropriate books for children with visual impairments. Due to scheduling difficulties and thus very low attendance at the meeting, this topic will be presented again in April (date to be determined). Also, if you would like to get a taste of similar information, Julie Van Dover and Candice Lee, SDSBVI staff, will be giving a presentation on Tactile Experience Books at the AER Vision Conference in Aberdeen on April 8th. (See AER Conference information on page 2 of this newsletter.)

On March 30th, Amy Scepaniak will be talking about audio books and digital readers. We will explore the various types of book readers, how to download books, and what services are available for students with visual impairments.

Look for more information on upcoming meetings.

For more information about the Aberdeen Area Support Group, contact Amy Scepaniak at 605-626-2580 or 1-888-275-3814 or email her at scepania@sdsbvi.northern.edu.

SIoux FALLS AREA FAMILY SUPPORT GROUP

For information regarding upcoming meetings for the Sioux Falls Area Family Support Group, contact either Indira Dillon at 605-995-8191 / indira.dillon@sdsbvi.northern.edu or Julie Van Dover at 605-626-2580 or 1-888-275-3814 / vandovej@sdsbvi.northern.edu.

SD NAPVI

SD NAPVI, a Chapter of the National Association for Parents of Children with Visual Impairments (NAPVI), was organized with funds from a mini-grant from the SD Foundation for the Blind and Visually Impaired. Anyone can join the SD Chapter by simply becoming a member of NAPVI. The cost to become a member of NAPVI is \$40. The Foundation has agreed to "match" any interested parent by paying half of their membership for the first year. For more information about joining, contact an officer.

SD NAPVI BOARD MEMBERS:

<u>Co-Presidents:</u>	Karla Schlosser, 1424 N Arch, Aberdeen, SD 57401, 605-225-5482, dschlossr@msn.com Elaine Fritz, 500 Kyle Ave, Baltic, SD 57003, 605-529-6052, efritz@siouxfalls.org
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