

CONSULTANTS'



SD School for the Blind
and Visually Impaired

OSPREY SPRING 2012 Volume 14 Issue 3

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Family Weekend
MARK YOUR CALENDAR!!!!
July 7-8, 2012
 The Outreach Consultants are planning for the 2nd Annual Family Weekend. This is the weekend that precedes our second session of summer school so your child can be here and ready to start the 4th week. Plan to arrive by noon on July 7th and depart at noon on the 8th. We will have activities for the whole family, guest speakers, hands on experiences, and much more. Look for more information in the future.



CALENDAR OF EVENTS

AER Dakotas Chapter Conference (<http://sdsbvi.northern.edu>)

Aberdeen, SD: April 11-13, 2012

National Federation for the Blind (NFB) Conference

Rapid City, SD: April 13-14, 2012

Youth in Leadership Forum (www.tslp.org/YLF.htm)

Aberdeen, SD: June 3-7, 2012

Dare to Dream Conference (www.sd-ccd.org)

Spearfish, SD: June 10-12, 2012

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

Aberdeen, SD: June 10-June 29, 2012

July 8-July 27, 2012

SDSBVI Family Weekend

Aberdeen, SD: July 7-8, 2012

Transition Week

Sioux Falls, SD: July 15-19, 2012

NAPVI National Conference (www.familyconnect.org)

National Association for Parents of children with Visual Impairments: Newton, MA: July 27-29, 2012

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.

June

- Go through doors that open automatically. Listen to the sounds.
- Help dig out the stump of a tree. See how deep the hole is.
- Collect old keys. Put them on a chain.
- It's a hot day at the beach. The sand is hot. Put down a blanket to lie on.



July

- Buy gum a gumball machine. Save coins for next time.
- Help use an extension cord. Set up a fan or radio using a cord.
- Find things that float in the pool.
- Walk in and around a cornfield.



August

- What is junk mail and what isn't? Throw away the junk mail.
- Find an empty bird's nest. Where is it in the tree?
- Make fruit drink or lemonade.
- Check out a treehouse.



September

- This is a day of choices. You decide what to eat, what to wear, where to go, what to buy.
- Borrow something from neighbor like a rake or sugar.
- Get letters ready to mail. Put stamps on them.
- Go to the fire station. See the fire truck. What else is in the fire station?



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).



Congratulations!

In a "surprise announcement" at the Aberdeen Chamber of Commerce's "Community Champions Luncheon" Superintendent Dr. Marjorie Kaiser was honored with the "Woman of Spirit" Award. The award honors a woman from the Aberdeen area who has attained the highest level of professional excellence in her business or profession and has devoted time and energy to the community.



Be careful of your thoughts; they may become words at any moment – Lara Gassen

Dakotas Chapter AER Conference

The Dakotas AER Vision Conference will be held April 11-13, 2012 in Aberdeen, SD. This conference features topics of interest to professionals in the field of vision and other related disciplines.

FEATURED PRESENTERS AND TOPICS INCLUDE:

- ☞ Keith Bundy - Technology (iPad) and Keynote Speaker
- ☞ Robert Kean - Advocacy
- ☞ Jane Ann Rayman - Project SEARCH
- ☞ Tevan Fischbach, Diane Agnitsch, Dr. Marva Gellhaus, Candee Lien, and Deb Johnson - Braille Literacy
- ☞ Natasha Thomas - "I found it!" (benefits of music therapy with students who are blind and visually impaired)
- ☞ John Eckrich - Adaptation: How Can We Assist you? (communication/environmental aids)
- ☞ NSU Professors - Gerontology
- ☞ Dr. Curt Wischmeier - Macular Degeneration
- ☞ Dr. Marjorie Kaiser and Carmen Suminski – American Printing House materials



We welcome and encourage Parents, Teachers, Special Education Teachers, Teachers of the Visually Impaired, Occupational Therapists, Orientation and Mobility Specialists, Rehabilitation Therapists, and anyone working or interested in the field of vision to attend this conference.

Location: A block of rooms has been set aside at the Ramada Convention Center in Aberdeen, SD. Room reservations can be made by calling 605-225-3600. Registration and Conference information is available on the SDSBVI web site at <http://sdsbvi.northern.edu> or contact Jane Mundschenk at 1-888-257-3814 or [mundschj@sdsbvi.northern.edu](mailto:mundschi@sdsbvi.northern.edu) for more information.

Books Featuring Characters with Visual Impairments

Lumber Camp Library by Natalie Kinsey-Warnock (Grades 2-5)

In this story set in the early 19th century, 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 ten siblings. She is befriended by an older blind woman who shares her large collection of books. When Ruby begins teaching the lumberjacks to read, she realizes that she can still pursue her dream of being a teacher.



Mirror, Mirror on the Wall: The Diary of Bess Brennan by Barry Denenberg (Grades 4-9)

In 1932, Bess is blinded in a sledding accident at the age of twelve. She becomes a student at Perkins School for the Blind, where she finds new friendship, independence, and self-confidence.

Things Not Seen by Andrew Clements (Grades 5-9)

Fifteen-year-old Bobby wakes up invisible one day. His parents don't deal with this development well, so Bobby sets off for the library to find his own solution. He meets Alicia, a blind girl who becomes his friend and partner in adventure, and who helps him find a way to deal with his dilemma.



The Window by Jeanette Ingold (Grades 6-9)

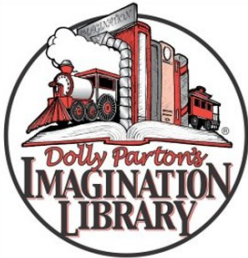
Fifteen years old and blinded by the accident that killed her mother, Mandy has just moved to Texas to live with relatives she has never met. She explores the mystery of her family history and learns about her own strengths and resilience as she makes a new life for herself.

Talking Book Library News

Summer Reading Program Moves to Local Libraries

The South Dakota Braille and Talking Book Program is changing its Summer Reading Program. Karen Duenwald, Educational Materials Coordinator, is working with public libraries to help offer summer reading programs that are accessible to all children. There are over 100 public libraries in South Dakota that offer a reading program. We encourage children to attend their local public library's Summer Reading Program. If you have any questions about a program near you, contact Karen at the State Library at 1-800-423-6665 or Karen.Duenwald@state.sd.us.

American Printing House for the Blind and Dolly Parton's Imagination Library Partnership



The American Printing House for the Blind (APH) and the Dollywood Foundation are pleased to announce a partnership that expands Dolly Parton's Imagination Library (DPIL) to provide young children who are blind and visually impaired with accessible books.

Audio Books: Thanks to the partnership and support from the Penguin Group USA there is also a growing collection of audio files of DPIL books for free downloads.



Print/Braille Books: The partnership will also make it possible for APH to produce selected Imagination Library books in a print/braille format. APH will select five titles from the DPIL booklist, those most appropriate for a child with a visual impairment, to be translated into braille. Learn more about the APH/DPIL partnership at www.aph.org/dolly-partons-imagination-library/index.html

Goodbye Click & Drag: Hello Tap & Swipe

The Outreach Vision Consultants have received iPads for work and we are very excited about all the ways we can use this device to do our jobs and all the possible uses for students. The iPad uses a touchscreen so now your finger is the pointing device. The following are a few methods and some terminology used to operate the iPad.

Tap Once: open applications, choose a field, select an item in a list, follow a link online

Tap Twice: enlarge or reduce the display of a webpage or zoom in and out of Maps app

Pinch and Unpinch: an alternative to tap twice method (use thumb and pointer finger at the same time to stretch and shrink) when looking at photos, maps, webpages, or email messages to quickly reduce or enlarge

Drag and Scroll (Swiping): press your finger to the screen and drag to the right, left, up, or down to move the screen

Flick: scroll more quickly on a page, quickly flick finger on the screen in the direction you want to move

Tap the Status Bar: (top black line with clock and battery usage) move quickly to the top of a list, webpage, or email message

Press and Hold: to select text and editing tools; it will allow you to cut, copy and more; it also allows you to reposition the insertion point under the magnifying glass icon



An additional tip is to swipe down from the top of the screen with one finger to display the notification center, which lists all messages, mail, calendar events, and more in one spot.

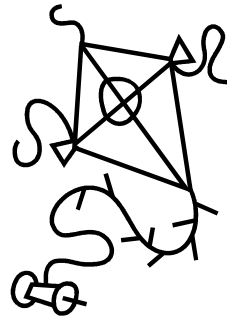
The best part of all is that iOS devices are completely accessible! If you go into settings, general, and accessibility there are options for vision. VoiceOver is for blind users and Zoom is for low vision users. Try them out, they are easy to use and come with your iPad!

Arts and Crafts - Homemade Kite

Now that spring is here families are spending more time outdoors. Here is a fun way to spend some time with your youngster.

Materials:

- | | |
|--------------------------|--------------------------|
| Kite String | Scotch Tape or Glue |
| Plastic (bags or sheets) | 2 Dowel Rods (24 inches) |
| Scotch Tape | Ruler |
| Black Markers | Scissors |



Let's go fly a kite!!!!

Directions:

- Step 1:** Mark the center points of both dowels. Then, on one, mark halfway between the first mark and the end of the dowel.
- Step 2:** Lay the plastic on a flat surface. Lay the dowel with two marks on it vertically then place the second dowel horizontally on the first dowel matching the mark to the mark closest to the end making a cross.
- Step 3:** On the plastic, mark the ends of the dowels. Remove the dowels and using a yard stick, connect the dots.
- Step 4:** Using tape or string secure the dowels together using a crisscross pattern.
- Step 5:** Cut out the diamond shape, then replace the dowels.
- Step 6:** Use 4 short rectangles of tape to fold over the ends of the dowels. First do the vertical dowel, sticking tape down and over the edges as indicated by the rectangles in the photo. Wrap the tape over and under, onto the other side of the plastic. Then do the ends of the horizontal dowel. This is the trickiest part of this 'kite for kids' project.
- Step 7:** Cut a strip of the plastic 2-3 inches wide and approximately 240 inches long; pieced together if needed.
- Step 8:** Tie one end to the bottom of the vertical dowel.
- Step 9:** Where the dowels cross, poke 2 small holes, one on either side of the dowel, in the plastic. Now cut off 50 feet of your string. Poke one end of the string through the hole and securely tie it around the dowels. Do the knot which ever way you find easiest. You're nearly ready to fly this kite for kids!
- Step 10:** Wind up the remaining string or thread onto a small block of wood or stiff card, starting from the free end. There's no need for a fancy shop-bought reel when making a kite for kids.

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PERKINS School for the Blind Perkins Webcasts (<http://www.perkins.org>)
 ALL WE SEE IS POSSIBILITY Perkins series of on-demand webcasts are presented by experts in the field of visual impairment and deafblindness. Whether your interests are professional or personal, you will find topics of interest. In our spring addition a year ago, we printed several of the webcasts that were available; since that time several more have been developed. The titles listed below are available to watch via webcast. After viewing a webcast, Perkins encourages you to converse with the presenter, link to additional information on the topic, or download the presentation outline by clicking on the designated button. Webcasts available to view are listed below:

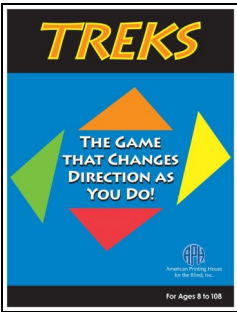
Let's Get Cooking – In this webcast Ben Chamberlain, Teacher of the Visually Impaired and Independent Living Specialist at Perkins School for the Blind, talks about how to organize and plan a cooking activity, use recipes as organizational tools, use adaptive techniques to make the process easier and safer, and adapt equipment to make it easier for the student to use.

Cortical Visual Impairment - In this webcast Ellen Mazel, M.Ed. talks about the diagnosis of cortical vision impairment (CVI) and the resulting implications. Ellen shares strategies for assessment and intervention and emphasizes the importance of early intervention. This webcast provides excellent information for parents and teachers who are just learning about cortical vision impairment.
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APH Educational Materials

The Early Braille Trade Books Project

Recognizing the lack of early reading materials for young braille readers, the American Printing House for the Blind (APH) initiated the Early Trade Books Projects. Currently, there are two different sets in this product line (the Sunshine and the Twig), each offering two kits of commercially produced books (each kit sold separately) and your choice of either contracted or uncontracted labels, which you place in the books. In addition to the book series, teachers can access an interactive website that helps them to select books appropriate for each child, based on the contractions the students know. They can also select books by genre, how it relates to the core curriculum and expanded core curriculum, or by which unit of Building on Patterns the child is working in. Teachers can even track individual children's progress and the books they have read.



TREKS: The Game of Compass Directions

TREKS is designed to be challenging, educational, and enjoyable. Like a good walk outdoors, it is full of variety. You can change the game to make the play simpler or add rules to make it more complex. And, as each game progresses, your strategy for winning can change! The goal of the game is to be the first player to move all five of your pieces (treksters) from your own home row into the opponent's home row across the board. After each move, you must announce the direction and the number of spaces moved by each trekster. For example: I moved this trekster four spaces east and this trekster one to the south. If you forget to make this announcement, your opponent may call out your omission and undo your move!

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.

Sir Black Beary

A highlight of the SD Association of the Blind Convention is a spirited auction. The two most unusual items on the auction block are the banquet's Master of Ceremony and a traveling black bear. This year Dr. Marjorie Kaiser won the bid and the black bear has come to spend a year at the SDSBVI. No sooner did he hit campus than he was given a school shirt and then the students decided he needed a real name. Since its arrival coincided with our Homecoming, a naming contest was held and "Sir Black Beary" was chosen. He has been very busy meeting the Aberdeen Roller Girlz and NSU's Mascot "Thunder"; he was involved in the Quilts of Valor program, the Lions Christmas Party, the I Hate Winter Party, room cleaning, sledding, our 112th Birthday party and many other campus events. He has also traveled all over the state of South Dakota as well as to Minnesota with students for a track meet. He went to Dallas, TX for an American Foundation for the Blind Board meeting and to Louisville, KY for the annual meeting of the American Printing House for the Blind. While in Louisville, Sir Black Beary had the opportunity to meet and have his picture taken with many of the leaders in the blindness field.



Sir Black Beary is really looking forward to more on-campus activities and traveling. Be sure to stop and say "Hi" if you visit the campus in Aberdeen or see him on facebook (South Dakota Association of the Blind).

Labeling in the Home - Appliances

In our previous two newsletters we shared ideas about how to help your child stay organized through various means of labeling. Ideas were given for labeling various types of containers as well as marking and labeling clothing. The same kinds of techniques can be used to mark and label appliances.



Various types of materials can be used to label appliances.

- Permanent markers can be used to label appliances. Markers offering high color contrast would be the best choice.
- Braille and tactile adhesive labels can be attached directly to appliances.
- Raised dots as colored or clear plastic with adhesive backing or raised foam with adhesive backing can be purchased and attached to appliances.
- Pens containing a plastic liquid (which eventually dries) will make raised lines, dots, and shapes written directly onto the appliance.



These labeling materials can be purchased at places such as www.maxiaids.com or www.IndependentLiving.com.

These labels can then be placed directly onto appliances. For example, the various browning levels of a toaster can be labeled by putting a written dot or tactile dot on each level shown by the knob. The same type of labeling can be done on other appliances such as the stove knobs or washing machine knobs. Other appliances have buttons. Labels can be put on or beside these buttons with written or tactile marks.

Sound is an important feature to utilize what is standard on some appliances. For example, the oven temperature button may beep each time you increase or decrease the temperature setting. On the stove, you may hear the knob click as you turn, and that will help you determine if you are on a high or low setting. Labeling areas in the refrigerator will also offer assistance in saving time to sort through items in the refrigerator: one shelf can be drinks, another shelf for condiments, and a drawer for fruits and vegetables.

Small appliances, such as toasters, blenders, and food processors can be put away inside of cupboards. Labeling the cupboard will help decrease search time and keep the kitchen organized. Hopefully these hints will help to improve your child's independent skills around the home. Resource: http://www.visionaware.org/labeling_marking

Quilts



LeAnn Wurtz and her mother Judith were visiting with their Outreach Vision Consultant Amy Scepaniak about what kinds of jobs a young girl, such as LeAnn, with her visual impairment could have on a Hutterite Colony. After a visit to the SDSBVI, LeAnn and Judith Wurtz learned of the wish of some of the newer students for a snuggling quilt. The project became a community effort where the ladies at the Brentwood Colony sewed 16 beautiful quilts that were given to the students.

(pictured top left - LeAnn and Judith)

"We love to give back because we have so much and this is a small way we can help others"
Judith



"LEARNING OUTSIDE OF THE BOX"

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

FLUSH - how many definitions can you think of for **FLUSH**?

FLUSHING a toilet may be the first thing that comes to mind! But **FLUSH** can be used in a variety of ways:



FLUSH can be a blush, a rosy glow, or a sudden rush of excitement or anger shown on our face. You can also **FLUSH** a bird when out hunting, meaning to rouse and cause to start up or fly off. What a great opportunity to go out and enjoy nature with your child---take a walk out in the country and see how many birds you can **FLUSH**!



What about a **FLUSH** while playing cards? This lends itself well to pulling out a deck of cards. Have your child look for the regular **FLUSH** of any 5 cards of the same suit; a straight **FLUSH** is 5 cards of the same suit in sequence; a royal **FLUSH** is the ace, king, queen, jack, and 10 of the same suit.



FLUSH is also used in the sense of having direct contact with or being right next to something, such as

when the table is **FLUSH** against the wall.

FLUSH can be defined as being abundant or plentiful, as with money. How many other words can your child come up with that have multiple meanings? What a fun active game to do with them and their friends!

NAPVI "Families Connecting with Families"

An International Conference covering all aspects of raising a child with a visual impairment, the 2012 Conference will include:

- Interactive sessions and panel discussions to address parents' most pressing interests
- Networking with other families and professionals
- FREE daycare program for children and activities designed especially for teens
- Fun for the whole family with special receptions and events

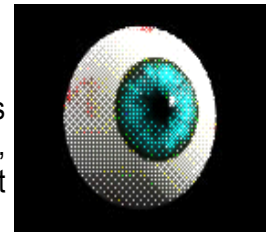
The Conference will be held at the Boston Marriott Newton in Newton, MA on July 27-29, 2012.

This beautiful hotel is also an ideal family vacation destination, featuring special discounted hotel rates for the Families Connecting with Families Conference. The Boston Marriott Newton is centrally located:

- Walking distance to kayak or canoe your way from the hotel into Boston along the scenic Charles River
- 12 miles from the Boston Children's Museum, Museum of Science, New England Aquarium, Minute Man Historical Park and much more!
- Take a walk through history along Boston's Freedom Trail or a Duck Tour

NAPVI website: <http://www.spedex.com/napvi/>



FOCUS ON THE EYE**CATARACTS****DESCRIPTION / SYMPTOMS**

A cataract is a clouding or opacity of the lens. Etiology includes heredity, congenital anomalies associated with disease or syndrome, infection, severe malnutrition or drugs during pregnancy, systemic disease (diabetes), trauma (head injury or puncture wound), and normal aging. Most cataracts are bilateral, but usually progress at different rates in each eye.

Symptoms include a whitish appearance of the pupil and blurred vision or decreased acuity, especially at distance. Congenital types of cataracts may also include nystagmus, squinting, and photophobia. Traumatic cataract symptoms include a general redness and irritation of the eye and may be complicated by infections, uveitis, retinal detachment, and glaucoma.

TREATMENT

The only medical treatment for cataracts is surgery. Where cataracts are small or centrally located, acuities may be improved by the regular use of dilating agents. Dilation of the pupil allows the individual to see around the cataract. Congenital cataracts, other than those caused by rubella, should be removed within the first few months of life if acuity is to develop normally. The procedure usually involves removing the entire lens. The eye is then known as aphakic. Aphakia, or loss of the lens, means the eye has lost the ability to accommodate—to focus an image clearly on the retina. An artificial lens may be implanted, or contact lenses or glasses may provide the accommodative power of the missing lens. For near tasks, reading glasses or bifocals will be prescribed. Depending on the type of surgery, secondary cataracts sometimes reappear and repeat surgery is necessary.

- ☛ Senile cataract removal is followed by one or more of the following: cataract glasses, contact lenses, or intraocular lens implant.
- ☛ Complications of cataract surgery include vitreous and/or retinal detachments and glaucoma.
- ☛ Genetic counseling may be indicated.
- ☛ Children with cataracts caused by maternal rubella usually do not have surgery until at least age 2, since the live virus is present in ocular tissues many months after birth. Such children have a less favorable prognosis for good acuity following surgery, since the period for retinal stimulation has passed.

IMPLICATIONS

With cataracts, vision is usually blurred or indistinct, but this depends on the size, position, and density of the opacity. Cataracts cause reduced visual acuities. Generally the decrease in visual acuity is directly proportional to the size, position, and/or density of the cataract.

- ☛ As the cataract progresses, near vision is affected first.
- ☛ Cataracts cause light to be scattered over the retina, meaning that bright light and glare will usually cause problems for the individual.
- ☛ Night vision is not usually affected.
- ☛ Color vision may be affected, especially the perception of blue.

SUGGESTED TEACHING STRATEGIES

- ☛ Ensure that all staff working with the student with cataracts, including replacement teacher and volunteers, is aware of the vision impairment and its educational implications.
- ☛ A child with a central, unoperated cataract may have some unusual head positions. These should be tolerated and allowed, as the child is essentially “looking around the cataract”.

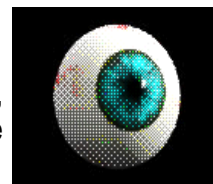
In The Classroom

- ☛ Seating position within the classroom is critical. Glare must be minimized. The student usually needs to be seated close to the front of the class with the source of glare behind. If too much light enters the room, blinds or artwork can be placed over windows.
- ☛ The use of shiny surfaces (white boards or shiny paper for flashcards or worksheets or shiny table tops) should be avoided as they can reflect light toward the student’s eyes.

(Continue on page 10)

FOCUS ON THE EYE**CATARACTS**

(Continued from page 9)



- ☛ Reading material often needs to be modified, such as the use of tactual diagrams, audio format, braille, enlargement. For young students, it may be sufficient to bring reading material close to the eyes.
- ☛ Utilize high contrast materials, such as black text for writing, colored paste, clear bold illustrations for cutting.
- ☛ For writing sheets or exercise books, creamy or gray colored paper may be better than pure white paper; however, remember that contrast is also important.
- ☛ Always use a white board with black marker. Use a consistent layout when presenting information on a board; for example, homework is always found on the far right hand side of the board.
- ☛ A reading or writing stand can often assist, especially in primary school or for prolonged visual tasks. The use of a reading or writing stand will also help to occlude light from the eyes.
- ☛ For older students, a magnifier or video magnification system (VMS) may need to be prescribed for near work. If using a VMS, students with cataracts may prefer to read white print on a black background.
- ☛ Paper color, print size, and type of magnification (handheld or stand magnifier, photo enlargement, or VMS) will need to be assessed on an individual basis.
- ☛ Bold lined paper may be helpful.
- ☛ Students will benefit from desktop demonstrations, ensuring visual access; for example, correct handwriting formation of a new letter, science experiments, etc.
- ☛ Developing efficient organizational skills will help a student with a visual impairment; for example, having a large pencil case to store pens, calculator, and visual aids, setting aside extra time to collect any equipment required, allowing extra time to complete visual tasks, etc.
- ☛ Additional verbal description and verification may be required to ensure the student has access to his or her environment; for example, describing a new classroom or excursion venue, providing verbal praise, etc. The student with a visual impairment may miss a smile of encouragement.
- ☛ The use of a personal computer (laptop) may be of great assistance to a student with a visual impairment as an alternative to handwriting and to reduce visual fatigue. Keyboarding skills should be taught in primary school. Software is available for enlarging text and graphics, including icons, menus, etc. Voice output is available for both PC and Macintosh computers. Individual assessment of the needs of each student is essential.
- ☛ Strategies to reduce vision fatigue should be considered; for example, appropriate visual rests may include listening to audio tapes both for information and relaxation.
- ☛ Social skills often need to be taught, using a direct teaching approach. Modeling appropriate social behaviors can be difficult when you cannot see them accurately.
- ☛ Orientation and mobility training may be needed.
- ☛ Thick glasses can attract unpleasant attention from other students. Understanding and acceptance of the student's visual impairment, individual learning modes, and work production methods (braille, computer, etc.) may be facilitated through carefully planned simulation activities and class education programs.

Outdoors

- ☛ Glare will cause problems. The teacher should keep the sun behind the student when addressing him or her.
- ☛ Students may be more comfortable wearing darker colors, especially on their upper body. Light colored clothing may cause glare and discomfort, especially when outside.
- ☛ Sun hats or visors can be useful to shield the eyes from glare.
- ☛ Reading environmental signs, such as street signs, may cause difficulties.

SOURCESwww.aapos.orgwww.allaboutvision.comwww.aoa.orgwww.lighthouse.orgwww.mayoclinic.comwww.nei.nih.govwww.preventblindness.orgwww.rnib.org.ukwww.stlukeseye.comwww.tsbvi.edu

Perkins Webcasts

(Continued from page 5)

Adapting Environments for Individuals with Vision Loss - In this webcast, Darick Wright, Coordinator of the New England Eye Clinic at Perkins, talks about the design issues that should be considered for individuals with vision loss. Darick provides some general guidelines as well as some specific examples in his presentation on this topic.

Non-Driving Strategies for Youth Who Are Visually Impaired - This webcast features Dr. Penny Rosenblum on the topic of "Non-Driving Strategies for Youth Who Are Visually Impaired." Dr. Rosenblum is an Associate Professor of Practice in the Department of Disability and Psychoeducational Studies at the University of Arizona. She currently coordinates a project to prepare teachers to work with children with visual impairments. As a person with low vision Dr. Rosenblum is able to share first-hand information with future teachers about the impact of a visual impairment on the lives of children and adults. She is especially interested in the social aspects of having a disability and in how best to prepare teachers to meet both the academic and social needs of children.

Issues in Social Skills and Sex Education - In this webcast, Tom Miller talks about Social Skills and Sex Education for Children and Youth who have sensory impairments. Tom Miller has worked in the field of education with children who are blind, deafblind, or with multiple disabilities since 1974. He is currently the Director of the Educational: Early Intervention and School Age Services (Birth-22). Over the course of his professional life, Tom has had a great deal of involvement in the development and implementation of social and sex education programs and he consults and lectures both nationally and internationally on this topic.

Including Students with Albinism - In this webcast Perkins and NOAH (National Organization for Albinism and Hypopigmentation) are pleased to present Susan Dalton, M.S.Ed., CVRT as she shares her insights on including students with albinism in the regular education classroom. Susan Dalton is the co-founder of Northern Illinois NOAH where she served as president of NOAH's largest chapter for over 20 years. She has also been a NOAH board member and the chairperson for five NOAH national conferences. Ms. Dalton directs a program for the State of Illinois addressing the transition needs of blind and visually impaired teens and is on the faculty of Northern Illinois University, Department of Teaching and Learning. Ms. Dalton is the parent of three adult children, two of whom have albinism.

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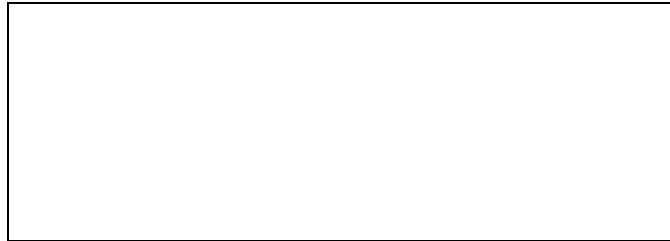


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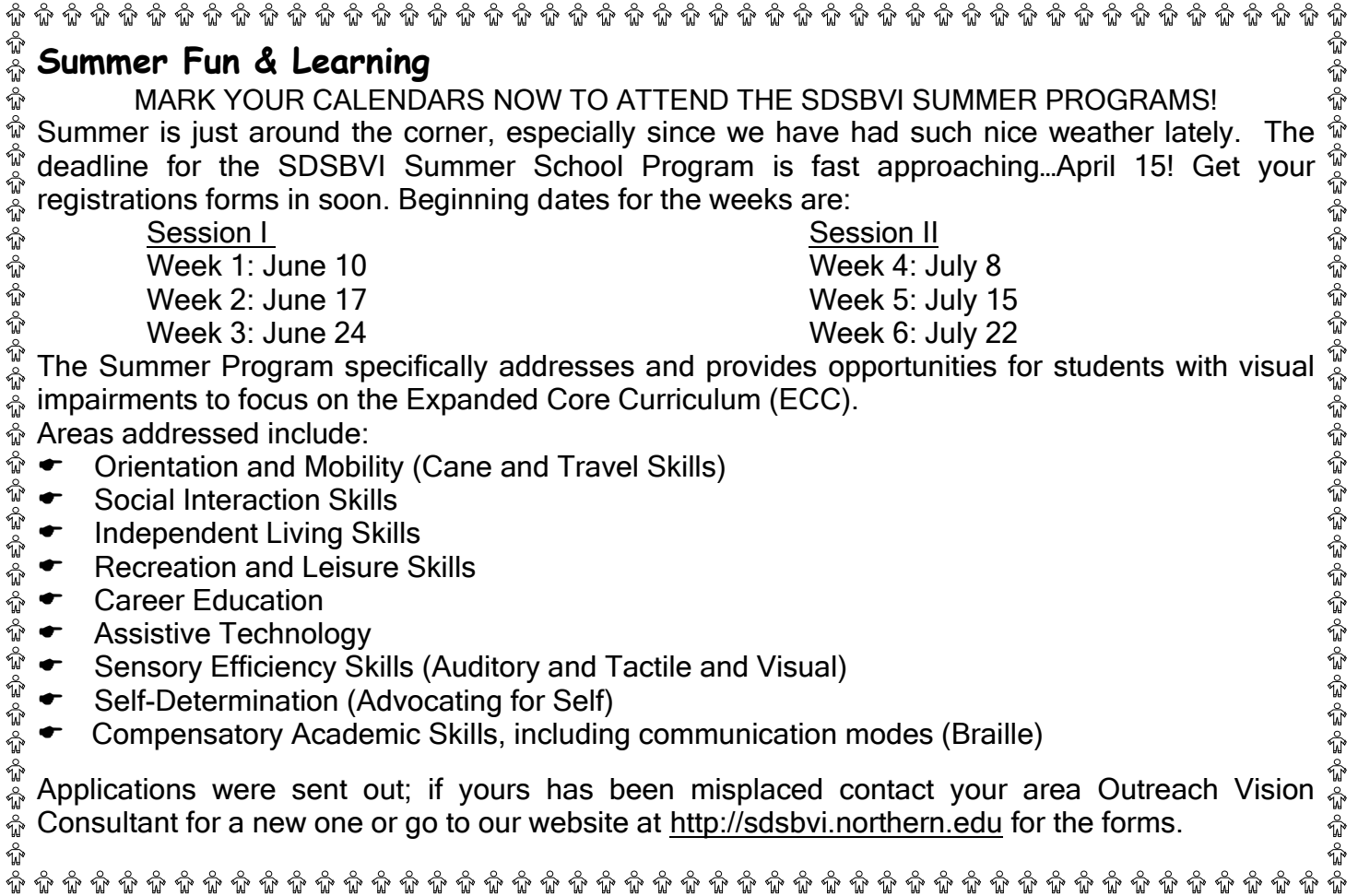
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Summer Fun & Learning

MARK YOUR CALENDARS NOW TO ATTEND THE SDSBVI SUMMER PROGRAMS!

Summer is just around the corner, especially since we have had such nice weather lately. The deadline for the SDSBVI Summer School Program is fast approaching...April 15! Get your registrations forms in soon. Beginning dates for the weeks are:

Session I

Week 1: June 10

Week 2: June 17

Week 3: June 24

Session II

Week 4: July 8

Week 5: July 15

Week 6: July 22

The Summer Program specifically addresses and provides opportunities for students with visual impairments to focus on the Expanded Core Curriculum (ECC).

Areas addressed include:

- Orientation and Mobility (Cane and Travel Skills)
- Social Interaction Skills
- Independent Living Skills
- Recreation and Leisure Skills
- Career Education
- Assistive Technology
- Sensory Efficiency Skills (Auditory and Tactile and Visual)
- Self-Determination (Advocating for Self)
- Compensatory Academic Skills, including communication modes (Braille)

Applications were sent out; if yours has been misplaced contact your area Outreach Vision Consultant for a new one or go to our website at <http://sdsbvi.northern.edu> for the forms.