

CONSULTANTS'

OSPRING 2014

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TABLE OF CONTENTS

E

Page 1

☞ "Walk a Mile in My Shoes"

☞ Calendar of Events

R

Page 2

☞ Everyday Calendar Activities

☞ Transition Week

Page 3

☞ Celebrating Parents

☞ iPad Tips

Page 4

☞ APH Educational Materials

☞ Books Featuring Characters with
Visual Impairments

Page 5

☞ Exploring the Expanded Core
Curriculum: Daily Living Skills

☞ SAM: Symbols & Meaning Workshop

☞ APH Partners

Pages 6

☞ Incidental Learning or "Learning Outside
of the Box"

☞ Goin' Fishing Cupcakes

Page 7

☞ Making CD Fish

☞ Did You Know

Page 8

☞ Pinterest

☞ Storybox

Page 9

☞ Focus on the Eye

Page 10

☞ Focus on the Eye
(continued from page 9)

☞ "AER is OZ-SOME"

Page 11

☞ Reach for the Stars

☞ Consultants' Contact Information

Page 12

☞ Summer Fun & Learning



SD School for the Blind
and Visually Impaired

"Walk a Mile in My Shoes"

June 7-8, 2014 at SDSBVI Aberdeen, SD

The SDSBVI Outreach Vision Consultants and staff with support from the SD Foundation for the Blind and Visually Impaired would like to invite you to walk a mile in your child's shoes by attending our **4th Annual Family Weekend**. Spend a day learning how to adapt and modify a variety of daily tasks, such as cleaning, cooking, and traveling while blindfolded. Then enjoy a catered dinner in the dark!!!! You will also have the opportunity to share experiences with other families, visit with successful adults with visual impairments and build a support network.

Your registration, accommodations at the Ramkota Inn, and meals are provided to you at no cost, by the SD Foundation for the Blind and Visually Impaired. Please complete and return the registration form by May 1st. If you need a form, contact your Outreach Vision Consultant or go to our website at <http://sdsbvi.northern.edu>



CALENDAR OF EVENTS

SDSBVI Family Weekend Registration Deadline

May 1, 2014 (<http://sdsbvi.northern.edu>)

SDSBVI Summer Program Registration Deadline

May 1, 2014 (<http://sdsbvi.northern.edu>)

AER Conference

May 7-9, 2014 @ Aberdeen, SD

Youth Leadership Forum (YLF)

June 1-5, 2014 @ NSU Aberdeen, SD

SDSBVI Family Weekend

June 7-8, 2014 @ SDSBVI Aberdeen, SD

Dare to Dream: SD Parent Connection

June 8-10, 2014 @ Aberdeen, SD

Transition Week for Students with Visual Impairments

June 16-20, 2014 @ SDRC Sioux Falls, SD

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

Aberdeen, SD: June 8 - June 27, 2014

July 6 - July 25, 2014

SDSBVI Annual Family Swim Party

July 25, 2014 @ Aquatics Center Aberdeen, SD

Celebrating Parents

On May 11th we honor mothers and the positive contributions they have made to society. Mother's Day was first observed in the United States by Anna Jarvis in a memorial service for her own mother. Prior to that Julia Ward Howe had attempted to promote peace by honoring mothers who had lost their sons to war. Anna Jarvis campaigned for an annual day of recognition for mothers, and Mother's Day was established as an official holiday in 1914.



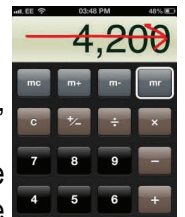
Father's Day, June 15th, is a celebration honoring fathers and celebrating fatherhood, paternal bonds, and the influence of fathers in society. Many countries celebrate it on the third Sunday of June. Father's Day was created to complement Mother's Day, a celebration that honors mothers and motherhood. Sonora Dodd of Spokane, Washington, first proposed the idea of a "father's day" in 1909 but it wasn't signed into law until 1972.

Here are some ideas for children who are blind or visually impaired to celebrate their parent(s) day at home or at school:

- ☞ Planting flowers
- ☞ Plants can be grown at school and sent home as Mother's Day presents
- ☞ Turn an old shoe/work boot into a planter as a gift for Mother's or Father's Day
- ☞ Consider roles that mom's and dad's have played in the past and the present and ask students to imagine the future role of moms and dads through discussion, essays, or dramatization
- ☞ Prepare interview questions for Mother Nature and then respond (as Mother Nature would) to questions designed by another student; this activity can be included in curriculum of Arts and Humanities, Science, or Social Studies and can be tailored for any grade
- ☞ Make hand or footprints in cement and decorate with small stones
- ☞ Make and decorate picture frames and decorate with pictures/items of mom or dad's favorite things

iPad Tips

- ☞ By putting your phone on **airplane mode** it will charge your phone twice as fast.
- ☞ In the **Calculator app**, remove an accidental extra zero by swiping left to right. If you're, say, calculating your checkbook and you accidentally type in extra numbers, you don't have to start over.
- ☞ Turn on **Guided Access** while a child is playing with your phone or iPad; Guided Access, once turned on, keeps users from errantly clicking or tapping within an app and ending up someplace they're not supposed to be, or deleting something accidentally. First, you need to go to Settings > General > Accessibility > Guided Access and turn it on. You'll also want to turn on the "Accessibility" shortcut. Triple-click the home button in whichever app you want to use guided access. From here, you can select any buttons that you don't want clicked. Or you can also disable the "home" button while keeping the touchscreen on.
- ☞ Quickly get to the **Camera app** without having to unlock your phone. Swipe up on the little camera icon in the bottom right corner of your home screen. The Camera app will open, bypassing the unlock screen. This is especially handy when something incredibly photo-worthy is happening and you need to access your camera ASAP. It's also great when handing your phone to others for taking photos — they won't need to enter in your password.
- ☞ Tap the top bar of any app to **scroll back up to the top**. No more tedious thumb scrolling when you're way down on the page.
- ☞ **Invert colors** for better nighttime browsing. Inverting your colors will turn the screen black and the text white for less eye strain. Go to Settings > General > Accessibility. Turn on "Invert Colors."
- ☞ When ending a sentence, instead of typing a period and then a space, just **tap the space bar twice**. Tapping the space bar twice adds a full stop, a space, and capitalizes the next letter. It may not seem like much, but when you're composing a lengthy message, this little hack will really improve the speed of your typing once it becomes second nature.
- ☞ Touch the "123" button and slide up to the character you want to input. When you let go, the screen will jump back to the alphabet keyboard.
- ☞ In **Safari**, hold down the period key to quickly add a domain in the search bar.



APH Educational Materials

EZeeCOUNT Abacus

APH's EZeeCOUNT Abacus is specially designed with red and yellow textured beads and a large frame with a 10" x 10" grid. The beads can be flipped and each row of beads slides along an elastic band from left to right. The reverse side is a dry-erase board.



Tactile Tangrams Kit

Tactile Tangrams is an ancient Chinese puzzle consisting of seven pieces in three different shapes: triangle, square, and parallelogram. The materials and activities presented make this timeless and popular puzzle accessible to students and adults with visual impairments.

Splish the Fish

This read-aloud rhyming story includes a storyboard and symbols for the story's characters. The book has simple raised-line symbols representing Splish and his friends in the ocean. The child tactually searches for Splish and helps him find his way back to his friends.



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 Outreach Vision Consultant.

Books Featuring Characters with Visual Impairments

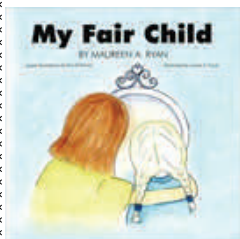
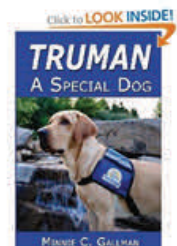


Star Crossed by Jordan Taylor

This book is a heartfelt and insightful tale for anyone who has ever loved a dog. Liz and Tom long for a baby—not a dog. Tom suggests adopting a puppy, but Liz is not looking for a substitute. Then she discovers puppy raisers: the behind-the-scenes volunteers of the service dog world. The commitment is only for a year and all seems perfect. Perfect—until it's time to say goodbye. Grades 3-6

TRUMAN: A Special Dog by Minnie C. Gallman

Truman was born at the Guiding Eyes for the Blind kennel in Patterson, New York. Through photographs, the book describes what it is like growing up to be a Guide Dog from Truman's point of view. It follows the first two years of his life when he is repeatedly told he is a Special Dog. Only after having been given to a blind person, does he realize he is special because he has become her eyes. Grades 3-6



My Fair Child by Maureen A. Ryan

Inspired by the author's personal experiences, she writes about a child born with albinism. The child listens to her mother read, "Mirror, mirror reflecting from the wall, I am seeing the fairest child of all. Smiling warmly like the rays of the sun, you bring much happiness to everyone." The child falls asleep and dreams of being on a playground with friends. When approached by a bully, her friends surround her and protect her. When she wakes, the little girl shares her dream with her mother. Grades Preschool-2

Exploring the Expanded Core Curriculum: Daily Living Skills - Organizing your Bathroom

Does your visually impaired child struggle with finding items in a messy bathroom? Organizing all of that mess will be helpful for the whole family!

☞ First of all, throw away outdated medicines, and the remaining medicines should be placed in a kitchen cupboard. The high moisture in the bathroom can ruin the medicine. This will open up more storage space in your bathroom cupboards. Now group like items together in drawers or baskets. For example, all hair accessories should be put together, all oral hygiene items together, etc.



☞ Differentiate same shaped bottles of items, such as shampoo and conditioner and body wash, by putting different textured rubber bands on each bottle.



☞ Using various shapes or sizes of containers will distinguish a variety of items. For example, use a square tin for cotton swabs and a round tin for cotton balls.

☞ High color contrast is also helpful in the bathroom. Using blue or green colored toothpaste will show up well on the bristles of a toothbrush. Use a white or clear glass for mouthwash. Use towels that are a bright, bold color so they show up well against the inside of a cupboard or against the wall color if hanging on a towel rod.

☞ Another method is to assign each person a designated drawer and/or basket. You can then put each person's name on his/her area: children always like to see their name on things!

☞ Using large print or Braille labels is also helpful. There are other creative ways of labeling items if large print or Braille are not available. Dots or lines of glue put on the sides of containers work to distinguish different containers of similar items. For example, put a hot glue dot on the bottle of baby powder and a hot glue line on the bottle of foot powder. You can also attach the actual objects as labels. If you have two identical containers holding cotton swabs and cotton balls, glue each item to the top of its corresponding container.



Hopefully these tips will allow more efficiency in the bathroom and family members will not have instances of using Neosporin instead of toothpaste on their toothbrushes! Keep smiling!!



SAM: Symbols and Meaning Workshop with Millie

"This was one of the best workshops I have been to this year. I loved watching the videos of the teachers working with their students. I appreciate how we were shown how the 1st attempt does not need to be perfect. I think Millie, you'd be able to take anyone from a good teacher to an amazing teacher." This quote is from one of the participants who attended the SAM: Symbols and Meaning Workshop in Rapid City SD on April 9th. The presenter was Millie Smith, a private consultant who has dedicated much of her life to creating products for learners with visual and multiple impairments. The 28 participants who attended the workshop learned that SAM is a program developed for children who are just beginning to use symbols to communicate. It is used by teachers to help create daily learning opportunities and provide direct instruction in natural environments. Symbols become meaningful when a strong sensory foundation for concepts about people, objects, actions, and places is developed.



Millie Smith (center) with Outreach Vision Consultants: Indra Dillon, Amy Scepaniak, Susan Egging and Julie VanDover visiting Mount Rushmore



The **APH Partners Print/Braille Book Program**, a program related to our partnership with Dolly Parton's Imagination Library, has added a great new service. If you are a parent of a child age five years or younger and you are a braille reader, you are eligible to receive six free print/braille children's books per year! Find out more at www.aph.org.

☞ You or your child must meet the definition of blindness

☞ Your child must be age 5 or under

☞ Both you and your child must reside in the U.S. or its outlying areas (American Samoa, Commonwealth of Northern Mariana Islands, Guam, Puerto Rico, U.S. Virgin Islands)

Incidental Learning or “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.



Going Fishing

Now that the ice is (hopefully) melted off the lakes and rivers, it is time to go fishing! Take your child to a bait and tackle store, to have the opportunity to see what is available. If there are tanks of minnows, chubs, or leeches, let the child look at them swim around and even hold one if allowed by the store. They are typically bought by the scoop and are put into a bucket with water. Then onto the tackle...so many choices! There is artificial bait that can be purchased. Allow your child to touch, feel, and look at tackle items such as hooks, bobbers, weights, lures, and jigs. Be careful of the hooks, they are very sharp!

Now onto the fishing pole — there are many various styles, lengths, and weights. A cane pole has no reel, just a fishing pole and fishing line. There are different weights of fishing line depending on the weight of fish to be caught. The fishing line winds onto the reel that is attached to the fishing pole. Time to go fishing! Fishing can either be done from shore or from a boat. Learning to bait a hook can be a great learning experience. Casting the line will take some practice. Patience is needed while waiting for a fish to bite! Reel it in and use a net to complete the catch. Now you are ready for a fish fry —yum! There are other methods of fishing, such as bow fishing, fly fishing, deep sea fishing, and ice fishing, each with its own specific methods and specific techniques.

Giving your child an opportunity to touch the fish and see a fish up close is exciting. In order to expand your child's knowledge of various fish, you can visit an aquarium in order to experience fish's movements, textures, and colors.

There are also numerous books and movies for you:

Splish the Fish
Finding Nemo

Rainbow Fish
The Incredible Mr. Limpet

One Fish, Two Fish, Red Fish, Blue Fish

Have fun doing these activities as a family outing or class lesson!

Goin' Fishing Cupcakes

What you need:

- ☛ One box cake mix
- ☛ One small bag of pretzel sticks
- ☛ Cupcake tins to make 24 cupcakes
- ☛ Paper cupcake liners
- ☛ 3 pieces Twizzlers pull/peel licorice; pulled apart and cut in half
- ☛ Colored Goldfish crackers

Directions

- ☛ Heat oven to 350°F (325°F for dark or nonstick pans). Make and cool cupcakes as directed on box for 24 cupcakes.
- ☛ Stir together your favorite frosting recipe and 2 or 3 drops of blue food coloring. Frost cupcakes; pull up on frosting, using metal spatula, so frosting looks like waves.
- ☛ To make fishing poles, tie one end of the pull and peel licorice to one end of the pretzel stick. On the other end of the licorice tie a Goldfish cracker or gummy worm. Then place Goldfish crackers on the cupcake and add the fishing pole.



Making CD Fish

The kids will soon be out of school for the summer and most likely enjoy the warm, sunny weather. So what do you do on a rainy day? We found CD fish crafts that are FUN for all age groups.

Supplies

- 2 CDs per fish
- Sharpie markers, as many colors as you like
- Sheets of craft foam, colored paper
- Craft jewels, sequins, buttons, glitter, and googly eyes
- Loop fishing line, string, or thread
- Craft glue
- Art brushes in various sizes (optional)
- Hot glue gun, (optional)



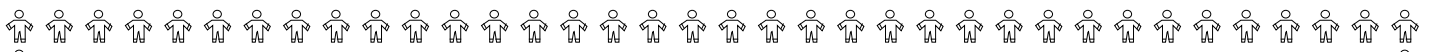
Instructions and Ideas:

Give each child two CDs and encourage them to draw “scales” on the fish body. Use Sharpie markers in an array of different colors. Color them in to make whatever pattern they like such as body one color, fins another color, rows of different colors (stripes). Let the kids use their imagination and make each fish their own.



Kids can decorate both CDs to make their fish two-sided.


- To take their fish to the next level, encourage kids to glue on craft acrylic crystals (flat back), sequins, and whatever else they decide they want on the body of their own fish!
- Glue one ‘googly’ eye on each CD.
- Cut fins and the mouth out of the craft foam or colored paper. Again, let kids be creative (fold paper like a fan for fins). Glue these ‘fins’ to the backside of only one of the CDs.
- Once completed, use craft glue or a hot glue gun to glue the 2 sides of the CDs together to complete the fish.
- Poke a small hole in the fish’s top fin. Loop fishing line, string or thread through the hole and knot.




Did you know....

 Captain Scott Smiley is the first blind active-duty officer in the US Army?

 Captain Smiley was blinded in a roadside bombing in April 2005 while stationed in Mosul, Iraq. He obtained a Master of Business Administration from Duke University's Fuqua School of Business and then went on to teach military leadership at West Point and to command the Warrior Transition Unit at West Point's Keller Army Medical Center. He also earned the Army's prestigious MacArthur Leadership Award, which recognizes junior officers who demonstrate the ideals adopted by Gen. Douglas MacArthur: duty, honor, country. His most recent assignment is at Gonzaga University in Spokane, Washington where since April 2012, he has served as the executive officer for the Bulldog Battalion. And it turned out he is a natural at showing people the way. Learn more about Captain Scott Smiley and his service to this country in his biography [Hope Unseen: The Story of the U.S. Army's First Blind Active-Duty Officer](#), which can be accessed through the SD State Library Services.







Pinterest

The SD School for the Blind has become a “hub” of social media. Facebook has become a great way to update those interested in the happenings around campus. We also have a great Pinterest page in which several staff are able to “pin” to a variety of boards. The boards were made based on not only the core curriculum but also the Expanded Core Curriculum (ECC) and other relevant topics to Blindness and Visual impairments. New Pins are added every week. This is a great resource for both parents and teachers. So follow us on Pinterest!

The following is a list of our boards:

Schools for the Blind & Visually Impaired
Compensatory Academics
Braille
Eye conditions
Low Vision
Light box activities
Early Childhood
Sensory Efficiency
Fine Motor
Tactile Books

Holiday Activities
iPad
Assistive Technology
Orientation & Mobility
Independent Living
Recreation and Leisure
Games
Science
Math
Music
Speech and Language

Social Interaction
Career Education and Transition
Self-Determination
American Printing House
Organizations
504 or SPED Law Resources
Assessment
Jewelry
Louis Braille
Deaf-Blind
Helen Keller
Literacy

Story Box

The Itsy Bitsy Spider

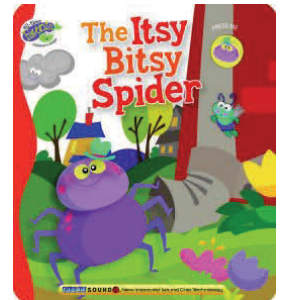
Targeted Vocabulary: Itsy Bitsy, Spider, Up/Down, Washed Out, Wet, and Dry, Rainy/Sunny

🌀 Storybox Contents:

- 🌀 Story with tactile illustrations and braille
- 🌀 Drainspout
- 🌀 Small spider
- 🌀 Bottled water

Pre-Teaching the Story:

- 🌀 Before reading the story, take your child outside to examine a downspout on your house or go to a home improvement store and look at the downspouts.
- 🌀 If possible, on a rainy day have your child feel the rain coming out of the drain spout.
- 🌀 Put things in one end of the spout and let them fall out the other end.

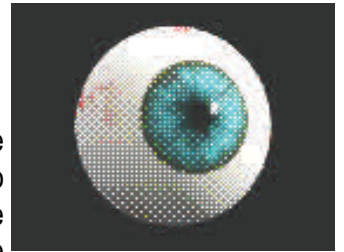


Using the Storybox:

- 🌀 On the first day allow your child to examine the contents and ask questions about the items. Read the story letting your child play with the items as you read.
- 🌀 On the second day have your child find the items in the story as they are mentioned.
- 🌀 On day three have your child act out the story as you read it to him/her. Repeat this for several more readings.
- 🌀 Finally, have your child act out the story while retelling it in his/her own words. Additional activities may include going to a pet store and letting your child touch a spider if willing and allowed by the store.

For more ideas: check out the following link:

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

FOCUS ON THE EYE**OPTIC NERVE ATROPHY (ONA)****DEFINITION**

Optic Nerve Atrophy (ONA) is a permanent visual impairment caused by damage to the optic nerve. The optic nerve functions like a cable carrying information from the eye to be processed by the brain. The optic nerve is comprised of over a million small nerve fibers (axons). When some of these nerve fibers are damaged through disease, the brain doesn't receive complete vision information and sight becomes blurred. Atrophy (wasting away) may be partial in which some axons are damaged or profound in which most axons are damaged. A child's ability to see clearly (visual acuity) is affected due to nerve damage that occurs in the central part of the retina responsible for detail and color vision (macula). These areas of the eye are more vulnerable to the effects of atrophy. ONA is the end result of damage to the optic nerve. It can affect one or both eyes. It may also be progressive, depending on the cause.

CAUSES

Many diseases and conditions may lead to Optic Nerve Atrophy. Tumors of the visual pathways, inadequate blood or oxygen supply (hypoxia ischemia) before or shortly after birth, trauma, hydrocephalus, heredity, and rare degenerative diseases have been identified as causes of Optic Nerve Atrophy. When it is inherited, the pattern is dominant. This means that one parent with the condition would pass the gene to 50% of his/her children. If caused by a tumor, the process of ONA may be halted by removal of the tumor.

DIAGNOSIS

Optic Nerve Atrophy in children is diagnosed by a pediatric ophthalmologist in a number of ways, including:

- ☞ Visual acuity and color vision may be found to be abnormal (if testable).
- ☞ Pupil reactions to light are diminished.
- ☞ The optic nerve, when examined with an ophthalmoscope, has a gray-white appearance, which may not be apparent for 4-6 weeks from time of optic nerve injury.
- ☞ Optic atrophy which occurs in both eyes from time of birth (bilateral and congenital) may cause rhythmic, involuntary eye movements (nystagmus).

CHARACTERISTICS

Although there are several types of Optic Nerve Atrophy, the following characteristics are common to most:

- ☞ Central vision is affected.
- ☞ Color vision deficits may be evident.
- ☞ It may be difficult for children with ONA to discriminate contrast, due to damage in the area of the eye responsible for detailed vision (macula).
- ☞ A wide range of acuity loss exists in this population.
- ☞ Onset of ONA may be gradual or sudden, depending on the cause.
- ☞ A general decrease of sensitivity in all visual fields (depressed visual fields) may occur, also dependent on the cause of ONA.
- ☞ Many children with ONA have additional neurological problems, such as seizures, developmental delays, or motor problems, and Cortical Visual Impairment (CVI). [When CVI coexists with ONA, it may be difficult to determine which diagnosis is responsible for specific visual problems.]

VISUAL AND BEHAVIORAL CHARACTERISTICS

- ☞ Visual acuity may range from nearly normal to totally blind.
- ☞ Children with bilateral central blind spots (scotomas) may "overlook" in order to see a person or object.

(continued on page 10)

FOCUS ON THE EYE**OPTIC NERVE ATROPHY (ONA)**

(continued from page 9)

TEACHING STRATEGIES

- ☞ Ongoing evaluation and communication among family, medical, and education specialists are essential to develop the best home and school program for the child with Optic Nerve Atrophy. Assessment and services from a pediatric ophthalmologist, a teacher of the visually impaired, and a specialist in Orientation and Mobility who keep in close communication with caregivers will ensure maximum development for the child.
- ☞ Carefully observe a young child with ONA to gather valuable information about the way she sees best. Determine the best position for the child and her toys to accommodate for central field loss.
- ☞ The physical demands of looking at an object or toy for a long period of time may cause eye fatigue. Allow a child with ONA to rest between activities requiring vision.
- ☞ Use touch and spoken description to tell a child about present and future activities. The use of additional senses is necessary to enrich the learning process.
- ☞ Good contrast and lighting are essential for the child with ONA to see objects in the environment clearly. For example, offering dark colored food on a light green plate or a light toy against a dark background provides a good contrast.
- ☞ Using bold colors (red, yellow, green, blue) and simple, clear pictures will help a child to see more clearly.
- ☞ Use familiar and real objects to encourage visual attention. Change one characteristic of a familiar object only after the child is able to recognize it consistently. For instance, after the child is able to consistently recognize a cup that is blue, change the cup to red.
- ☞ When introducing unfamiliar objects to the child, relate them to familiar objects and settings.
- ☞ Note: If a child with ONA also has Cerebral Visual Impairment (CVI), strategies effective with the CVI population should be used.

Sourceswww.aapos.orgwww.tsbvi.edu

Compiled by SDSBVI Outreach Vision Consultants, August 2003
Websites Updated December 2009

“AER IS OZ-SOME” 2014 Dakotas AER Conference

- ◆ Get your registration in quick! It is due May 1st.
- ◆ You don't want to miss this OZ-Some Conference May 7-9!
- ◆ All are welcome to attend.
- ◆ You can even attend one day for a low price of \$15.
- ◆ Conference is held at Ramada Inn in Aberdeen SD.

**Featured Presenters and Topics Include:**

- ◆ Ike Presley (AFB): E-Books, Audio Books, What to Teach When
- ◆ Kerry Isham (APH): ToAD, The APH Intervention Connection, APH Products: (SLK, SAM, Tactile Connections)
- ◆ Diane Brauner: Teaching Auditory Object Perception, Putting Orientation Back in O&M, Making Tactile Maps, Circle Time Braille Kits

Registration and conference information are available on the SD School for the Blind and Visually Impaired website <http://sdsbvi.northern.edu>; go to “Quick Links” on the left side.

Questions? Contact Amy Scepaniak, Tevan Fischbach, or Jane Mundschenk at 605-626-2580 or toll free at 1-888-275-3814.

Reach for the Stars



Ed Summers, Senior Manager of Accessibility and Applied Assisted Technology at SAS (Statistical Analysis System) and Dr. Elena Sabbie, Astronomer with the Space Telescope Science Institute, recently showcased an interactive eBook at the American Astronomical Society. Reach for the Stars is a revolutionary eBook created for all students, including students with visual impairments. The goal of the book is to introduce young learners, ages 10-12, to the field of astronomy, share the latest research on stellar evolution, and stimulate interest in STEM fields.

Reach for the Stars is accessible to students of all abilities. It leverages the built-in accessibility features of the iPad, including VoiceOver. It utilizes innovative new technologies such as audio-embossing, sonification, and tactile overlays which enable students with visual impairments to perceive graphical information. The book also supports read aloud, captioning, and compatibility with refreshable braille displays.

Below are links to articles about Reach for the Stars:

<http://science.time.com/2014/01/09/the-beauty-of-space-comes-to-the-visually-impaired/>

<http://www.sciencedaily.com/releases/2014/01/140109124943.htm>

<http://www.space.com/24246-tarantula-nebula-hubble-telescope-photos-aas223.html#>

"Reach for the Stars will be available as a free download from the iBookstore this summer but for more information contact Donna Weaver or Ray Villard, Space Telescope Science Institute, Baltimore, Md., 410-338-4493 / 410-338-4514, dweaver@stsci.edu / villard@stsci.edu

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Western

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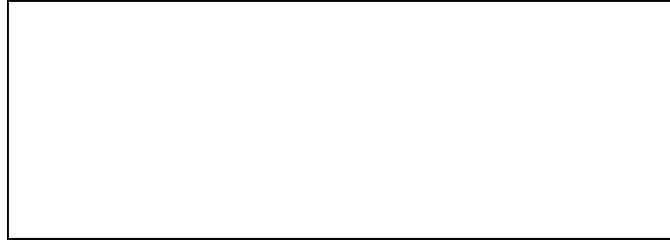


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Summer Fun & Learning

Summer is just around the corner! The registration deadline of May 1st for the SDSBVI Summer School Program!

Get your form in soon. The dates include the following:

Session I

Week 1: June 8

Week 2: June 15

Week 3: June 22

Session II

Week 4: July 6

Week 5: July 13

Week 6: July 20

The Summer Program specifically addresses and provides opportunities for students with visual impairments to focus on the Expanded Core Curriculum (ECC). Areas of focus include the following learning experiences:

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

REGISTRATION INFORMATION: If you need an application, contact your Outreach Vision Consultant or you can find the forms on our website at <http://sdsbvi.northern.edu>.

Family Swim: July 25, 2014

As the summer is winding down we invite our families to enjoy an afternoon of swimming at the Aberdeen Aquatics Center. Families ***must RSVP to attend***. If you would like more information, contact Amy Scepianiak at 605-626-2580 or toll-free 1-888-275-3814 or email: amy.scepianiak@sdsbvi.northern.edu.

