

CONSULTANTS'

OSPRING 2016

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SD School for the Blind
and Visually Impaired

Family Weekend 2016

"Wild About Learning" - Exploring Literacy and Technology

The Outreach Vision Consultants with support from the South Dakota Foundation for the Blind and Visually Impaired would like to invite you to our 6th Annual Family Weekend on June 4-5, 2016. We are bringing Family Weekend back to Aberdeen at the SD School for the Blind and Visually Impaired. It is the weekend before our Summer Program starts which makes it convenient for families bringing their children for our summer programming. The cost of your hotel for Saturday night is being graciously funded by the Foundation. We are excited this year to have some of our very own "Experts" from the SDSBVI presenting, including Lorri Peterson and Candice Mohn. DakotaLink and the SD Braille and Talking Book Library will also be attending. There will be some wild activities planned for the children. Information and registrations were mailed out and need to be returned by May 1.



Look for more information on the SDSBVI's website <http://sdsbvi.northern.edu> or contact your Outreach Vision Consultant.

CALENDAR OF EVENTS

National Federation of the Blind – South Dakota Conference

April 29-30 @ Rapid City, SD

SDFBVI "Dinner in Dark"

May 5 @ Aberdeen, SD

Special Olympics State Meet

May 19-22 @ Spearfish, SD

"Wild About Learning" – 6th Annual Family Weekend

June 4-5 @ Aberdeen, SD

Youth Leadership Forum

June 4-10 @ Northern State University, Aberdeen, SD

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

Aberdeen, SD: June 5-24

July 10-29

Transition Week for Students with Visual Impairments

June 26-30 @ SD Rehab. Center, Sioux Falls, SD

SDSBVI Annual Family Swim Party

July 29 @ Aquatics Center Aberdeen, SD

South Dakota Association of the Blind Convention

September 16-17 @ Aberdeen, SD

Space Camp for Visually Impaired Students

September 24-29 @ Huntsville, AL

1st Day of Classes at SDSBVI

September 7 @ Aberdeen, SD

Everyday Calendar Activities

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

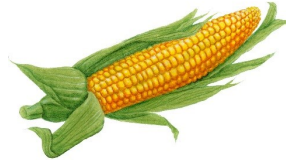
APRIL/MAY

- ☞ Fix a cold drink for everyone. Count out glasses and cubes. Pour and serve.
- ☞ What is dew? Where is it? When does it get there?
- ☞ Use magnets to hold notes on the refrigerator.
- ☞ What is a pier?



JUNE

- ☞ Go to a carnival. Try the children's rides.
- ☞ Help pick up debris after a storm.
- ☞ Make water balloons.
- ☞ Peel an ear of corn for supper.



JULY

- ☞ What is dangerous about the hinge of a door?
- ☞ What are pills and medicine?
- ☞ Go to a potluck supper. Make relishes to take to supper.
- ☞ Prepare potatoes for a meal.



AUGUST

- ☞ Build with blocks. How high can you build?
- ☞ Go to a pet store. Buy a toy for a dog.
- ☞ Go on a hilly ride in the car. Stop and walk up the hill you just drove down.
- ☞ Find an acorn a squirrel buried.

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).

Paths to Technology

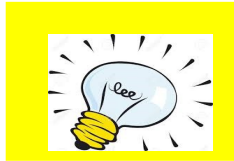
Perkins School for the Blind is proud to announce the development of Paths to Technology, a website to assist educators and families in learning and staying current on ever-changing technology for students with visual impairments and blindness.



It is a place for Teachers of the Visually Impaired (TVI) to share information including teacher hints, activities, resources, favorite accessible apps, instructional videos and so much more. This new "Community of Practice" is a place where educators can unite to resolve accessibility issues as our classrooms are transitioning to digital learning environments. It can be a space where teachers, parents, and students can come together as a strong voice to advocate for accessible educational materials to enable students to succeed not only in K-12 classrooms, but also in higher education and in the workforce. Join the Paths to Technology community at <http://www.perkinselearning.org/user/register?destination=technology>, then jump in on the discussions, share your ideas, ask a question, write a post and be a part of this exciting community.

Sensory Garden

With Spring in full swing and the sun beginning to peep from behind the clouds, Easter is a perfect time to get out into the garden and start planting. There are many benefits to gardening for a child who is visually impaired. It can be a great way of introducing new sensory experiences and a very holistic way of learning about nature. Gardens are a sensory delight but much of the emphasis can be placed on the visual aspects, so I wanted to help create a small garden box for Scarlett to explore which she could appreciate using her other senses. Check out "How to make a sensory garden box for a child who is visually impaired" at <http://www.throughscarlettseyes.com/make-sensory-garden-box-child-visually-impaired/>.



“Dinner in the Dark”
 dark can be enlightening

Thursday, May 5, 2016 @ Ramkota Convention Center - Aberdeen, SD
 5:30-6:00 PM - Social & 6:00–8:00 PM - Dinner

Purchase your tickets for \$35 per person from a Foundation Board Member or at the Front Office at the SD School for the Blind and Visually Impaired (SDSBVI) 423 17th Ave SE, Aberdeen SD (Monday-Friday: 8AM to 4PM): make checks payable to SDFBVI. For more information contact: Dawn LaMee at 626-2580.

GUESTS WILL BE ASKED TO WEAR A BLINDFOLD DURING DINNER!



“Laughing At Yourself”

Guest Speaker: Keith Bundy will entertain us on the importance of having a positive attitude and meaningful relationships in all of our lives. Keith has many roles including Assistant Dean for Student Development/ADA Coordinator and Public Address Announcer for home sporting events at Dakota State University in Madison, SD. He is also a Pastor at the First Baptist Church in Madison and an Assistive Technology Consultant. But his most important role is that of a husband, father, and grandfather.

All proceeds will support the South Dakota Foundation for the Blind and Visually Impaired which exists, in part, to provide social, cultural, and educational opportunities that would not otherwise be available to students who are blind or visually impaired.

APH Educational Materials

All Aboard!

An interactive way of instructing and assessing a student’s recognition of the most commonly used words in the English language. The magnetic print/braille sight words and common nouns are often referred to as “high frequency” words from the “Dolch Basic Sight Word List”. The words are categorized at a Pre-primer, Primer, and 1-3 Grade level.



Joy Player

This easy-to-load and switch activated music player has been designed for use by individuals with visual impairments, limited mobility, lack of fine motor skills or cognitive disabilities. It makes listening to MP3 and WAV files accessible by simply copying the file to an SD card, USB flash drive or a DTB Cartridge. It can be used with any switch-adapted music player.

Going Places: Transition Guidelines for Community-Based Physical Activities for Students who have Visual Impairments, Blindness, or Deafblindness is a resource guide for teens and young adults that outlines a process for choosing and participating in sports and other activities outside of school. It promotes independent physical activity.



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

"Sweetheart of a Deal" - Bookmaking in Spearfish

What a day! On Saturday, February 13th families and friends gathered together at the Spearfish Holiday Inn Convention Center to make books. To get everything started, Susan Egging, SDSBVI Outreach Vision Consultant, introduced Sandy Kenrick, a parent from Rapid City, who talked about and shared samples of the different books she has made for her son, Liam. Throughout the day, the Student Ambassadors (Adrienne Thurman, Adyson Hixson, and Samantha Mulholland from Spearfish and Trey Tate from Belle Fourche) provided assistance to the 48 people in attendance. They also made the "SNOWMAN" and helped people with the book-making materials, and answered questions about life as an individual with a visual impairment. The Story Boxes made were based on the books entitled "Clifford's Bath Time", "Clifford's Bedtime", "Clifford's Peekaboo", and of course, "All You Need For A Snowman". Although SDSBVI provided most of the materials, it was fun to see what



families brought to make their Experience Books and different Concept Books. People also had the choice of making a Frog, Turtle, Butterfly or Plant Life Cycle Book. Busy, busy, busy! The room was full of people smiling, laughing, sharing and learning. It was truly a "Sweetheart of a Deal" for all and especially for the children taking home books made with their family and friends. A big thank-you to SDSBVI for sponsoring this event and to all the families and friends who made this day so worthwhile. Let's do it again!



Summer Reading Program

The Braille and Talking Book Library is offering a six week summer reading program for children of ages birth to 20. All children registered with the Braille and Talking Book Program are eligible. Dates of the program are June 6 to July 15, 2016. The theme of this year's program is **"On Your Mark, Get Set ... Read!"** There will be four age divisions: 0-6, 7-11, 12-16, and 17-20. Each participant qualifies by reading a minimum of 20 minutes per day and record that time on a daily reading chart. All charts need to be returned at the end of the program. There will be a drawing for a \$50 Amazon gift card in each age division with the more reading charts returned, the more chances to win. Parents will be asked to assist a child to record his/her minutes, if necessary.



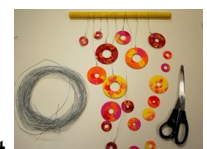
Support for the program has been received from the South Dakota Foundation for the Blind and Visually Impaired, local Lions Clubs, and blind organizations. For more information contact Mary Sjerven at the Braille and Talking Book Library, at 1-800-423-6665 (option 1 and option 1 again) or mary.sjerven@state.sd.us.

Wind Chimes

Wind chimes are not only relaxing to listen to in a gentle summer's breeze but they can serve an important role in helping your child maintain his or her orientation while outside. Have your child help make a simple wind chime.

What you need:

- ☞ A variety of steel washers Craft wire or fishing Line
- ☞ Craft pliers or scissors A wooden dowel or stick or metal ring to hang wind chimes



What you will do:

1. Take your child to the hardware store, let him/her feel and then listen to the sounds different washers make and select a variety of washers of different sizes. Find a stick or metal ring to hang the washers from.
2. Cut the craft wire or fishing line in different lengths so when fastened to the stick will allow the washers to touch each other. Fasten wire to the stick by bending it over the stick and twisting it with the pliers. If using fishing line simply tie one end of the line to the stick.
3. Slip the other end of the wire through the washer, twist the end around the wire; if using fishing line tie the washers to the other end of the fishing line. Cut a length of wire or string and tie to each end of the stick.
4. Hang near the door. This will give a great sound cue for your child to locate the door when outside.

Expanded Core Curriculum: Independent Living Skills - SPRING YARD WORK

Welcome to Spring! Now that the snow has melted and warmer temperatures are here, there is lots of work to do in our yards! Planting a garden can be very fun as well as educational. First, show your child the tiller and explain how it works, cautioning them to keep their hands and feet safe. Have them compare the dirt before and after it is tilled. Then the fun begins: pick out a variety of seeds to plant, plant them in the ground, and of course keep up with the needs of the garden throughout the summer, reaping its benefits in the fall.



Now for the rest of the yard. As the grass turns green, you may also need to rake away the brown dead grass. And once the temperatures really warm up, the grass will need to be mowed. Compare different kinds of mowers: push mowers, riding mowers, mowers with and without bags. This, of course, is another machine to use with caution, reviewing the safety tips with your child. Putting down grass seed and fertilizing is also an important job in the spring.



Clipping branches and trimming hedges is typically done in the spring as well. Choose the correct tool to do this: hand clipper, hand saw, or chain saw. Once again, review safety rules. And be extra cautious if standing on a ladder.



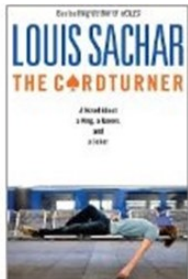
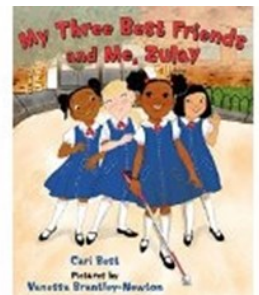
Visiting a garden center would be fun. You can compare all the various kinds of plants. And maybe you need new trees or flowers in your yard. You can purchase them at the garden center. Then take them home and proceed to plant them: dig the holes, plant the tree or flowers, and water as needed. Another spring need in the yard usually involves picking up trash that has collected over the winter, especially along fences, trees, and hedges. That in itself spruces up the yard a lot!

Hopefully these ideas will give you and your child useful activities to do in your yard that will give them a fun experience and learn some good skills at the same time.

Books Featuring Characters with Visual Impairments

My Three Best Friends by Cari Best

It is spring time and the first grade class is planning for Field Day. When the teacher asks the students what event they want to do, Zulay tells the class she wants to run a race. This surprises everyone because Zulay is blind. With the help of a special aide and her three best friends, Zulay shows everyone what she can do! Ages: grades K-3

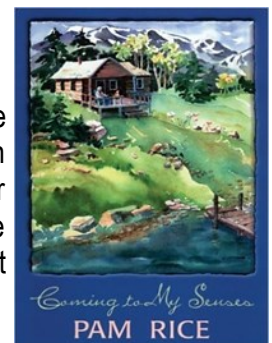


The Cardturner by Louis Sachar

Alton Richards has no money, no job and his girlfriend just dumped him. His parents say he has to drive his old, blind, very sick and very rich great uncle to bridge club four times a week to be the cardturner. Alton becomes intrigued by his uncle, the game of bridge, and by the pretty but shy nurse, Toni Castaneda. By the end of the summer, he has a change of heart and is learning the meaning of his own life. Ages: grades 9-12

Coming to My Senses by Pam Rice

Faced with macular degeneration, Addie Marsh is a 70 year old widow. She refuses to move to an assisted living facility even though she is struggling to keep her home in the mountains above Bear Lake. Addie befriends Sybil, a young runaway, and together they learn to face challenges and live out their dreams. Ages: young adult/adult



"Learning Outside of the Box" - Fuel Your Vehicles

Incidental learning is learning that takes place without any structure, objective, or intent to learn, and is usually done by visually observing. This method of learning is very difficult for children who are blind or visually impaired, and concepts need to be taught through hands-on learning experiences.



In the last two newsletters, we discussed various kinds of vehicles and the roads that they drive on. This time we will address putting fuel in our vehicles to keep them running. First, show your child how to check the fuel gauge inside the car, explaining where the gauge shows full, half full, empty, etc. Discuss how when it is very low, there may be a light or dinging alarm that alerts the driver of low fuel. Even let your vehicle run low some time to show this feature.

Next, take your child to a gas station and show them all the different choices there are for fuel. Explain that certain vehicles only take certain types of fuel. And explain the display screens on the pump: gallons, dollars, and price per gallon by each button for each type of fuel.

Let your child help with the whole process of putting fuel into the vehicle. Have them open the gas cap on the vehicle, choose the type of fuel from the pump, turn the pump on, then pump fuel into the vehicle. Show them, too, how to place the latch for continuous fueling without having to hold it the whole time. There are also different options for paying for your fuel, paying either at the pump or inside. Do a few different visits to the gas station, choosing a different method of payment each time. With a full tank of gas, you can teach your child how to figure mileage, too. Now you are ready to hit the road. So hop in and enjoy the ride!

Takin' It to the Street



Summer months are times for evening strolls around the neighborhood, to a park, and other new environments.

☞ If possible, plan special trips with your child when you can give him your total, undivided attention.

☞ Talk to your child ahead of time about where you are going and things that will be encountered along the way.

☞ On the way to your destination ask your child what sounds he hears, such as a lawn mower, birds, sprinklers, children playing, hammering, sawing, heavy machinery, a bat hitting the ball. Listen to the traffic. Can he hear people on bicycles? Where are the sounds coming from? Are they near or far? Loud or soft?

☞ What can you smell? Cut grass? Hot tar? Food on a grill? Flowers?

☞ Allow your child to stop occasionally to explore a particular small area. Stay close by to offer any necessary protection and to describe what he is finding. Offer simple descriptions of what the objects are, how they feel, and how they smell. Point out noticeable sounds and help your child figure out what they are.

☞ Have your child describe different surfaces he is walking on; sidewalk, dirt, sand, grass.

☞ Offer your child many experiences, and continue those that seem highly motivating. Never push participation in an activity that your child is resisting, merely try again later. Most children quickly learn to enjoy and seek out even more of this type of environmental exploration and learning.



Free Braille Program



"Send to Braille" is a free program created by the American Printing House for the Blind (APH) that will generate a Unified English Braille (UEB) Document from Word or other types of documents. More information can be found at: <http://tech.aph.org/lt/>

Tech Tips - iOS Phones

iOS is Apple's proprietary mobile operating system (OS) for its handheld devices, such as the iPhone, iPad and iPod Touch.

- ☞ Redial: In the Phone app, press the green call button on the keypad screen to make the last dialed number appear.
- ☞ Make TouchID work faster: Save the same fingerprint multiple times as different entries and TouchID will work much faster. This is especially useful on older phones like the iPhone 6 and iPhone 5s.
- ☞ Spotlight math: Want to do a quick math problem? No need to open the Calculator app, just pull down to open Spotlight and type it right there.
- ☞ Delete numbers in the Calculator: You can delete single digits when you tap the wrong number by swiping left or right on the screen where the numbers appear.
- ☞ Clear RAM to make your phone run faster: Hold down the power button until you see "Slide to power off," then let go and hold down the home button until the screen goes blank and your home screen reappears.
- ☞ Turn the flashlight off: How many times have you turned your flashlight on and wished that you didn't have to swipe open the Control Panel again to shut it off? We'll save you a step: simply swipe up on the camera icon on your lock screen and the flashlight will turn off.
- ☞ Close multiple apps at once: Double-tap the home button to open the app switcher and you can use two, even three fingers to slide multiple apps closed with one swipe.
- ☞ Recently closed tabs: Want to reread this article on your phone but you forgot what site you were reading it on in the first place? Simply tap and hold on the + symbol in Safari on the tab carousel view to open a screen that lists all of your recently closed tabs.
- ☞ Desktop version of a site: We all know you can request the desktop version of a mobile site in Safari but it's easier to do than you think. Just hold down the reload button in the URL bar.
- ☞ Quick Reply: When you get a notification at the top of the screen that you have a new iMessage or SMS, pull the notification downward to reply without leaving the screen you're on.
- ☞ Hidden level (s): Slide to the left in the Compass app. to open the level. Then place your phone flat with the screen facing away from the ground to reveal a bubble level.
- ☞ Re-enable Low Power Mode: When Low Power Mode automatically shuts off as you charge, you'll get a notification on your lock screen that it has been disabled. Swipe left on that notification to turn it back on.
- ☞ Did you find a lost iPhone? Simply ask Siri, "whose phone is this?" and it will show you so you can get in touch with him or her and return it.

Homemade Lemonade

After a day of summer work or summer play there's nothing like a tall glass of fresh squeezed lemonade to quench your thirst and refuel you. Have your child help you make this easy lemonade recipe.

Ingredients:

- ☞ 8-10 Lemons (enough for 1 ½ cups of juice)
- ☞ 1 1/3 cups sugar
- ☞ 9 C. water

Procedure:

1. Squeeze the juice from lemons to make lemon juice in a bowl.
2. On stove add sugar into a pot and 1 cup of water. Cook over medium heat for 5 minutes until the sugar dissolves. Set aside.
3. Add lemon juice and 8 cups of water into a large pitcher. Add syrup mix when cool. Chill well and serve!



Audio Description: To find DVDs or Blu-ray Discs with Audio Description go to: <http://www.acb.org/adp/>



Transition Update

By Steve Kelsey, Transition Specialist

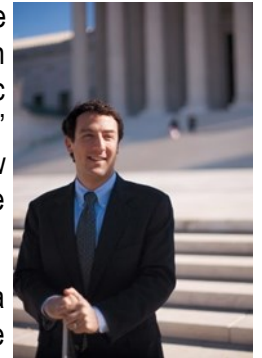
It has come to my attention while attending IEP meetings, that there is confusion when referring a transition age student to Vocational Rehabilitation. Hopefully this article will provide some clarification as to which agency a student should be referred to.

First of all, I would like to point out that this is no one's fault, but rather a lack of understanding and awareness. I personally see this as my responsibility to inform educator's in the public school districts, which program is the most appropriate to refer to as both agencies are under the Department of Human Services; however there are two separate divisions, one being Service to the Blind and Visually Impaired (SBVI) and the other being Division of Vocational Rehabilitation (or General Rehabilitation as we refer to it). In many situations a student may have multiple disabilities; therefore they are not identified as having a visual impairment. In this situation they are often then referred to General Rehabilitation so this makes it even more difficult to know which agency to work with.

If a school district is aware that a student has a visual impairment, they should contact Service to the Blind and Visually Impaired (SBVI). I am hopeful that through the outreach efforts that we are making, I will be able to inform the local school districts and special education teachers which agency is most appropriate to refer to. If at any time you have questions I am available at 605-626-2333 or steve.kelsey@sdsbvi.northern.edu.

Did you know.....

Isaac Lidsky played "Weasel" in the 90's hit TV series Saved by the Bell: The New Class, was the first legally blind law clerk for the Supreme Court Justices, and is the CEO of a \$60 million construction company in Florida? At the age of 13, two major events occurred in the life of Isaac Lidsky. First, he and his mother moved to L.A. where he played the bumbling nerd, Barton "Weasel" Wyzell, in the 1990's television series Saved by the Bell: The New Class. His role on the show lasted one year and then Lidsky and his mom moved back to Miami to be with his father and three sisters.



The second event was being diagnosed, along with two of his sisters, with Retinitis Pigmentosa, a retinal degenerative disease that leads to progressive sight loss and blindness. By the age of 16 he was enrolling into Columbia University. He graduated at the age of 19 from Harvard with honors in math and computer science. He signed on as the software guy in an internet start-up business.

In 2001 Isaac returned to Harvard Law. In law school Lidsky began using a cane and screen-reading software. "I came out of law school a moderately functioning blind guy," he says. By the age of 25 his sight was gone. This didn't stop Lidsky. He went on to hold a clerkship in the Court of Appeals, a three-year stint on the Justice Department's civil division appellate staff, an associate's position at the tony Jones Day law firm and, most recently, a Supreme Court clerkship (for retired Justice Sandra Day O'Connor). Today Isaac is CEO of a \$60 million construction company in Florida. Isaac's forthcoming book "Eyes Wide Open: Overcoming Obstacles and Recognizing Opportunities In A World That Can't See Clearly" would be well worth reading.

To learn more about the life of Isaac Lidsky check out the following links and read the book. <http://www.inc.com/leigh-buchanan/orlando-decorative-concretes-founder-built-a-70-million-dollar-empire-he-will-never-see.html> or <http://www.washingtonlife.com/2008/07/01/whos-next-isaac-lidsky/>

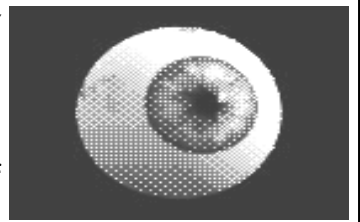
Follow SDSBVI

Website: <http://sdsbvi.northern.edu>

Pinterest: <http://pinterest.com/sdsbvi>

Facebook: SD School for Blind and Visually Impaired

FOCUS ON THE EYE - RETINOPATHY OF PREMATURITY



DESCRIPTION AND IMPLICATIONS

Retinopathy of Prematurity (ROP) is one of the most common causes of visual loss in childhood. Several factors contribute to the development of ROP. At about 16 weeks of pregnancy, the eye begins to develop with blood vessels of the retina beginning to form at the optic nerve in the back of the eye. During the last 12 weeks of pregnancy, the eye develops more rapidly but the retina will usually finish growing a few weeks after birth. If born prematurely, before these blood vessels have reached the edges of the retina, normal vessel growth may stop and edges of the retina may not get enough oxygen and nutrients. New abnormal vessels begin to grow and can spread through the retina. These new blood vessels are fragile and weak and can bleed, leading to retinal scarring. If the scars shrink, they pull on the retina and can cause the retina to detach from the back of the eye. In milder cases of ROP, there is no permanent damage and no need for medical treatment. The more severe stages of ROP can lead to impaired vision and even blindness. In 1954 it was determined that the excessively high levels of oxygen used to save the lives of premature infants put them at high risk for ROP. Oxygen use is carefully monitored now and with the advanced technology in neonatal care, premature infants have a higher survival rate and unfortunately the risk of ROP has increased. The highest risk factors are a low birth weight of 3 pounds or less and birth before 31 weeks of gestation. Other risk factors include anemia, blood transfusions, respiratory distress, breathing difficulties, and the overall health of the infant.

Laser therapy and cryotherapy are effective and proven treatments because both destroy the peripheral areas of the retina and slow or reverse the abnormal growth of blood vessels. Some peripheral vision is destroyed to save the sharp, central vision needed for activities such as reading, sewing and driving. Laser therapy and cryotherapy are invasive surgeries and are only performed when ROP is severe.

Infants with ROP are considered to be at a higher risk for developing certain eye problems later in life, such as retinal detachment, myopia, strabismus, amblyopia, and glaucoma. In many cases, these eye problems can be treated or controlled.

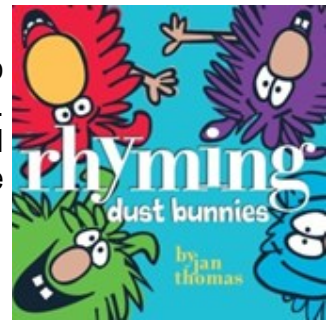
TEACHING STRATEGIES

- 👁️ Ensure all staff working with the student are aware of the vision impairment and its educational implications.
- 👁️ Students may require magnification of reading and graphic material. This can be achieved by bringing the material closer to the eye or by the use of prescribed magnification aids-hand held magnifiers or reading glasses for near work and a monocular or telescope for distance viewing. A video magnifier may be beneficial.
- 👁️ Enlarging print may be necessary and the optimum print size is considered the minimum print size that can be sustained. Consider teaching the student how to use a hand held magnifier competently instead of always enlarging material. This will promote more independence with everyday tasks.
- 👁️ Reduce glare by adjusting blinds or shades on windows and avoiding shiny surfaces (e.g. laminated flashcards, posters, or tabletops). Good lighting is important.
- 👁️ Use a black marker on a clean white board. Provide a consistent layout when presenting information on a board; for example, homework always written on the far right hand side of the board.
- 👁️ Modify reading material by using actual diagrams, enlarging print, or using a different format (audio or Braille).
- 👁️ Utilize high contrast materials.
- 👁️ Bold lined paper or yellow acetate filters may be helpful.
- 👁️ Reading strategies such as visual memory and "chunking" information may compensate for a narrowed field of view.
- 👁️ Students with patchy fields may need to look using a less affected area of their retina. This is called using their 'eccentric' vision.

(continued on page 11)

Story Box Rhyming Dust Bunnies by Jan Thomas

A Story Box is a great interactive tool you can use to develop concepts in children who are blind or visually impaired, including those children with additional disabilities. These boxes hold real objects for the child to examine as the story is being told instead of relying on pictures. Additional activities can be incorporated to reinforce these concepts and build on others such as counting, labeling or sorting.



Materials:

- ☞ Child-size broom, dust pan
- ☞ “Dust Bunnies” models - (3 that are similar and a 4th one named Bob)
- ☞ Small trash can and braille letters (Trash Can Rhymes)
- ☞ Small spiral notebook (Rhyming Word Family book) – creating braille words that rhyme with “ed”
- ☞ Braille Sequencing index cards
- ☞ Lint clumps in safety locked pill bottle (if appropriate –requires close supervision)

Target Vocabulary: Dust Bunnies, Rhyme, Hog- pig, Mug- cup, and Pat- quick gentle touch (“pat on the head”)

Pre-Teaching the Story:

- ☞ Have the child feel surfaces that are dusty.
- ☞ Tell them what Dust Bunnies are (small balls of hair, dust, and lint that are formed by static electricity) and where they can be found. If you have not dusted in a while have your child look for dust bunnies under their bed

Procedure:

- ☞ Introduce the vocabulary words with the student (Use braille index cards). When reading or listening to the story, ask the student to clap each time he or she comes to a vocabulary word. Be sure to prompt the student if he or she misses a vocabulary word in the story!
- ☞ Read Rhyming Dust Bunnies multiple days in a row with a beginning braille reader. Depending on the student’s current reading abilities, the first day, the teacher may read the book, asking the student to follow along. When reading the rhyming words, ask the student to read the first letter of the word and to give the phonetic sound of that letter. Help the student to figure out the rhyming word. (Initially the teacher may want to sound out the word and have the student put the sounds together to create the word (Example: “ffff” pause “ar” = “far”). The next day, read the book again asking the student to read all the rhyming words and adding on some of the repetitive words/phrases if possible. The next day, encourage the student to read most of the book, helping as needed. Rhyming Dust Bunnies is a simple book that the student will partially memorize after reading only a few times. Repetitive reading a “familiar” book encourages speed, fluency, and comprehension; the young reader will also feel proud when he can “read” a book successfully.
- ☞ Prediction Question: There is a felt star on the top right hand corner in the print/braille/tactile book. When on this page, the teacher should stop and ask the “prediction” question. General prompt, “What do you think is going to happen?” If the student needs a specific prompt, “What do you think will happen when the vacuum cleaner is on?”

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

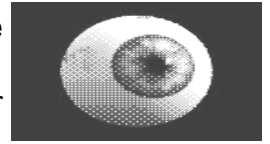
"The game of life is a game of boomerangs. Our thoughts, deeds and words return to us sooner or later with astounding accuracy."

Florence Şcovei Şhinn

FOCUS ON THE EYE - RETINOPATHY OF PREMATURITY (continued from page 9)

Depending on the amount of residual vision and field of vision, the student with ROP may be clumsy and have mobility difficulties. Reading environmental signs may also be difficult. Orientation and mobility training may be necessary.

Field disturbances may mean that the student must turn his/her head to see beyond his/her field of vision.



Students will benefit from desktop demonstrations ensuring visual access; for example, correct handwriting formation of a new letter, science experiments, etc.

Additional verbal description and verification may be required to ensure the student has access to his/her environment; for example, describe a new classroom or excursion venue, provide verbal praise, etc. The student with a visual impairment may miss a smile of encouragement.

Assistive technology may be an alternative to handwriting and reduce visual fatigue. Key-boarding skills should be taught in primary school.

Strategies to reduce vision fatigue should be considered. Appropriate visual rests may include listening to audio formats both for information and relaxation.

Students with significant residual ROP changes can be at risk of further damage to the retina, including retinal detachment. They should be warned against undue exertion and restricted from some activities such as contact sports or ball games.

Encourage independence and age appropriate behavior even though some children with ROP may be small in stature.

SOURCES

www.aapos.org

www.eyessociates.com

www.nei.nih.gov

www.blindbabies.org/factsheet_rop.htm

www.lowvision.org

www.rnib.org.uk

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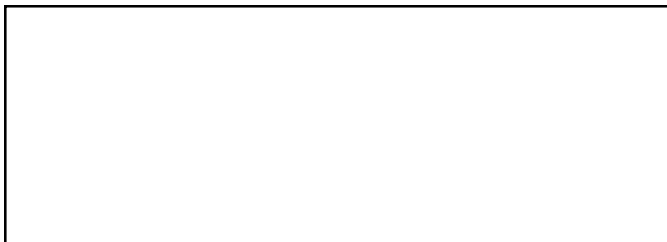


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Summer Fun & Learning

Summer is just around the corner so the SDSBVI Summer School Program is fast approaching!

<u>Session I</u>	<u>Session II</u>
Week 1: June 5	Week 4: July 10
Week 2: June 13	Week 5: July 18
Week 3: June 20	Week 6: July 25

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 areas.

<ul style="list-style-type: none"> 👁️ Assistive Technology 👁️ Compensatory Academic Skills, including communication modes (Braille) 👁️ Sensory Efficiency Skills (Auditory, Tactile, and Visual) 👁️ Self-Determination (Advocating for Self) 👁️ Orientation and Mobility (Cane and Travel Skills) 	<ul style="list-style-type: none"> 👁️ Social Interaction Skills 👁️ Independent Living Skills 👁️ Recreation and Leisure Skills 👁️ Career Education
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Contact **Dawn LaMee** at 605-626-2580 if you have any questions.