

ABERDEEN AREA FAMILY SUPPORT GROUP

The Aberdeen Area Family Support Group met in September 2009, along with other parents in the area whose children have other disabilities, to listen to Parent Connection present on Rights, Responsibility, and Resources.

During the months of October and November, the group took some time off due to busy schedules. However, in December they came back with a flourish and held two meetings. On December 11th, Janel Ludwig, SDSBVI School Counselor, presented to the group on Sibshops or how having a brother/sister with a disability may affect family dynamics. And on December 22nd, the group was introduced to several games and activities that can be bought or adapted to meet the needs of the visually impaired. Bob McLaughlin, SDSBVI Instructor, along with Jeremy Neuheisel, a student at SDSBVI, came and talked about the board games that Bob has made/adapted and that are played during the summer programs.

Some websites/companies from which games can be purchased are:

- American Printing House for the Blind (APH) www.aph.org
- Exceptional Teaching Inc. www.exceptionalteaching.com
- Independent Living Aids www.independentliving.com
- Maxi Aids www.maxiaids.com

January 29th will feature Karla Schlosser, parent, discussing her experience with using a Gluten Free and Casein Free diet with her child.

Look for more information on upcoming meetings.

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

SIoux FALLS AREA FAMILY SUPPORT GROUP

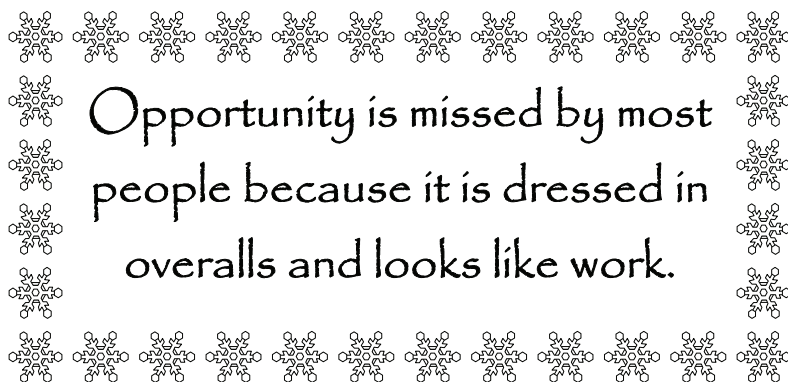
For information regarding upcoming meetings for the Sioux Falls Area Family Support Group, contact either Indira Dillon at 605-995-8191 / indira.dillon@sdsbvi.northern.edu or Julie Van Dover at 605-626-2580 or 1-888-275-3814 / vandovej@sdsbvi.northern.edu.

SD NAPVI

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

SD NAPVI BOARD MEMBERS:

- Co-Presidents: Karla Schlosser, 1424 N Arch, Aberdeen, SD 57401, 605-225-5482, dschlossr@msn.com
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 Opportunity is missed by most

 people because it is dressed in

 overalls and looks like work.



INCIDENTAL LEARNING...OR "LEARNING OUTSIDE OF THE BOX" WHICH CAME FIRST? THE CHICKEN OR THE EGG?

Incidental learning is learning that takes place without any intent to learn. The participant is not aware that he or she is learning. It has no curriculum and is not professionally organized, but rather originates accidentally or sporadically in association with specific occasions.

This method of learning is very difficult for children who are blind or visually impaired. Therefore, these children need to be taught about their environment through hands-on learning experiences. For example, does your child know where an egg comes from? Does he or she know that baby chicks come out of an egg? And does the child realize how many different ways eggs can be prepared as a food, such as scrambled, over-easy, hard boiled, soft boiled, poached, eggs benedict, sunny side up, egg salad, omelets, deviled eggs, quiche, meringue, etc. Or that an egg can be separated into two parts?

Additional egg activities:

- Collect eggs from a hen house
- Keep eggs under heating lamps and watch for the chicks to be born
- Decorate/dye eggs
- Discuss the egg's various parts—yolk, white, shell
- Make crafts from crushed egg shells
- Use various egg kitchen tools—egg separator, egg beater, egg slicer



Books about eggs:

- *The Chicken or the Egg (Rookie Read about Science)* by Allan Fowler
- *The Longest Easter Egg Hunt Ever: A Book About Never Giving Up (Peter Rabbit Tales)* by Kathleen Duey
- *Moose Eggs: Or, Why Moose Have Flat Antlers* by Susan Williams Beckhorn

Web sites with egg activities: <http://eggs.ab.ca/kids>

<http://www.stevespanglerscience.com/experiment/00000023>

Or Google "egg experiments" for YouTube videos.

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

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

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

Books Featuring Characters with Blindness and Visual Impairment

Arthur's Eyes by Marc Brown

Arthur's friends tease him about his new glasses, but he soon learns to wear them with pride.

Preschool—Grade 3

Cromwell's Glasses by Holly Keller

Cromwell's new glasses make it easier for him to see, but his siblings tease him about how they look.

Preschool—Grade 2

The Fourth-Grade Four by Marilyn Levinson

Alex refuses to wear his glasses anywhere but home because he's afraid of being teased by his friends.

Elementary Grades

Jennifer Jean, The Cross-Eyed Queen by Phyllis Reynolds Naylor

Jennifer Jean likes her big green crossed eyes and doesn't want to wear a patch.

Elementary Grades



ABERDEEN ELEMENTARY STUDENTS MAKE TACTILE BOOKS

In December 2009, third graders at May Overby Elementary teamed up with Aberdeen Central High School S.A.D.D. students to make tactile books for preschool students. The third graders and high school students have been pen pals throughout the school year. This was a great opportunity for the students to meet their pen pals and to do something for others. The students were shown examples of tactile books, given a few simple guidelines, and then put to work. Each pair of students made a page of a book. The students then donated 6 of these books to the SD School for the Blind and Visually Impaired.



SDSBVI students exploring the donated tactile books



2010 DAKOTAS CHAPTER AER ANNUAL CONFERENCE

“A Vision Beyond 20/10”

April 7-9, 2010

Ramada Inn–Aberdeen, SD

ATTENTION MATH TEACHERS!!

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

OTHER FEATURED PRESENTERS AND TOPICS:

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

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

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

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

GENERAL GUIDELINES FOR TEACHERS FOR PRESCHOOL CHILDREN WITH VISUAL IMPAIRMENTS

- ◆ Lack of vision, in itself, does not inhibit learning, but lack of opportunity to function does.
- ◆ The less interaction there is (with objects and socially with peers), the less cognitive growth there will be.
- ◆ The child must act upon, not be acted upon.
- ◆ If you can't take the child to the world, bring the world to the child.
- ◆ Critical to the child with a visual impairment is his/her ability to observe the results of actions ("What happens when..."). Help to alleviate this potential problem by providing verbal, tactual, and concrete experiences.
- ◆ Motoric experience/development teaches spatial orientation and spatial imagery.
- ◆ "Motor" the child through actions to teach him/her the imitation of movement. Use hand-over-hand, hand-under-hand, arm-to-arm, or leg-to-leg motion to help communicate.
- ◆ Use play as a teaching technique, but you may have to teach the child with a visual impairment how to play. Use real things, manipulate objects, structure experiences to permit the child to discover for himself/herself "what happens if...". You can't play until you have mental imagery, which is acquired through experience.
- ◆ Representations of things (pictures, models, etc.) must follow concrete experience, and they precede mental imagery.
- ◆ Language is the manipulation of symbolic representations (words). Echolalia is speech without language. Verbalisms are a kind of echolalia.
- ◆ Concrete reasoning precedes abstract thought.
- ◆ When internalization of things/objects (mental imagery) occurs, the child is ready to begin to think, and not before!
- ◆ Provide an explanation of what will happen next. Because the child cannot see visual cues, he/she may be unaware of activities to follow.
- ◆ If there are visitors in the classroom, make a casual statement to this effect.

SOURCE: www.tsbvi.edu

APH Materials—Recreation and Leisure

<http://www.aph.org>

Game Kit / Talking GlowDice / Word Quest Puzzles / Disc Card Holder Set / Score Card Set

Game Kit—The *Game Kit* is a collection of common game parts designed for use by low vision or blind players. Parts can be used to play games from the included handbook, to adapt commercial games, or to create new games. The *Game Kit* can be used to build social skills or to review school subjects by means of a game.

Recommended Ages: 5 years and up

Talking GlowDice—The *Talking GlowDice* is a handheld accessible device for rolling a die. Pushing the "Roll" button on the device displays a randomly generated number between one and six in bright blue LEDs and announces this number in digital speech. A "Play Back" button allows for a repeat of the digital voice announcement of the number rolled.

Word Quest Puzzles—This recreational/education product presents classic "find-the-hidden-words-in-the-grid" puzzles in a large print format. Two sizes of letters are available: 1/2 inch letters and 1 inch letters.

Disc Card Holder Set—This simple, light-weight device allows those who lack finger strength or dexterity to more easily hold a hand of cards. It consists of two plastic discs with foam pads in between the discs. Cards friction fit between the foam pads. The set includes four discs in assorted colors.

Score Card Set—This set of score cards consists of two cards (one yellow and one green) made of durable plastic. Each card has twenty "buttons" in two rows of ten. Push down on a button to register one event. Pop up buttons to clear events. One row can be assigned as the "tens" row to keep track of up to 110 events.

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.

LIGHT BOX ACTIVITIES

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

- ◆ Show transparencies of circle/calendar time pictures
- ◆ Have your child construct his/her daily schedule using pictures made into transparencies
- ◆ Show transparencies of photos and ask your child to point to familiar individuals
- ◆ Count manipulatives
- ◆ Trace letters, using a bold marker on light weight paper taped onto the Light Box
- ◆ Use "Sense of Science" overlays (available from APH)
- ◆ Sort objects
- ◆ Choose rhythm instruments by their outlines
- ◆ Place finger paint onto parchment paper with a foam brush
- ◆ Paint with dark colored pudding
- ◆ Paint with whipped cream on red or blue transparencies
- ◆ Use watercolors on parchment paper
- ◆ Sprinkle powdered tempera paint on parchment paper; help child spray on water and watch colors spread and swirl
- ◆ Roll clay into strings and lay out in interesting shapes
- ◆ Use Wikki Sticks to make raised line outlines
- ◆ Use smelly markers on tissue paper
- ◆ Make a necklace using beads and string, including the APH transparent colored beads
- ◆ Make a collage on wax paper with a black construction paper frame; the collage can consist of any colored objects glued onto the paper—colored lids, drinking straws, tissue paper, patterned wrapping paper, etc.



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

“RAISING THE WILD AND CONFIDENT BLIND BABY, TODDLER AND PRESCHOOLER”

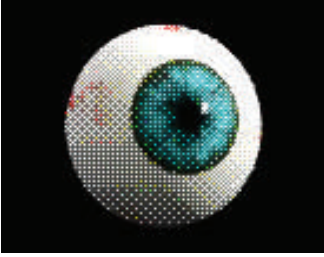
It's a challenge raising a confident child, especially one who also happens to be blind. An East Bay CA family has created a compelling DVD, sharing their early successes with a powerful message for parents of all kids.

Graciela Tiscareno-Sato and her family are champions of the belief that a disability does not define Milagro, whose name means "miracle" in Spanish. Milagro survived a premature birth at 25 1/2 weeks. Even though she's blind, her parents committed early on to raise her with as normal a childhood as possible. Climbing walls, gymnastics -- you name it. Milagro loves movement and exploring the environment around her. As she learns to navigate the world independently, it's not Milagro her parents worry about. "I worry about how the rest of the world will try to limit her and what she can do based on just not knowing what blind people are capable of," said Graciela Tiscareno-Sato. That's why Graciela is on an educational and motivational mission through a DVD they made called *"Raising the Wild and Confident Blind Baby, Toddler and Preschooler."* The project shares photos and videos from Milagro's first five years of life and how her parents encouraged physically challenging activities to stimulate her development. The progress has been powerful and inspiring.

Executive director Julie Bernas-Pierce of the Oakland-based "Blind Babies Foundation" says it's stories like these that help advocate a more accepting society. The Blind Babies Foundation helped Milagro's family early on, as it has for the last 60 years, providing in-home services to hundreds of visually impaired children in 14 northern and central California counties.

To learn more about Milagro, visit www.babymilagro.org.

To learn more about the Blind Babies Foundation, visit www.blindbabies.org.

FOCUS ON THE EYE**NORMAL VISUAL DEVELOPMENT**

At Birth		<ul style="list-style-type: none"> • Corneal reflex to touch • Pupils react to light • Rudimentary fixation • Acuity estimated at about 20/400
1-3 Months	1 Month	<ul style="list-style-type: none"> • Follows moving object to midline • Regards faces
	2 Months	<ul style="list-style-type: none"> • Eyes fixate, converge, and focus • Follows vertical movements • Prefers faces to complex patterns • Attends to objects up to 6 feet away • Becomes aware of bright lights (stares) and colors (yellow/orange/red)
	3 Months	<ul style="list-style-type: none"> • Eye movements become smoother • Glances at 1-inch object • Anticipates feeding via visual stimulus
3-5 Months	4 Months	<ul style="list-style-type: none"> • Regards hand • Eyes begin to shift focus • Recognizes familiar faces (smiles) • Visually explores new environment • Follows objects past midline • Capable of horizontal, vertical, circular eye movements, though may still be somewhat uncoordinated • Unsuccessful reach for dangling object • Regards object in hand and mouths object
	5 Months	<ul style="list-style-type: none"> • Eye-hand coordination developed and successful • Gazes at objects close to eyes • Can fixate at 3 feet and then shift gaze to nearpoint
5-7 Months	6 Months	<ul style="list-style-type: none"> • Eye movements coordinated and smooth • Shifts visual attention easily • Recognizes faces up to 6 feet away • Form discrimination emerges • Transfers object from hand to hand with visual monitoring • May anticipate position of falling object • Fixates where object has disappeared • Acuity approximately 20/200
	7 Months	<ul style="list-style-type: none"> • Manipulates objects • Acuity near normal (20/20) • Depth perception developing

NORMAL VISUAL DEVELOPMENT (Continued from Page 8)

7-11 Months	7-8 Months	<ul style="list-style-type: none"> • Turns object in hand and explores visually
	9-10 Months	<ul style="list-style-type: none"> • Can see tiny objects nearby • Observes facial expressions and tries to imitate • Looks for object seen hidden • Visually alert to new objects, persons, places • Visually monitors hand and body movements
12 Months		<ul style="list-style-type: none"> • Far and near acuity good • Binocular vision stronger • Has focus and accommodation • Depth perception good • Discriminates geometric forms • Scribbles spontaneously • Visually monitors movement in space
12-18 Months		<ul style="list-style-type: none"> • Vertical orientation (walking/building block towers) • Matches identical objects • Points to pictures in a book • Scribbles vertically, horizontally, and in circular motions • Identifies forms
18-24 Months		<ul style="list-style-type: none"> • Inspects objects visually (alone) • Imitates movements of others • Increased visual memory • All optical skills smooth • Matches color and form
3 Years		<ul style="list-style-type: none"> • Matches simple forms (formboard) • Can do simple puzzles • Can draw crude circle • Places 1-inch peg in holes
4 Years		<ul style="list-style-type: none"> • Discriminates size (matching) • Good depth perception (accurate) • Discriminates length of lines • Copies cross • Discriminates most forms • Eye-hand coordination precise
5 Years		<ul style="list-style-type: none"> • Picks up and releases objects precisely • Colors, cuts, pastes • Gross motor control better than fine • Can draw a square • Nests blocks with visual judgment • Perceives detail in pictures

SOURCE: www.tsbvi.edu



SOUTH DAKOTA REHABILITATION CENTER FOR THE BLIND (SDRC)

The South Dakota Rehabilitation Center for the Blind (SDRC) is located in Sioux Falls, South Dakota. All programs are administered and staffed by the Division of Service to the Blind and Visually Impaired (SBVI) under the Department of Human Services. *The mission of the Center is to provide assessment and training to individuals with visual impairments and/or other disabilities so they may enhance their independence in their home, work, and community.*

The Center's purpose is to provide learning opportunities through its various programs which will assist individuals with visual impairments in overcoming barriers to personal fulfillment, whether these barriers are physical, vocational, attitudinal, or social. We offer skills of blindness training, employment skills training, and job placement through two programs. The *adaptive skills program* teaches independent living skills to people who are blind or have low vision. The *vocational program* helps people find jobs or return to work. All programs are individualized according to each person's needs and abilities.

The adaptive skills training program is designed for persons whose visual impairment is creating functional limitations in their daily lives. Services are identified and provided via teaching and counseling to assist the individual to achieve their highest level of independence. The program includes instruction in Braille and communication skills, computers with assistive technology, home management, Orientation and Mobility, manual arts, diabetes education, recreation, and other life skills activities.

All students are exposed to Braille because it has many uses in addition to reading books. Students find Braille valuable for keeping phone number lists, marking spices and food items, writing recipes, keeping an address book, and for many other daily needs. Students also learn several different methods of writing Braille and keeping notes, including the use of a slate and stylus, Braillewriter, or electronic note taker.

Assistive technology class evaluates each student to determine their current level of computer knowledge and recommendations for specific assistive technology devices. Students are trained in the efficient use of screen readers, screen magnification programs, personal note takers, and refreshable Braille, and also in the efficient use of assistive technology with specific computer programs, such as Microsoft Office, Internet Explorer, etc.

Home Management class provides training in independent living skills such as meal preparation, shopping, cleaning, sewing, clothing care, personal care, and marking and labeling.

Orientation and Mobility (O&M) class provides instruction in traveling safely and independently in both indoor/outdoor and residential/commercial areas. A certified O&M instructor teaches various methods of using the long white cane, environmental and travel concepts, and the use of public transportation.

Students also learn a variety of daily living skills, such as identifying coins by touch, folding paper money for identification, using writing guides for writing checks, addressing envelopes or signing their names, and learning to tell time through the use of a Braille, talking, or low vision watch or clock.

South Dakota Vocational Resources (SDVR) is a specialized employment unit within the South Dakota Rehabilitation Center for the Blind. Although this unit specializes in working with people who are blind or visually impaired, they also provide employment services to individuals with other disabilities.

Employment skills training provides individualized services and is designed to evaluate the client's work habits and vocational skills so appropriate job matches can be made. Emphasis is placed on the client meeting the employer's expectations of dependability, punctuality, following directions, getting along with co-workers, stamina, motivation, and proper grooming. Job search strategies, job keeping skills, and self-esteem building exercises are also provided.

Job placement staff provides an individualized program for each client using assessments, job development, placement, work direction, support services, and counseling. The employment consultant also helps individuals locate suitable work, helps remove barriers, and helps identify and facilitate accommodations, as well as recommend adaptive technology if needed to make the job compatible with the client's needs. Job coaching is provided "on-site" to teach the client duties of the specific job, to build self-confidence, and to establish natural supports in the work place.

(Continued on Page 11)

SOUTH DAKOTA REHABILITATION CENTER FOR THE BLIND (SDRC) (Continued from Page 10)

Each summer SDRC hosts a career opportunities week for high school students with visual impairments. Students learn about jobs and career choices and what it takes to reach their goals. Students stay at the University of Sioux Falls dormitories, tour local businesses, and attend seminars about work etiquette skills, including tips on completing resumes and job applications and how to interview and look for jobs. The social aspects of working are discussed and fun evening social activities are provided.

If you or someone you know is interested in attending the Rehabilitation Center for the Blind, please contact a Rehabilitation Counselor with Service to the Blind and Visually Impaired to set up an appointment. Toll free numbers for contacting local SBVI district offices across the state are:

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

Dawn Backer, CLVT®
 Manager
 SDRC
 605-367-5260

SUMMER PROGRAMS 2010**MARK YOUR CALENDARS NOW TO ATTEND THE SDSBVI SUMMER PROGRAMS!**

Summer may seem far away, especially considering all the winter weather SD has been experiencing lately, but it's not too early to start thinking about and planning to attend the SDSBVI 2010 Summer Programs.

Dates for the Summer Programs offered at SDSBVI in June and July 2010 are:

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

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

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

LOOK FOR REGISTRATION INFORMATION TO ARRIVE IN THE MAIL SOON!

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



SD School for the Blind
and Visually Impaired

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PLEASE SHARE THIS NEWSLETTER WITH STAFF AND FAMILY AND FRIENDS

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