

# CONSULTANTS'

# ORNER



SD School for the Blind  
and Visually Impaired

## WINTER 2011

Volume 13 Issue 2

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### Capitol Christmas Tree

This year, for the first time, the SDSBVI decorated a tree as part of the annual Christmas Tree display at the State Capitol Building in Pierre, SD. Students and staff went to Pierre in late November to decorate the tree with Braille and the abaci as well as other items related to reading and writing. The decorations provided for a beautiful tree which helped educate the viewers about our school and the students we serve.

### West River Outreach Position

By Dr. Marjorie Kaiser

We have not yet been able to fill the Western Outreach Vision Consultant position. The position will remain open until we find a qualified candidate and we plan to expand our efforts this spring. In the meantime, the other Outreach Vision Consultants, Transition Specialist, and Low Vision Specialist have been providing limited service to families and schools.

### CALENDAR OF EVENTS

Statewide Special Education Conference  
Rapid City SD---March 20-23, 2011

Focus on Success  
Pierre SD---April 4-6, 2011

AER Dakotas Chapter  
Grand Forks ND---April 27-29, 2011

## EVERYDAY LEARNING ACTIVITIES

Below are some suggested activities that are simple, cheap, and don't take much time. Activities are taken from everyday events in our lives that are easy to access. Children that are visually impaired need to have more hands-on experiences to help them learn.

### **February**

Need to buy milk? Go to the store, purchase milk, go home, and enjoy drinking the milk.  
Build some fun snow people; enjoy the weather.  
Read a story in a very quiet voice; "Good Night, Moon" is a great story to start with.

### **March**

Donate something to a second-hand store or take food to an animal shelter.  
Cut, trim, clean, and polish your fingernails.  
Find pairs of things, like shoes, socks, and dishes.  
Trace around your hand on a piece of paper using a tracing wheel; color the shape.

### **April**

Go outside and look at the trees budding; find those that have leaves.  
Look for things with cracks, like sidewalks or walls.  
Hang up wet clothes using clothespins.  
Meet the mail carrier; ask to look in the mailbag.

### **May**

Help cook macaroni.  
Explore how to put gasoline in a car and find out what you can get at a service station.  
Visit a house that is under construction; keep track of its progress each week.  
Fly a kite!

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).

## **APH Educational Materials**

(<http://www.aph.org>)

**Math Builders:** is a supplementary math program separated into eight units by content standards and grade level. This allows the teacher to focus on specific standards or provide remedial material for individual students.

### **Unit 1 Kit: Matching, Sorting, and Patterning**

- ☞ Teacher's guide with lesson plans for grades K-3
- ☞ CD-ROM with *General Guidelines for Teaching Math to Young Braille Users*
- ☞ 58 student worksheets for additional practice
- ☞ 54 geometric shapes with different sizes, textures, and colors
- ☞ Felt board and textured shapes with Velcro®-backing
- ☞ Point symbol stickers
- ☞ Length sticks
- ☞ Bell bracelet and rattle for creating sound patterns

### **Unit 6 Kit: Geometry**

- ☞ Teacher's guide with lesson plans for grades K-3
- ☞ CD-ROM with *General Guidelines for Math for Young Braille Users*
- ☞ 34 student worksheets for additional practice
- ☞ Felt board and texture strips with Velcro®-backing
- ☞ Geometric shapes: hexagon, pentagon, octagon, equilateral triangle, right triangle, square, rectangle, & circle
- ☞ Geometro kit for building simple 3-D shapes
- ☞ Nemeth Code Reference Sheet
- ☞ 3-D shapes: sphere, cone, hemisphere, cylinder, cube, pyramid, and prisms

(Continue on Page 8)

## Dakotas Chapter AER Conference

The Dakotas AER/Vision Conference will be held April 27-29, 2011 in Grand Forks, ND.

This conference features topics of interest to professionals in the field of vision and other related disciplines including the following:

- *Kathy Johnson* from the American Printing House for the Blind will provide the most up-to-date information on Learning Media Assessment.
- *Dr. Betsy Flener*, Regional Consultant for the Kentucky School for the Blind, will present on several topics including Self-Determination. Betsy is recognized for her expertise in Cortical Visual Impairment, Septo-Optic Dysplasia, Literacy, and Autism.
- Other topics: Rehabilitation, Orientation & Mobility, Technology, Daily Living Skills, Recreation/Leisure Skills, Physical Education, Family Adjustment and more.

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

**Location:** ND Vision Services/School for the Blind on Wednesday, April 27  
Canad Inn Destination Center on Thursday, April 28 and Friday, April 29

A block of rooms has been reserved at the Canad Inn for state rate of \$69.30+tax.

Hotel Reservations can be made by calling the Canad Inn at (701) 772-8404.

Conference registration is a bargain at \$85.00. This includes a formal banquet and a luncheon. UND and ACVREP credit will be available.

For more information call Paul Olson at (701) 795-2717 or e-mail at [polson@nd.gov](mailto:polson@nd.gov)

Additional information will be available on the NDVS/SB website: [www.ndvisionservices.com](http://www.ndvisionservices.com)

## Come together and Share a Vision!

### Top 10 Applications for iPad

From a Teacher of the Visually Impaired (TVI) specializing in working with infants and toddlers with cortical visual impairment.

1. iComm - Bappz (to add a child's picture with the iPad)
2. Sign 4 Me for iPad - A Signed English Translator - Vcom3D (to look up signs)
3. Pianist Pro - MooCowMusic
4. Art Of Glow - Pro - Natenai Ariyatrakool
5. Glow Draw! - Indigo Penguin Limited
6. iLoveFireworks Lite - Fireworks Games
7. DuckDuckDuck - Majic Jungle Software
8. BabyFirst's Play Phone - BFTV, LLC
9. iLava - Dinusha Kumarasinghe
10. fluidity HD - nebulus design

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### Embossing Machine

An embossing machine is typically used to make textured cards and scrapbooking paper. But it also works great for your blind and visually impaired students to make textured paper! Craft materials become even more fun to work with and the various textured embossing folders offer a great variety of textures that can be imprinted on card stock.



This machine, as well as embossing folders, can be purchased on-line at <http://www.joann.com> or <http://www.ohmycrafts.com>. The Cuttlebug Embossing/Die Cutting Machine is a user-friendly machine and priced at under \$100. The embossing folders are typically \$5 or less. If ordering from joann.com take advantage of the teacher discount code (type teacher2011 for the coupon code). **Have fun being creative with this great tool!**

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### Braille Instructors

Good news for anyone seeking a certification as a Braille Instructor. Northern State University (NSU) in Aberdeen SD will be offering a course on-line titled **“Issues and Strategies in Teaching Reading.”** The course is offered as part of the Teacher Aide certification, but is also great for the Brailist certification. It will be offered for 2 credits. The course is being developed and it is anticipated that the class will be on-line this summer. It will be extremely important to sign up for this course, this summer, if you haven't already taken the reading class. All of the courses required for the Brailist endorsement can now be taken on-line from NSU. The Braille class can be taken from a variety of sources as a correspondence course (NSU, State Library, and <http://www.hadley.edu>). If you have any questions, please contact your Outreach Vision Consultant.

\*\*\*\*\*

### Hot Cocoa

- |                          |   |
|--------------------------|---|
| 2 cups powdered sugar    | 1 cup cocoa                             |
| 2 1/2 cups powdered milk | 1 teaspoon salt                         |
| 2 teaspoons cornstarch   | 1 pinch cayenne pepper or more to taste |
| Hot water                |   |

Combine all ingredients in a mixing bowl and incorporate evenly.  
In a small pot, heat 4 to 6 cups of water.  
Fill your mug half full with the mixture and pour in hot water. Stir to combine. Seal the rest in an airtight container, keeps indefinitely in the pantry. This also works great with warm milk.

\*\*\*\*\*  
\* “No winter lasts forever; no spring skips its turn.” Hal Borland \*  
\*\*\*\*\*

## SUMMER FUN & LEARNING

### MARK YOUR CALENDARS NOW TO ATTEND THE SDSBVI SUMMER PROGRAMS!

Summer may seem far away, especially considering all the winter weather South Dakota has been experiencing lately, but it's not too early to start planning to attend the Summer Programs.

Dates for the Programs offered at SDSBVI in June and July 2011 are:

<u>Session I</u>		<u>Session II</u>	
Week 1:	June 12	Week 4:	July 10
Week 2:	June 19	Week 5:	July 17
Week 3:	June 26	Week 6:	July 24

The Summer Program specifically addresses and provides opportunities for students to focus on the Expanded Core Curriculum (ECC) for Students with Visual Impairments. Areas addressed include:

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

### LOOK FOR REGISTRATION INFORMATION TO ARRIVE IN THE MAIL SOON!

For more information, please contact SDSBVI at 1-888-275-3814 or  
on our web-site at <http://sdsbvi.northern.edu>

## All Because of a Fish Tank

by Christy Bowen, Kansas State School for the Blind, Reprinted from Howe's Now Fall 2010 Issue

Who would've thought that a new fish tank in the preschool class would lead to something that covered every aspect of the expanded core curriculum? Here's how it happened....Mr. Bryan had an old fish tank at home he offered to bring into Ms. Janie's preschool class. The class talked about what kind of fish and what kind of plants they would like to put in the tank. They went to the pet store to buy fish and found out what types of jobs the pet store workers did (**Career Education**). In order to learn more about their fish, the preschoolers played a variety of fish games on the White Board (**Use of Assistive Technology**). The children got so excited about their fish; they wanted to show them off. So Ms. Janie suggested an open house. After having set a goal of getting a fish tank and putting fish and plants in it, they set a new goal of hosting an open house (**Self Determination**).

The preschoolers made signs to hang up around the school to invite everyone to an open house on Friday from 12:00 to 1:00. The signs were displayed in large print and Braille (**Compensatory Skills**). Then they fixed snacks to serve (**Independent Living Skills**). What did they serve? Why, goldfish crackers, of course! The other students at school were excited to attend the open house and had to find their way to the preschool classroom (**Orientation and Mobility**). As older students approached the room they were invited to knock on the door. One of the preschoolers greeted them with a loud "Welcome to our open house!" Then the older students were led to the fish tank. The students that were unable to see the fish were encouraged to listen for the motor, the filter, and the bubbles (**Sensory Efficiency Skills**). Then the preschoolers invited their guests to play some fish games and they all sat on the floor and played together (**Recreation and Leisure Skills**). Through this whole open house activity the preschoolers learned how to host an open house and the older students learned how to attend an open house (**Social Interaction**).





## Focus on Success IV (FOS)

**When:** April 4-6, 2011

**Where:** Best Western Ramkota Hotel, Pierre, SD

**Who:** Everyone is welcome!

Individuals who are blind or visually impaired, family members, students, teachers, and professionals in education, rehabilitation and independent living. The program will address options for education, vocational rehabilitation, and adult services for individuals who are blind or visually impaired.

### Featured Speaker: Marcus Engel

Marcus Engel inspires audiences to achieve success by making intelligent choices.

He helps audiences to:

- Turn adversity into victory
- Understand repercussions of unhealthy decisions
- Break through self-limiting behaviors
- Achieve success despite the obstacles
- Learn how choices, not circumstances, determine happiness
- Find inspiration in unlikely places

### Other Topics

Braille, Service Animals, Orientation and Mobility, Assistive Technology, Benefits Management, Peer Support, Deaf-blindness, and more!

**For registration information look on <http://dhs.sd.gov/sbvi/fos/FOS.aspx> or contact Service to the Blind and Visually Impaired @ 605-773-4644 or 1-800-265-9684**

## "SENSING" YOUR SURROUNDINGS

As consultants we see many fun and creative ideas used with students. It is fun to give students a variety of materials that will perk up their senses! Ideas of materials to use include:

**SIGHT:** Christmas garland, flashlights, Mylar balloons, glitter, sequins, shiny CDs, circus toys, and pinwheels

**SMELL:** scented oils, vanilla, vinegar, room fresheners, flowers, sample candle jars, and various lotions

**HEARING:** jars or bottles filled with various items such as dried beans, noodles, jingle bells, horns, whistles, rain sticks, Sun Chips bag, and paper ripping

**TOUCH:** sandpaper, scrub brushes, shaving cream, powder, Styrofoam peanuts, felt, velvet, Slinky, lint roller, paint brushes, and paper mache

**TASTE:** sour candy, pop rocks, various sugars (raw, granulated, powdered, brown, cubes), and various teas

Many of these items can be used with more than one sense. So look through your cupboards at home and see what kinds of experiences you can give to your students!

**"A good laugh is sunshine in the house"**

**William Makepece Thackeray**

## The Braille Rap Song

The song was written by Lynn Horton and Tammy Whitten as a fun way to teach Braille to their students at the Helen Keller School in Talladega AL. Lynn played the song at a Conference in Kansas, where it was met with such great interest that APH volunteered to produce a high-quality recording; available: [http://www.aph.org/edresearch/braille\\_rap/index.html](http://www.aph.org/edresearch/braille_rap/index.html)

A dot one is an A  
Are you ready to play?  
An A is a dot one  
Reach for the sun.  
(The student stretches his hand toward the ceiling imitating reaching for the sun)

A dot one-two is a B  
Braille is fun to me  
A B is a dot one-two  
On the floor tap your shoe.  
(The student taps his foot on the floor to the beat of the music)

A dot one-four is a C  
Oh me! Oh me!  
A C is a dot one-four  
Stomp the floor.  
(The student stomps the floor following the lead of the teacher)

A dot one-four-five is a D  
Now listen carefully  
A dot one-four-five is a D  
Buzz like a bee.  
(The student makes the z-z-z-z sound)

A dot one-five is an E  
I guarantee!  
A dot one-five is an E  
Touch your knee.  
(The student puts his hand on his knee)

A dot one-two-four is an F  
You did it yourself  
An F is a dot one-two-four  
Knock on the door.  
(The student makes the motion of knocking on an imaginary door)

A dot one-two-four-five is a G  
Braille is easy to me  
A dot one-two-four-five is a G  
With your chin touch your knee.  
(The student puts his chin on his knee)

An H is a dot one-two-five  
Four and one is five  
An H is a dot one-two-five  
Count from one to five.  
(The students count from one to five following the lead of the teacher.)

A dot two-four is an I  
Oh my! Oh my!  
A dot two-four is an I  
Find your eye.  
(The student touches the corner of his eye)

A dot two-four-five is a J  
Hey! Hey! What do you say?  
A dot two-four-five is a J  
Touch your ankle today.  
(The student will put his hand on his ankle)

A dot one-three is a K  
This is the same everyday  
A dot one-three is a K  
Touch your wrist its okay.  
(The student will touch his wrist with his hand)

A dot one-two-three is an L  
Isn't this swell  
An L is a dot one-two-three  
You're as silly as a monkey.  
(The student acts like a monkey)

A dot one-three-four is an M  
A.M. or P.M  
A dot one-three-four is an M  
Give your hair a trim.  
(The student will take his index and middle finger and pretend they are scissors and imitate cutting his hair)

A dot one-three-four-five is an N  
Let's do it again!  
A dot one-three-four-five is an N  
Count your fingers on your chin.  
(The student will count five of his fingers by touching his chin with them)

A dot one-three-five is an O  
Now we're ready to go  
A dot one-three-five is an O  
Wiggle your toe.  
(The student will wiggle his toes)

A dot one-two-three-four is a P  
I see! I see!  
A dot one-two-three-four is a P  
Count to three.  
(The student will count from 1 to 3)

A dot one-two-three-four-five is a Q  
Yes, it's true  
A dot one-two-three-four-five is a Q  
Wash your hair with shampoo.  
(The student will pretend to wash his hair)

A dot one-two-three-five is an R  
You are a superstar  
A dot one-two-three-five is an R  
Move your hands near and far.  
(The student will put his hands on his chest and stretch them out)

A dot two-three-four is an S  
I must confess  
A dot two-three-four is an S  
You're making progress!

A dot two-three-four-five is a T  
Oh me! Oh me!  
A dot two-three-four-five is a T  
Two plus one is three.  
(The student counts from 1 to 3)

A dot one-three-six is a U  
Whoop de do  
A dot one-three-six is a U  
One plus one is two.  
(The student counts from 1 to 2)

A dot one-two-three-six is a V  
Listen carefully  
A dot one-two-three-six is a V  
Relax and smile at me.  
(The student will physically relax his body; smile)

A dot two-four-five-six is a W  
Could you, would you  
A dot two-four-five-six is a W  
Tell a friend I love you.  
(The student will turn and tell his classmate "I love you")

A dot one-three-four-six is an X  
Lickety tick lickety tick  
A dot one-three-four-six is an X  
Stretch your neck.  
(The student will look up and stretch his neck)

A dot one-three-four-five-six is a Y  
Can you answer why?  
A dot one-three-four-five-six is a Y  
Put your arms on your thighs.  
(The student will bend his arms in an L shape and bend forward and touch his thighs)

A dot one-three-five-six is a Z  
Your must agree  
A dot one-three-five-six is a Z  
Now you are worry-free!  
(The student will raise his hands in the sky; wave)

## APH Educational Materials

(Continued from Page 2)

### Unit 8 Kit: Data Collection, Graphing, and Probability-Statistics

- ☞ Teacher's guide with lesson plans for grades K-3
- ☞ CD-ROM with *General Guidelines for Teaching Math to Young Braille Users*
- ☞ 21 student worksheets for additional practice
- ☞ Two graphing grids
- ☞ Tactile Graphing Squares (36 full squares and 9 half squares)
- ☞ Spinner with two overlays
- ☞ Embossed Graph Sheets
- ☞ Feel 'n Peel Stickers (Point Symbols, Alphabet Stickers, and Number Stickers)

Objectives for each lesson have been aligned with the Principles and Standards for School Mathematics from the National Council for Teachers and Mathematics (NCTM). The General Guidelines book will be included on the CD with every unit and is also available in large print and braille, sold separately. The guidelines are a good resource for teachers who need information about teaching math to students with visual impairments and a great resource to share with the regular classroom teacher. The remaining units will be announced as they are available for sale.

## STUDENT CORNER

### Artist

Each year the American Printing House for the Blind (APH) holds an international art competition for adults and children preschool through 12<sup>th</sup> grade. Close to 500 pieces are submitted each year and local judges from Louisville's education and art community select pieces to display at the APH Insights Art Competition during the annual APH meeting in October. We are proud to announce that South Dakota's first student entrant, **Raydon Johnson** from Mitchell, SD won the 2010 competition for his age group. Artwork from entries may also be reproduced in the annual InSights calendar and as images on greeting cards. We would like to encourage more students to participate in this visual arts competition. Entry forms for the competition are available in February of each year: just ask your Outreach Vision Consultant for more information or assistance with submitting your artwork.



### In the News

Jordan Curran, former Flandreau student, was recently featured on Keloland News in a story titled "Deaf and Determined." See how Jordan progresses in school, with the help of an "intervener" to facilitate learning and communication, despite a severe visual impairment and a hearing loss. View the video at: [www.keloland.com/videoarchive/index.cfm?VideoFile=121010deaf](http://www.keloland.com/videoarchive/index.cfm?VideoFile=121010deaf)

### Bronze Medal

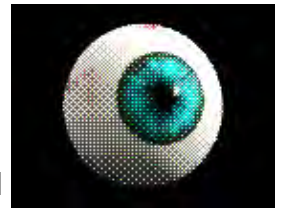
Congratulations go out to Dominick Woodraska from Yankton, SD on earning a bronze medal in his weight class at a recent wrestling tournament. He is 8 years old and wrestles with the Yankton Youth Wrestling Club. WAY TO GO DOMINICK!!!

If anyone knows of a young person we could feature in our "Student Corner", please contact an Outreach Vision Consultant. We welcome any special presentations, awards, writing, and achievements by our outreach students.



## FOCUS ON THE EYE

### **ALBINISM**



#### DEFINITION

Albinism refers to a group of inherited conditions. People with albinism have absent or reduced pigment in their eyes, skin, or hair. They have inherited genes that do not make the usual amounts of a pigment called melanin which is essential for the full development of the retina. Lack of melanin in development of the retina is the primary cause of visual impairment in albinism. In the USA, it is estimated that one person in 17,000 has some type of albinism.

There are two major categories of albinism (overlap of these categories often occurs):

- ☛ **Ocular Albinism (OA)** is divided into two types according to the inheritance pattern: **autosomal recessive OA** occurring equally in males and females, and **X-linked OA** with symptoms occurring primarily in males. In the X-linked cases, mothers carry the gene and pass it to their sons. Although the mothers usually have normal vision, they have subtle eye changes that can be identified by an ophthalmologist. If a woman does carry the gene, with each pregnancy there is a one in two chance of having a son with X-linked ocular albinism. For specific information, families should seek the advice of a qualified genetic counselor.
- ☛ **Oculocutaneous Albinism (OCA)** involves the lack of pigment in the hair, skin, and eyes. Each parent must carry the gene for this form which follows an autosomal recessive inheritance pattern, meaning there is a one in four chance at each pregnancy that the baby will be born with albinism. Within OCA there are two primary types of albinism. **Type 1** involves the complete lack of pigment. These children have white skin and hair and moderate to severe visual impairment. Children with **Type 2** have various amounts of pigmentation, yellow or blonde hair, and less severe visual impairment.

#### DIAGNOSIS

The diagnosis of albinism can be challenging. If albinism is suspected, concerns should be communicated to the pediatrician who will refer the family to a pediatric ophthalmologist. If a child has OCA, diagnosis will often be based first on the fair color of the child's skin and hair. A diagnosis of albinism may be suspected when a child develops rhythmic, involuntary eye movements (nystagmus) within the first few weeks of life and the eye exam identifies:

- ☛ if light passes through the iris
- ☛ the underdevelopment of the central retina, and
- ☛ the absence of melanin pigment in the eye.

While hair testing has been used as a diagnostic test for albinism in the past, newer, more accurate genetic tests are now available for diagnosis, classification, and prenatal genetic counseling. The visual evoked potential test (VEP), designed to identify the misrouting of retinal fibers of the optic nerve, can be valuable in providing a specific diagnosis.

#### CHARACTERISTICS

- Low Vision (visual acuity between 20/50 and 20/800)
- Sensitivity to bright light and glare (photophobia)
- Rhythmic, involuntary eye movements (nystagmus)
- Absent or decreased pigment in the skin and eye and sensitivity to sunburn (ultraviolet light) that could lead to skin cancers or cataracts in later life
- "Slowness to see" in infancy
- Farsighted, nearsighted, often with astigmatism
- Underdevelopment of the central retina
- Decreased pigment in the retina (blonde fundus)
- Inability of the eyes to work together (absence of stereo vision)
- Misrouting of the nerve pathways from the retina to the brain
- Light colored eyes ranging from lavender to hazel, with the majority being blue
- Strabismus; with both vertical and horizontal deviations

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**FOCUS ON THE EYE**

(Continued from Page 9)

**TEACHING STRATEGIES**

- ☛ Since not all children with albinism have the same visual acuity or use their vision with the same efficiency, it is important to consider each child as an individual.
- ☛ Early and ongoing assessment of the child's vision is crucial. As children progress through the educational system, they face increased visual demands and smaller print size and thus can benefit from suitable magnifiers, telescopes, or large print materials.
- ☛ It is important that the child, parent, teacher, vision resource teacher, ophthalmologist, and optometrist work as a team. The team should consider positioning, seating, lighting, glare, toys and materials, along with social/emotional growth of each child.
- ☛ The condition of "slowness to see" calls for an approach that uses all the senses for learning (multisensory) with the very young child.
- ☛ Allow the child to use the head and eye position that is comfortable and works the best.
- ☛ Provide good indirect lighting or position a light source behind the child. Never position a child directly facing the light source. Also, parents or teachers should always position themselves so that the child is not looking toward a light source.
- ☛ A child who may be poorly organized may benefit from predictable environments and routines.
- ☛ A child should be able to hold toys and objects as close as he would like and should be allowed to move to the most advantageous viewing position.
- ☛ A careful "walk-through" of the house or classroom will identify the areas of highest glare. Using indoor lighting, even during the day, can equalize lighting from indoor and outdoor sources and reduce the effects of glare on the eyes. A hat or visor can eliminate glare from overhead lighting.
- ☛ To compensate for missed nonverbal cues such as facial expressions, everyday social gestures, etc., a child should be given verbal and/or tactual information.
- ☛ Lack of depth perception can be compensated for by learning to use information from the environment. Provide a child with repeated opportunities for exploration and movement in a variety of settings and lighting conditions.
- ☛ When the environment makes it difficult to see, a child must learn to rely on other senses. Bright glare from snow, sand, water, or pavement, or dappled light where sun and shadows continually change, can reduce the visual world.
- ☛ Open discussion and support at home for a child with albinism encourages him to acknowledge his feelings and to begin the process of self-advocacy.
- ☛ The following qualities make a significant difference in the child's ability to see printed materials:
  - ☛ High contrast
  - ☛ Uncluttered background
  - ☛ Well defined pictures
  - ☛ Large print primary colors

**SOURCES**

www.albinism.org (National Organization of Albinism and Hypopigmentation)

www.blindbabies.org/factsheet\_albinism.htm

www.lowvision.org

www.svrc.vic.edu.au/eyeconditions.html

www.eyeeassociates.com

www.mayoclinic.com

www.tsbvi.edu

**MTV's "True Life"**

A program broadcast on MTV recently featured the topic of "Living with Albinism." The program following several young people with albinism in their day-to-day & school lives. It shares their personal perspective of what living with albinism is all about. See it at: <http://www.mtv.com/videos/true-life-im-an-albino/1654511/playlist.jhtml>

**"AMAZING"**

Video on YouTube titled "AMAZING". All families and students should take the opportunity to view. It is a great video made about people with albinism and presents a very positive view: <http://www.youtube.com/watch?v=8dlzHsQMmF0>

## INCIDENTAL LEARNING...OR "LEARNING OUTSIDE OF THE BOX"

### Winter Wonderland

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.

(Source: [http://psychology.wikia.com/wiki/Incidental\\_learning](http://psychology.wikia.com/wiki/Incidental_learning))

How many times do you want to go outside with your students to play in the snow but it's TOO COLD?!?!? Well, how about bringing a tub of snow into the classroom? The students can play and feel the snow, yet you don't need to bundle up and worry about frostbite! The students can make snowballs and make a miniature snowman, and "accessorize" the snowman with buttons, sticks, rocks, scarves, and whatever other materials you want to use; just BE CREATIVE! Leave the snow sit in the tub overnight and the next day talk about the melting process.

Additional topics about snow to discuss and experience include:

- Scraping vehicle windows and brushing snow off the windows
- Temperature changes and how it affects the type of precipitation we get: snow, frost, sleet, freezing rain, and ice
- Eating the store-bought "snow ball" cakes
- Play with instant snow powder (InstaSnow)
- Making and eating snow cones
- Shoveling snow
- Snow forts
- Snowball fights
- Snow angels
- Snowboarding
- Snowmobiling
- Snowshoes

Ask the students what they want to do with snow!



### Real Snow -- Snow cones

Things You'll Need:

- Flavored soft drink powder
- Granulated sugar
- Sauce pan
- Soda bottles

1. Choose your flavor. In the soft drink aisle of your local supermarket you will find powdered soft drinks, perfect for making your snow cone syrups. Select a variety of flavors to try out.
2. Combine the sugar and water in a sauce pan and place over medium heat until the sugar is completely dissolved.
3. Turn off the heat and add a packet of the flavored powder, stirring well. Taste your syrup and add more sugar or water if necessary.
4. Allow your snow cone syrup to cool, and then pour into a bottle with lid. Clean, recycled soft drink or juice bottles are perfect, as they are less likely to spill and easy to pour.
5. Scoop *fresh* snow into a glass; pour syrup over snow.
6. Crushed or shaved ice works well too!





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