

CONSULTANTS'

WINTER 2016

Volume 18 Issue 2

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SD School for the Blind
and Visually Impaired

Family Fun

The Aberdeen Area Family Support Group met in December for some fun at the School just prior to the Christmas Program and lunch. They made ornaments as well as tactile and braille gift tags for family Christmas gifts. It was fun to see all the creativity come alive. The parents and grandparents were also informed about United English Braille (UEB), the Cogswell Macy Act, and the great things a 3-D printer can make.



CALENDAR OF EVENTS

National Braille Literacy Month

January 2016

Family Day

February 13 @ Spearfish, SD

SDSBVI Advisory Council Meeting

February 29 @ Aberdeen, SD

State Special Education Conference

March 22-23 @ Pierre, SD

Dakotas AER Conference

April 13-15 @ Aberdeen, SD

SDFBVI "Dinner in Dark"

May 5 @ Aberdeen, SD

Family Weekend

June 4-5 @ 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

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.

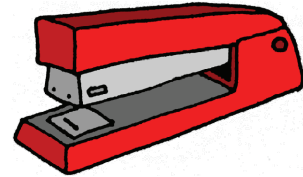
FEBRUARY

- ☞ Look at a tree that has no leaves or has old leaves. Compare it to an evergreen.
- ☞ Look at cans-heavy ones, light ones, cans that rattle, and ones that slosh.
- ☞ Have a surprise party for someone.
- ☞ Use an alarm clock to wake up.



MARCH

- ☞ Visit a friend while you wear a watch. Talk about the watch.
- ☞ Staple around a piece of cardboard.
- ☞ Why use an adhesive bandage? Get some and put them on.
- ☞ Help unwrap a stick of butter.



APRIL

- ☞ Whip up water and soap. Let the suds subside and do it again.
- ☞ Try on someone else's shoes, hat, or jacket.
- ☞ Look at the engine in a car, a lawn mower, or other machines.
- ☞ Visit a house that's being built. Look at the foundation.



MAY

- ☞ Does a key ring "ring"? Why not? Why the name "key ring"?
- ☞ Take a boat ride. What do you need on a boat? Oars, life jacket, etc.
- ☞ Go camping. Build a campfire.
- ☞ Look at seeds and plants. How are they different?



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).



2016 Dakotas AER Conference

D"AER" to Explore

April 13 - 15, 2016

Northern State University in Aberdeen, South Dakota

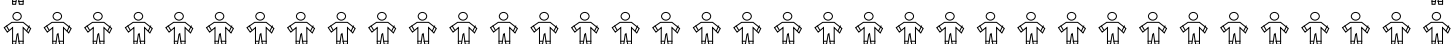
Featured Presenters and Topics Include:

- ☞ Robbin Clark (UT School for the Deaf and Blind) – Expanded Core Curriculum
- ☞ Dr. Curt Wischmeier (Ophthalmology Associates, Aberdeen SD)
- ☞ Mike Goehring (Guiding Eyes)
- ☞ Monica Turner (APH) – APH products including the Quick & Easy Expanded Core Curriculum
- ☞ ♦SD Rehabilitation Center Programs ♦Smarter Balance ♦3D Printing ♦Early Childhood Literacy ♦Preparing for College ♦Deaf/Blind



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

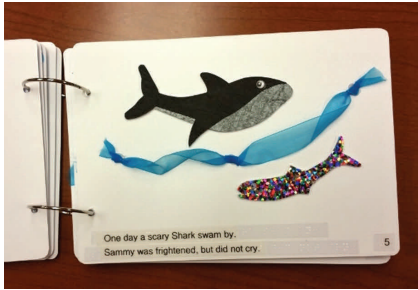
A block of rooms has been set aside at the **AmericInn** so call 605) 225-3600 to make reservation under NDVS/SB by March 13, 2016. Registration and Conference information are available at <http://sdsbvi.northern.edu> or contact Jane Mundschenk at 605-626-2580 or jane.mundschenk@sdsbvi.northern.edu for more information.



Joint Meeting

The SD School for the Blind and Visually Impaired and the SD School for the Deaf met in November in Pierre. Outreach staff from both schools had the opportunity to network together. We also did training with staff from three wonderful agencies that are great resources for everyone in the State. Linda Turner, Department of Education; Lisa Sanderson, Parent Connection; and Tim Neyhart, SD Advocacy were able to share information about their agencies and the roles they play for students. We were also very surprised and thankful when South Dakota Governor, Dennis Daugaard made a surprise visit.





Our Very Own

The American Printing House for the Blind (APH) was the U.S. National contact for the Typhlo and Tactus (T&T) Tactile Book Contest 2015, the International competition was created to encourage improvement to the quality and quantity of tactile books for young children with visual impairments. The book selected to represent the United States at the International competition was created by our very own Outreach Secretary, Lori Gellhaus! Her tactile book, **Sammy the Sardine**, follows the adventures of a small fish as he swims along, dodging a shark, and finding a new friend. A panel of six judges met at APH in September and selected **Sammy the Sardine** as the United States winner and the only book sent overseas to compete for the final decision by an International panel of children and adults with visual impairments, as well as professionals in the field. Fifteen countries submitted a total of 55 book. **Sammy the Sardine** received votes but was not chosen the International winner. Congratulations Lori!

Lori has an overabundance of talent and also keeps our APH materials ordered, organized, and checked in. She is a very creative wheel around our school. We also thank Lori for using her talents to help create books for our students!

APH Educational Materials

Interactive U.S. Map with Talking Tactile Pen

This engaging, interactive, and user-friendly map will complement social studies and geography content. The interactive map has a talking tactile pen that serves as a personal "tour guide" giving the reader information about each location visited on the map via multiple layers of audio recordings. The reader is allowed to "drill down" layer by layer via consecutive pen taps to learn about each state.



Miniguide US



The Miniguide US is a tiny, handheld electronic travel device that can enhance the effectiveness of a blind person's primary travel method. It uses ultrasound to detect objects and gives tactual or auditory feedback by vibrating or chirping more rapidly as you approach an object. When used with a cane or dog guide, the Miniguide US can help a blind person avoid obstacles and overhangs; locate landmarks; locate items such as mailboxes or trash cans, and find paths through crowds at ranges from 20 inches to 26 feet.

Tactile Town: 3-D O&M Kit

Tactile Town is an interactive, three-dimensional model used to teach spatial concepts and environmental layouts. It develops cognitive mapping skills by helping students perceive and organize their physical environment specific to concepts such as street layouts, intersections, route patterns, city block arrangements, etc. It encourages active participation and interaction with displayed map layouts so that concepts and skills, not conveniently accessed through real-life exploration, can be learned and practiced. The Tactile Town kit will help students be more aware of traffic patterns in relation to real intersections they are crossing.



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

iPad Tips: VoiceOver Gestures

The VoiceOver (VO) gestures listed below are gestures using one finger. A “tap” refers to a quick touch and release of your finger. A “swipe” refers to a quick touch and drag of your finger in the direction indicated. Holding your finger on the screen for too long when performing any of these gestures can cause VoiceOver to not recognize the gesture. Each gesture should only take a fraction of a second to perform. At any time, a four finger double tap can be used to start VoiceOver “Help”. When Help is on, you can practice any gesture. VoiceOver will describe the action associated with that gesture without performing the action. Use a two finger scrub in a Z shape or a four finger double tap to turn VoiceOver Help off when you are finished practicing.

GESTURE

Drag one finger around screen

Tap one finger 2 times fast anywhere on screen

Hold one finger and tap with another

Tap one finger 2 times and hold

Swipe one finger left

Swipe one finger right

Swipe one finger down

Swipe one finger up

ACTION

Speaks and selects the item under your finger

Activates the selected item

Activates the selected item

Activates "drag-mode." Then drag finger around screen to move item

Selects the next item

Selects the previous item

Performs action or moves to the next item based on the selected rotor option

Performs action or moves to the previous item based on the selected rotor option

SDSBVI Library

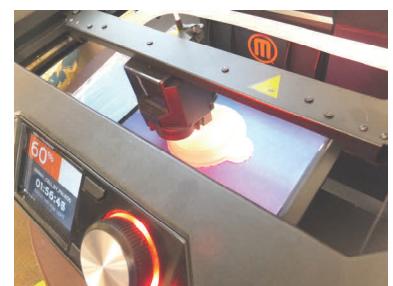
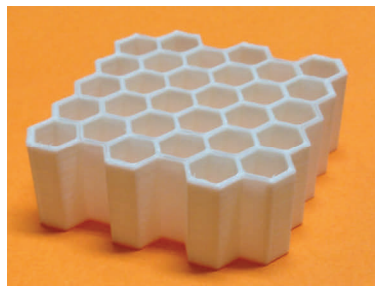
Have you ever come across a book and thought to yourself, “I wish I could get that in braille or large print for my child?” Or, maybe you have looked for games or educational tools/devices to try with your student but just weren’t sure where to begin looking for them. Well wonder no more, in addition to the Outreach Vision Consultant loan library, the SDSBVI on-campus library has a variety of professional materials, descriptive videos, games, teaching tools, braille books, books on tape, and large print books all to loan out to families and school districts. School Librarian Pat Geditz is continuously seeking new books and materials for our collection so the students we serve both on campus and through outreach have as much variety as their sighted peers.

To find out more about borrowing materials from the library, please contact your Outreach Vision Consultant or Pat Geditz, SDSBVI Librarian at pat.geditz@sdsbvi.northern.edu.

3D Printing

3D printing or additive manufacturing is a process of making three dimensional solid objects from a digital file. SDSBVI has obtained the new technology and Amy Scepaniak, our Outreach Vision Consultant, recently traveled to North Dakota to receive training on 3D printing. Simonson Lumber & Hardware of Fargo spent several hours training Amy, staff from the North Dakota School for the Blind, and Deirdre Peck from Aberdeen Central High School. They were shown basic operating instructions, how to repair and clear a machine, and how to find websites to use for resources. The group printed two small projects on the day of training but Simonson Lumber has made many projects including 3D prints of the Washington Monument, Mount Rushmore, and even a human heart for the North Dakota School for the Blind.

Since the training, SDSBVI has made 3D prints of a Bee Hive, an Animal Cell, and an Ebola and Cold Virus.



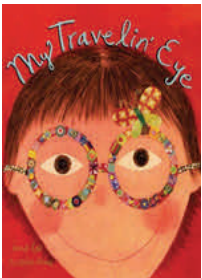
Expanded Core Curriculum: Independent Living Skills - Snow Removal

By this point in time, we have all had to do a little snow removal. How did you remove that snow? And did your child help? Give your child lots of opportunities to help out as well as explore the various ways snow is removed from our sidewalks, steps, and roadways. It can be removed by simply using a broom, snow shovel, blower, or removing large amounts of snow with large equipment such as a snowplow. And with any activity involving tools, safety is the first priority.

- ☞ Your child can be of assistance by using a shovel. Show him or her how to use it correctly as to avoid back injuries. Take him or her to the store to explore the numerous styles of shovels; even pick one out to use at home!
- ☞ Explore some of the home-use machines for removing snow. Snow blowers come in a wide variety of shapes, styles, and sizes. Give your child the opportunity to look at and feel all the parts: handles, auger, impellor, wheels, etc. Explain how all of these parts work together to pick up the snow and blow it out. Definitely stress safety with these machines!!!
- ☞ Then move on to the big machines used by the street cleaning crews. Ask your city street crew if your child can explore the city snowplow. Let your child discover the various parts and size of the snowplow. Explain and show examples of snowplows attached to the front of pick-ups (typically used in small parking lots) as well as the large equipment trucks use in larger parking lots and on the streets. Demonstrate with a model or toy and/or watch a real snowplow at work so your child knows how it differs from a shovel or snow blower. Once again, stress safety in staying a safe distance away while these machines are in use.
- ☞ Understanding how to remove “this pretty white stuff” is good awareness for your child in winter survival!
- ☞ Another good discussion, especially for older children, is to find out the city laws and the timeline of removing snow from sidewalks and what the penalties may be for not following through. We all have to work together to keep our neighborhoods looking nice and being safe, and your child can assist with that, so put on a few warm layers and we will see you outside on the next snow day!



Books Featuring Characters with Visual Impairments

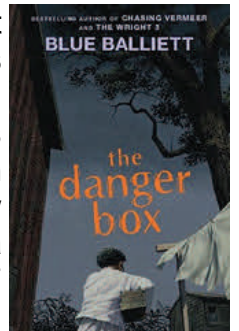


My Travelin' Eye by Jenny Sue KostECKi-Shaw

Jenny Sue's right eye looks in one direction, while her left eye sometimes wanders. She has a travelin', lazy eye and although it makes her different, it also helps her see the world in a special way. Jenny Sue overcomes her disability and is an inspiration to others. Grades Preschool to 2nd Grade

The Danger Box by Blue Balliett

Do you like a good mystery with lots of adventure and action? If so, check out this book. Zoomy, a twelve-year-old boy, has poor eyesight, OCD, and craves structure. He has been raised by his grandparents, but one day Zoomy's estranged father leaves a mysterious box on the doorstep and inside there is a notebook wrapped in a blanket. While looking through it with his grandparents, he finds clues relating to Charles Darwin. With the help of his friend, Lorrol, Zoomy discovers the origin of the book but then it is stolen. This is a great, action-packed story that does a good job of holding the reader's interest. Grades 5-7



Wake by Robert J. Sawyer

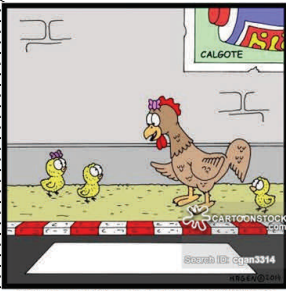
Caitlin Decker is a brilliant young blind teenager whose disability is more of a benefit when surfing the Internet. When a Japanese researcher offers Caitlin the ability to gain her sight through a revolutionary new implant she eagerly accepts. However, she's surprised when rather than showing her the ordinary world, she is introduced to Webmind. The two become friends, but WATCH, a secret United States government agency believes that Webmind should be destroyed at all costs. Grades 9-12



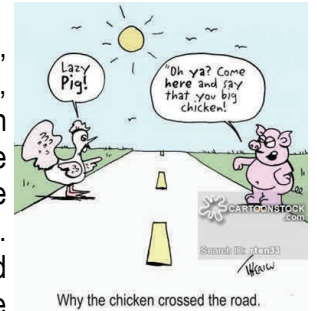
"Learning Outside of the Box" - Roads

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 our last newsletter, we encouraged you to explore various types of vehicles with your child. This issue we encourage you to explore roads.

First, have a discussion regarding the similarities and differences of roads, streets, avenues, lanes, cul-de-sacs, round-a-bouts, alleys, highways, interstates, freeways, expressways, boulevards, and driveways. Then go out and "hit" the road and have a more hands-on experience by exploring road surfaces! Of course, the most rustic type of road you will find will be a dirt road, so take the time to explore the road to see if you can find the worn path where traffic has traveled. Gravel roads will also be fairly rustic, but will tend to be rougher and bumpier. With all road types, have a discussion on how the surface would change if it would become wet and how that may influence traveling on that road.



Why we cross the road is not important: What is important is to cross at the pedestrian crossing...



Next, find more solid road surfaces, like cement and asphalt, explore and compare these surfaces too. For any of the roads mentioned above, see how many adjectives can be used to describe each type. Also, discuss safety concerns with any of the road surfaces? Finally, enjoy the jokes referring to "Why did the chicken cross the road?"

Traveling for the Weather

Winter travel can be difficult for anyone, but for those who are blind or visually impaired it can be more time consuming, more challenging, and even more dangerous.

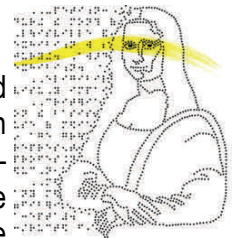
- Keep up on the weather.
- Prepare for sudden changes.
- Dress for the weather before you leave home: boots with good traction, mittens instead of gloves, and a hat or scarf.
- Plan your door to door route and check bus schedules to minimize the amount of time spent outside.
- Decide what trips are necessary and which ones can wait until another day.
- Let someone know when you plan to leave, arrive, and the route you are taking.
- It is extremely important to be visible to drivers during dark winter months. Use a reflector which hangs from the side of the coat. Also, wear bright colors to stand out against the snow.
- Be sure your phone/device is charged so if you have difficulties you can contact someone and let them know, if you are stranded.

Mark your calendar!!!



InSights Art Competition!

The deadlines for the 25th Anniversary of the APH InSights Art Competition and Exhibition have been established. Open to students in kindergarten through high school and to adults who are students or independent artists, this International juried competition has received thousands of entries over the past years. Please spread the word among your artistic students and friends that the rules and entry forms for this year will be available in February. Deadlines are March 25, 2016, for students, kindergarten through twelfth grade and April 1, 2016 for adults. If you would like to have a copy emailed to you, contact Roberta Williams at rwilliams@aph.org



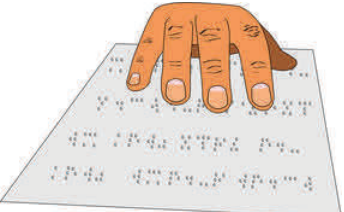
Family Weekend

The SDSBVI Outreach Staff is busy planning our 6th Annual Family Weekend. This weekend is designed to bring families with children who are blind or visually impaired together to learn, support each other and have fun. We will be holding this event in Aberdeen on June 4-5, 2016. Tentative topics include: literacy, communication, and technology. If you have suggestions for topics, please contact your Outreach Vision Consultant.

Louis Braille's Birthday - Top 10 Braille Resources

January is National Braille Literacy Month, chosen because January 4 was the day Louis Braille, the inventor of braille, was born. To help promote Braille Literacy here are the top picks

- 10. **Braille Authority of North America (BANA):** Their mission is to assure literacy for tactile readers through the standardization of braille and/or tactile graphics. <http://www.brailleauthority.org/>
- 9. **The American Printing House for the Blind (APH):** The largest non-profit organization creating educational, workplace, and independent living products and services for people with vision loss. <http://www.aph.org>
- 8. **Texas School for the Blind and Visually Impaired (TSBVI):** This web-site has many resources. <http://www.tsbvi.edu/braille-resources/1880-braille>
- 7. **Seedlings Braille Books for Children:** A non-profit, tax-exempt organization dedicated to increasing the opportunity for literacy by providing high quality, low cost braille books for children. <http://www.seedlings.org/>
- 6. **National Braille Press:** Their mission is to promote the literacy of children who are blind through braille and the access to information that empowers them to actively engage in work, family, and community affairs. <http://www.nbp.org/>
- 5. **Paths to Literacy:** This website is the result of a joint project between Perkins School for the Blind and Texas School for the Blind and Visually Impaired (TSBVI). By combining resources and expertise, they hope to assist educators and families in the quest to provide literacy experiences for children who are blind or visually impaired. The information ranges from a basic overview of literacy to various stages of development and special challenges, as well as an exploration of different media (print, braille, auditory). <http://www.pathstoliteracy.org/>
- 4. **American Foundation for the Blind (AFB):** Helps people with vision loss in every aspect of life - education, career, family, technology, and the laws that shape our environment. <http://www.afb.org/default.aspx>
- 3. **DOTS for Braille Literacy:** A free newsletter from AFB which provides information about new braille products and publications, news items from the Braille Authority of North America, a question-and-answer column, as well as strategies for teaching braille. It's a terrific resource for teachers, parents, family members, and anyone interested in braille literacy.
- 2. **AFB's Braille Bug®:** This website was created to help sighted children learn about braille through accessible games, riddles, and "secret messages," as well as a kid-friendly biography of Louis Braille.



© Can Stock Photo

And finally number #1. **SD School for the Blind and Visually Impaired (SDSBVI).** This website has many resources including links to an awesome Facebook page and an educational Pinterest page with boards focusing on the "Expanded Core Curriculum". <http://sdsbvi.northern.edu>



Space the Final Frontier....

With the release of the new Star Wars movie there has been a revival of space exploration. The SDSBVI Outreach Program is organizing a trip to Huntsville, AL where students can participate in a week-long Space Camp designed specifically for students who are visually impaired or blind from around the world. Students will get to experience some of the training activities astronauts go through, learn about aviation and the space program, and be part of a space team in a mock mission. For more information about the SCIVIS program, go to www.tsbvi.edu/space, or contact your Outreach Vision Consultant. Applications are currently being accepted until January 31.

National Center on Deaf-Blindness (NCDB)

The National Center is a technical assistance center funded by the Federal Department of Education to improve the quality of life for children who are deaf-blind and their families. One of their initiatives is to provide training opportunities to families and service providers through their on-line training modules called "Open Hands Open Access" (OHOA). These modules are designed as a national resource intended to increase awareness, knowledge, and skills related to intervention for students who have combined vision and hearing loss (deaf-blind) who are being served in educational settings (ages 3 through 21). Many Deaf-Blind Programs throughout the country are providing families and service providers the opportunity to participate in a host site when using the NCDB modules. Last year, the South Dakota Deaf-Blind Project and the North Dakota Dual Sensory Program joined hands to provide access to the "Open Hands Open Access" Modules through the formation of the "Dakota Cohort Training in Deaf-Blindness". Through a "host site" participants are able to earn a variety of credit options, including certificate of completion, undergraduate or graduate credit through University of South Dakota and/or Registry of Interpreters for the Deaf.

Module Formats: *There are two ways to participate in Training Modules...**BOTH ARE FREE!***

National Center on Deaf-Blindness on-line registration can be found at <https://nationaldb.org/ohoaregister>. Once you have sign-in credentials, you can move through the Modules at your own pace. No credits are provided with this Module.

USD Center for Disabilities "Dakota Cohort Training in Deaf-Blindness" - This learning Module provides the opportunity to engage in discussion groups with others from both South and North Dakota, complete assignments, and receive Continuing Education credits. To learn more go to: <http://www.usd.edu/medicine/center-for-disabilities/trainings-and-upcoming-events> or contact Rose Moehring, Deaf-Blind Project Coordinator at Rose.moehring@usd.edu or 605-357-1437. Registration deadline is January 11, 2016 but late registrations may be possible.

Candice Mohn, SDSBVI Speech & Language Pathologist, shared "the NCDB Modules have been a well worth it experience"! The modules contain a wealth of information that applies to students who are deaf-blind, but also to a variety of other students. They provide an opportunity to brainstorm and collaborate with other co-workers, real-life simulation activities, and ideas on how to better serve our wonderful students who are deaf-blind".

Resources: <https://nationaldb.org/> or <https://nationaldb.org/ohoa>



Jeanie Schmidt,
intervener with Jada
Madsen, SDSBVI student

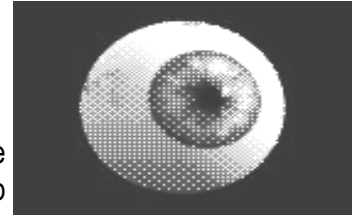
Did you know.....

The Ohio State School for the Blind has the only known blind marching band? The band was formed in 2005 to provide music and halftime shows for the Ohio State School for the Deaf football program. The band currently has approximately 35 musicians with the only requirement is the desire to be in a band and the willingness to work with a sighted guide. Director Dan Kelley, who has been blind since birth, points out, "keeping straight lines is a visual thing" so the guide either stands beside a student and puts an arm across his or her shoulders or guides from behind with one hand on each of the student's shoulders.



In 2010 the band marched the 5.5 mile route of the Tournament of Roses Parade in Pasadena, CA and preformed for 12 minutes during the halftime show. In 2013 the students joined the Ohio State University Marching Band, which is said to be the best marching band in the land, for the first time to preform OSUMB's signature drill, Script "Ohio" to the song "Le Regiment." With their guides they uncoiled, marched across the hash marks and spelled "Ohio" in Braille letters, each person representing one dot of the 6-dot Braille cell letters. Meanwhile, the OSU band simultaneously performed the traditional Script "Ohio" facing the visitors' side of the stadium. The National Memorial Day Parade Selection Committee accepted the Ohio State School for the Blind Marching Band as an official representative of the State of Ohio in the 2015 National Memorial Day Parade in Washington, DC. To learn more go to: www.ossb.oh.gov/musicnews.php.

FOCUS ON THE EYE - RETINOBLASTOMA



DESCRIPTION

Retinoblastoma (reh-tin-oh-blast-oma) is a childhood cancer arising from immature retinal cells in one or both eyes and can strike from the time the child is in the womb up to 5 years of age. This cancer is curable if caught early enough. A cure, however, may require aggressive treatment and even removal of the eye in order to be successful. If the cancer has spread beyond the eye, the likelihood of a cure is lower and depends on how the tumor has spread. Spreading of the tumor to the brain or other locations can occur.

Retinoblastoma is a relatively uncommon tumor that accounts for about 3% of the cancers in children under the age of 15. The tumors originate in the retina, the light sensitive layer of the eye which enables the eye to see. When the tumors are present in one eye, it is referred to as unilateral retinoblastoma, and when it occurs in both eyes, it is referred to as bilateral retinoblastoma. Sixty percent of the cases involve only one eye (unilateral); the rest affect both eyes (bilateral). Ninety percent of retinoblastoma patients have no family history of the disease and only 10% of newly diagnosed patients have other family members with retinoblastoma.

Early diagnosis and intervention is critical to the successful treatment of this disease. Genetic counseling can help families understand the risk of retinoblastoma. This is especially important when more than one family member has had the disease or if the retinoblastoma occurs in both eyes.

SIGNS / SYMPTOMS

- ☞ White "glow" or "glint" in the pupil of one or both eyes in dim lighting
- ☞ White or distorted pupil
- ☞ Crossed or misaligned eyes
- ☞ A red, painful eye
- ☞ Poor vision
- ☞ The iris may be a different color in each eye
- ☞ A cataract can develop from the treatment
- ☞ A white glow in the eye seen in photographs taken with a flash, instead of the typical "red eye" that is often seen from the flash.

If you notice this white glow in any of your children's photos, please contact your pediatrician or ophthalmologist immediately. Request the pupil dilation of both eyes. If your physician is unable or unwilling to do the pupil dilation, please insist on a referral.

DIAGNOSIS

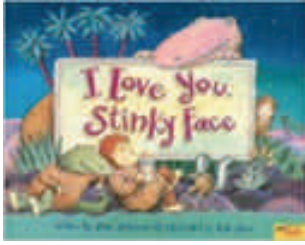
An examination of the eye is done with dilation of the pupil, CT or MRI study of the head, and ultrasound of the eye (head and eye echoencephalogram).

TREATMENT

Treatment options depend upon the size and location of the tumor. Small tumors may be treated by laser surgery. Radiation and chemotherapy may be needed if the tumor has spread beyond the eye. The eye may need to be removed if the tumor does not respond to other treatments. It is important to seek treatment from a physician with experience treating this rare type of tumor.

(continued on page 11)

Story Box



I Love You Stinky Face by Lisa McCourt, Illustrated by Cyd Moore

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 with the Story Boxes can be incorporated to reinforce these concepts and build on others such as counting, labeling, or sorting.

Target Vocabulary: ape, eyelids, droopy, big, skunk, lunch box, slimy, sharp, bubble bath, monster, mountain, bon-appetite, alligator, dinosaur, dangerous, alien, and swamp

Content: a toy ape, alligator, alien, skunk, dinosaur, and monster, lunch box, piece of banana bread, slime, bubble bath, and a big and little toothbrush. Things in the Story Box can be big or little; with or without points (unsharpened pencils or scissors); and scented or unscented things with different pleasant or unpleasant scents.

Pre-Teaching the Story: Before reading the story, introduce vocabulary words and have your child explore the different objects as you label them. Smell the unpleasant and pleasant scents and identify which ones are “stinky”. Use stackable objects to build a mountain. Sort big from little objects. Bathe your child in scented bubble bath.

Using the story Box: On the first day allow your child to examine the contents and ask questions about the items. Spend time explaining the differences of the animals in the story. As you read the story, let your child play with the items from the box. On the second day have your child find the characters in the story as they are mentioned. On day three have your child act out the story as it is being told. Repeat this for several days. Finally, have your child act out the story while telling it in his or her own words.

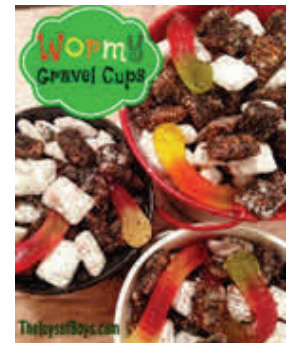
For more Story Box ideas go to <http://www.pathstoliteracy.org/suggested-list-story-boxes-young-children>

For more children’s print/braille books go to www.seedlings.org or National Braille Press at nbp.org

Wormy Gravel Cup

What you need:

- | | |
|---------------------------------------|-------------------------------|
| 🌀 9 C Rice Chex Cereal | 1 C Semisweet Chocolate Chips |
| 🌀 ½ C Peanut Butter | ¼ C Butter |
| 🌀 1 tsp Vanilla | 1 C Powdered Sugar |
| 🌀 1 C Crushed Chocolate Wafer Cookies | |
| 🌀 Gummy Worms | |



What you will do:

- 1) In a large bowl measure cereal and set aside
- 2) In microwave safe dish combine chocolate chips, peanut butter, and butter
- 3) Microwave uncovered for 1 minute, stir and microwave in 30 second intervals until smooth
- 4) Stir in vanilla
- 5) Pour over cereal, mixing until evenly coated
- 6) Pour into 2 - one gallon Ziploc bags
- 7) Add powdered sugar into one bag and the crushed chocolate wafers into the other bag
- 8) Seal the bags and shake well
- 9) Spread mixture on a sheet of waxed paper to cool
- 10) Put mixture in a large bowl and add gummy worms

Enjoy **Enjoy** **Enjoy**

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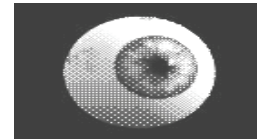
Facebook: SD School for Blind and Visually Impaired

FOCUS ON THE EYE - RETINOBLASTOMA

(continued from page 9)

EDUCATIONAL IMPLICATIONS

- ☞ Child may function as a person with vision in one eye only and not need services for the visually impaired
- ☞ Preferential seating
- ☞ Magnification (including large print)
- ☞ Avoid contact sports and other high risk physical activity to prevent retinal detachment
- ☞ Orientation and Mobility evaluation at night and in dimly lit places recommended
- ☞ May need visual efficiency training to develop scanning skills
- ☞ Support of eccentric viewing
- ☞ May need magnification (e.g., hand-held or electronic magnifier, screen enlargement software, telescope, etc.)
- ☞ May benefit from access to auditory materials
- ☞ May require instruction in tactile learning and braille



Compiled by SDSBVI Outreach Vision Consultants, September 2015
Websites Updated December 2015

SOURCES: www.aapos.org, www.cancer.org, www.tsbvi.edu, www.cancer.gov, www.eyecancer.com,
www.mayoclinic.com, www.retinoblastoma.net

Summer Fun & Learning

Summer is a great time for learning. Students with vision loss have an opportunity to acquire skills that will increase their independence and self-confidence. Our Summer Program is designed to offer hands-on activities on the campus in Aberdeen and in the community to develop the skills of blindness. Since many students do not have opportunities for this instruction in their home communities, summer is an ideal time to learn from teachers of the visually impaired. The Summer Program is usually added to a student's IEP under Extended School Year. If you would like more information, please ask your Outreach Vision Consultant.

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LEAP into Transition

Learning to be Equipped for Adulthood Program



LEAP is a newer program at the SDSBVI which offers "Transition Services" that address preparing students for adult life, including movement from school to post-secondary education, employment, and independent living.

To be eligible a student must be between the ages of 16 and 21 years old, must qualify as visually impaired or blind, and must have an unsigned diploma.

The program focuses on real-life experiences and utilizes the areas of the Expanded Core Curriculum:

- ☞ Compensatory and Functional Academic
- ☞ Orientation and Mobility Skills
- ☞ Assistive Technology
- ☞ Independent Living Skills
- ☞ Career Education Skills
- ☞ Social Interaction Skills
- ☞ Recreation and Leisure Skills
- ☞ Self-Determination Skills

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