# Visual Impairment and Deafblind Education Quarterly

Division on Visual Impairments and Deafblindness


## Winter Issue

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The Voice and Vision of Special Education

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The voice and vision of special education

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## It's Easier than Ever to Be Part of Our Family

If you are passionate about the education of children and youth with visual impairments and deafblindness, including those with additional disabilities, please become part of our social network on Facebook. If you have a Facebook account, you can find our page and become a fan by searching for Division on Visual Impairments and Deafblindness. For those who do not have a Facebook account, you can view our page by going to the following URL: https://www.facebook.com/pages/Division-on-Visual-Impairments-and-Deafblindness/248244976215

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# Message from the Editor

Kathleen Farrand,
Doctoral Candidate,
The Ohio State University,
farrand.9@buckeyemail.osu.ed

I am pleased to share with you the Winter 2015 issue of the *Visual Impairments and Deafblind Education Quarterly* journal. This issue shares lots of interesting perspectives and ideas to jump-start the new year in the field of VI and DB.

The issue begins with the second article about the Teacher of the Deafblind Pilot Program in Texas. Next is an article from a classroom teacher sharing an integrated approach to teaching self-determination with dramatic inquiry. Then, there is a book review of *Essential Elements in Early Intervention Visual Impairment and Multiple Disabilities, Second Edition.*

We also have articles that share resources available for those

in the field of VI and DB. If you are interested in accessible educational materials and growing your knowledge through the support of a virtual community, then these are the articles for you. In addition, there is an article highlighting a professional organization for transcribers and educators for the Blind and Visually Impaired. This is followed by an article about Camp Abilities in Alaska, a one-week sports camp for students with visual impairments.

This issue ends with VIDBE-Q's feature articles. To begin VIDBE-Q's new feature piece on Doctoral Candidates in the field of VI and/or DB, we meet Sean Tikkun from Northern Illinois University. Northern Illinois University shares information about their program in VI, which is celebrating 50 years of teacher preparation.

The next issue of VIDBE-Q will be a CEC Convention issue. If

## CEC 2015 Convention Links

- Complete Registration, Sessions/Workshops, Special Events, and Travel/Housing information at the CEC Convention website: http://cecconvention.org/.
- Convention video
- FAQs
- Tour the Schedule at a Glance: http://cecconvention.org/schedule-at-a-glance/

you are presenting at convention please make sure to write up a summary of your presentation, lecture or poster, to share with the rest of the DVIDB community. A special thank you to Amanda Allen, for creating a schedule highlighting all of the presentations at CEC's 2015 Convention on the field of Visual Impairments and Deafblindness.

# Convention Schedule

| | Wednesday | Thursday |
|---|---|---|
| 8-9:00 | | **Identifying Effective Positive Behavior Supports for Young Adults Who Are Deafblind: Presentation w/ Q&A:** Susan Bruce/Boston College, Andrea Covelli, Erin Selke, & Mary Zatta/Perkins School for the Blind |
| 9:15-10-15 | | **Showcase: Going Into Their World First: The Brain, the Body, and Communication:** Presentation with Q&A: Mark Campano/Delaware Deaf-Blind Project |
| 10:30-11:15 | | **Orientation and Mobility, Outcome Expectations, Employment for Students with VI Findings from NLTS2:** Jennifer Cmar/University of California |
| 1-1:45 | | **Helping Teachers Accelerate Access to the CCSS for students who are blind or visually impaired:** Marry Zatta, Rona Shaw, & Charlotte Cushman/ Perkins School for the Blind |
| 2:15-3:15 | | **The Right Help, At the Right Time, In the Right Location:** Presentation w/ Q&A: Eugene McMahon/Council of Schools and Services for the Blind, NY & Dean Stenehjem/Washington State School for the Blind Vancouver. |
| 3:30-4:30 | **Visual Impairment Scale of Service Intensity of Texas Itinerant Teacher School:** Presentation w/ Q&A: Rona Pogrund & Shannon Darst/Texas Tech University | **Open Access Modules as a Means of Reaching Diverse Adult Learners: Presentation w/ Q&A:** Amy Parker/Western Oregon University, Katie Humes/Washington Sensory Disabilities Services & Maurice Belote/San Francisco State University |
| 6:15-10:30 | | **DVIDB General Business Meeting & Social** |

| | Friday | Saturday |
|---|---|---|
| **8-9:00** | **Making Vocabulary Flashcards More Efficient for Students Who Read Braille:** Mackenzie Savaiano/University of Nebraska | |
| **9:15-10-15** | **Determining the Indices of Happiness of Children w/ Sensory and Additional Disabilities:** Poster Nicole Johnson/Kutztown University, Amy Parker Western Oregon University | **Adapting Task Analysis for Students who are Deaf-Blind: Poster:** Jessica Kolvites/Kutztown University |
| **10:30-11:15** | **Teaching Methodologies for Students w/ Visual Impairments: Multi-Presentation Session:** Susan Bruce, Boston College, Becky Hoffman & Mary McCarthy Perkins School f/t Blind/ Anne Brawand, Nicole Johnson, & Jessica Kolvites Kutztown University | |
| **1-1:45** | **Impact of 3-D Printing of Conceptual Understandings of Students with Visual Impairments:** Poster Session: Karen Koehler/ The Ohio State University & Sean Tikkun/Northern Illinois University<br>*** Special Deafblind Forum Opportunity 1-3pm** | |
| **2:15-3:15** | **Supporting Student Problem-Solving and Critical Thinking in the ECC: Presentation w/ Q&A:** Kim Zebehazy/University of British Columbia<br>**The Future at Their Fingertips: Promising Practices in Literacy Instruction for Braille Readers:** Presentation w/ Q&A: Kathleen Stanfa/Katherine Flick/Nicole Johnson, Kutztown University | |
| **3:30-4:30** | **Behavioral Support of Students with Visual Impairment: needs, tips, & Strategies:** Presentation w/ Q&A: Andrea Capizzi & Karen Blankenship/Vanderbilt University | |
| **6:15-10:30** | **DVIDB General Business Meeting & Social** | |

***Link to Regisiter for Convention:** http://www.cec.sped.org/Professional-Development/cec2015

# President's Message

Diane Pevsner,
University of Alabama at Birmingham
dpevsner@uab.edu

I would like to take this opportunity to thank those DVIDB board members whose terms have ended, and to welcome the new board members who are stepping forward. Susan Brennan, who did an excellent job as the DVIDB treasurer, has paved the way for Karen Koehler as the newly elected treasurer. The directors positions held by Adam Wilton, Donna Brostek Lee, and Silvia M. Correa-Torress, are now being filled by Deborah Hatton, Vicki Depountis, and Jason DeCamillis. Finally, great appreciation goes to Kathleen Farrand who will be the DVIDB representative to the CEC Representative Assembly.

Excitement is growing among the DVIDB board embers as we

prepare for the CEC 2015 Convention & Expo in San Diego, CA, April 8-11. The DVIDB Program Advisory Committee Chair, Tiffany Wild, has worked very hard with her committee to provide us with 15 high quality presentations and poster sessions. These sessions will discuss areas of Orientation & Mobility, Deafblindness, and new research based strategies for individuals who are blind or visually impaired.

The Social committee headed by Amy Parker and Nicole Johnson are planning a time of gathering of old friends and new. During this time, we will all be able to share in food and drink, catch up with friends, and view various poster sessions and virtual presentations full of current information important to us all.

Another exciting event being planned by Amy Parker, Chair of the Deafblind Committee, is the Deafblind Forum which is seeking to engage in needed dialogue about the current knowledge and

skills standards for teachers of the deafblind and interveners. During this forum, it is hoped that members will be engaged in a strategic discussion about where these skill sets overlap and where these essential personnel roles in deafblindness are distinct.

If all of these plans aren't exciting enough, Olaya Landa-Vialard and Nicole Johnson are planning the second DVIDB webinar for March 5, 2015 at 3:30 CST. Please stay tuned to the DVIDB website (http://community.cec.sped.org/dvi/webinars) for more specific details about this exciting event.

I look forward to this time of year because it gives us the opportunity to learn new information about blindness, visual impairments, and deafblindness, catch up with old friends, and make new friends. I hope to see all of you in San Diego!!


# Are you presenting at CEC 2015 Convention & Expo in San Diego, CA?

Be a part of the *VIDBE-Q* Spring Convention issue! *VIDBE-Q* would like to include articles summarizing poster and lecture presentations at CEC's 2015 Convention and Expo in San Diego, CA. If you are presenting at this years convention on topics in the field of Visual Impairments and/or Deafblindness contact Kathleen Farrand today at farrand.9@buckeyemail.osu.edu. Deadline for article and advertisement submissions is April 24, 2015.

# CEC

# Webinar Series 2015

## Join us on Thursday, March 5, 2015 from 3:30 – 4:30 CST

## for

## "Transition Units of Instruction Made Manageable"

-Presented by Amy Lund

Addressing the Expanded Core Curriculum skills of middle and high school students are so important but often overshadowed by academic demands. Units of instruction (budget, holiday specials, cooking, career, and post-secondary education), options for differentiation, and implementation strategies will be discussed in this webinar.

Registration is free for CEC-DVIDB members. You will be directed to the CEC Community page. Once you have logged in, you will be automatically redirected to the DVIDB site to register. http://community.cec.sped.org/dvi/webinars/webinar2

Non-members can register for $15. Payment is processed via PayPal. **Following PayPal, you will be redirected back to the DVIDB site to register.**

Amy Lund is a TVI in Springfield, IL and the current IAER President. She attended Illinois State University for both her undergraduate and graduate degrees. Amy achieved National Board Certification in 2007 and has been working with candidates throughout the state in the process since 2008.

# Teacher of the Deafblind Pilot Program in Texas: Part II

Chris Montgomery, Deafblind Education Specialist, Teacher of the Visually Impaired, montgomeryc@tsbvi.edu

Texas School for the Blind and Visually Impaired,
TSBVI Outreach Programs

There are approximately 750 children in the state of Texas with deafblindness. This is a unique disability which involves a combined sensory loss. Texas has highly qualified Teachers of the Deaf and Hard of Hearing and highly qualified Teachers of the Visually Impaired, each with a community of practice. However, members of these two teaching disciplines do not necessarily have training specific to deafblindness. The unique and varied educational needs of students with deafblindness must be met by teachers who have specialized training and knowledge in the *combined effects* of hearing and vision loss. Although at least two other states formally recognize the role of teachers of the deafblind (Utah and Illinois), at this time there is no licensure for a Teacher of the deafblind (TDB) in the state of Texas.

## Teacher of the Deafblind Pilot Description:

The Teacher of Deafblind Pilot project's goal has been to provide participating teachers and districts with increased knowledge, skills, and strategies in order to develop improved models for serving students with deafblindness. The project includes the expectation of raising the awareness of and the efficacy for a dedicated professional to work with students with deafblindness at a state and local level. The Pilot provides a structured approach to technical assistance for districts that identified a role for highly qualified TDB's in the IEP process. Most importantly, the project strives to provide quality support for students and their families.

Over the course of our project's efforts to cultivate the role of Teacher of the deafblind through this pilot, several people have asked why we are focused on this role specifically. Here are some

common questions that we are asked and the responses we share.

**FAQ:**

**Isn't a TVI or TDHH who has had special training already highly qualified? Why are you recommending college coursework or a package of training?**

Deafblindness is a complex disability. Over several decades, a body of practice and research with specific instructional strategies has been established. To be qualified, professionals need training in a scope and sequence based on a standard set of core competencies, such as the ones that have been validated by the Council for Exceptional Children.

**I have an intervener, why do I need a teacher of the deafblind?**

There is no coursework on instructional design, or best teaching practices for interveners. Legally, teachers are responsible for assessment, IEP development and student progress.

**Money is tight. How are schools going to be able to afford to hire ANOTHER teacher?**

We are not adding another person. The Teachers of the Deafblind would already be part of the IEP committee. We are attaching Teacher of the Deafblind licensure to those teachers already certified as a TDHH or a TVI (or, with more coursework in sensory impairment, SPED).

Specifics about the technical assistance provided in our model:

The Teacher of Deafblind Pilot Program was based on a three-year technical assistance program offered through the TSBVI Outreach Programs' TX Deafblind Project, in partnership with Regional Service Center 4 (RSC4) serving the Houston area, and local districts. The pilot provided an opportunity to participate in a training project supporting new models for teachers of students with deafblindness (TDB).

**The workshop model:**

The TX Deafblind Project noticed, through needs assessment, onsite visits, and participant feedback, that our large group workshop model was not always effective in bringing about changes for students who were deafblind. Our model was typical in bringing a group of professionals together around a specific topic for training. Our trainings are well attended and are universally enjoyed. However, there was a breakdown between what our participants learned in our workshops and the application of strategies, techniques, and concepts in the classroom or community – put another way, the gap between learning and practice, with regards to deafblind strategies and programming, was quite large.

Another challenge we noticed was that we didn't have an identified "community" of teachers who had a sense of their role and its place as a distinct profession. To address these challenges, our

Pilot model was designed around a series of group-workshop days followed immediately by a one-to-one onsite visit. During the onsite visits, ideas and concepts of the workshop could be applied and practiced in the classroom; with students, parents, and teachers. As an example, after our workshop on Deafblind communication we applied interaction strategies (hand under hand communication, calendar construction, and routine building) directly with the TDB's case study students. During the workshop, we also strove to create a sense of group cohesion by regularly discussing the role of the teacher of deafblind and the ways each of the participating teachers were developing deeper knowledge and skills related to their practice.

Over the three-year cycle of the pilot we incorporated a total of nine group workshops: four in year one, three in year two, two in year three. Topics for the workshops were chosen based on a

combination of CEC TDB competencies, the predetermined “Roles of the TDB”, and group needs assessment.

Training sequence and menu for TDB Program (Sample)

1. Intro - What is a Teacher of children with Deafblindness (TDB)?
   - Program overview – contract, expectations, and outcomes
   - Why do we need the TDB?
   - Roles of the TDB – It’s more than Part C and FVLMA
   - The National, state and local scene – Building capacity
   - TSBVI deafblind classroom observations
2. The role of the TDB on the IEP team
   - The FIE process
   - Deafness/Hearing Impairment, Visual Impairment, Deafblindness - definitions
   - Special Factors
   - Appropriate assessment
   - What does a quality “deafblind” IEP look like?
   - Positive teaming strategies
   - How to be a coach

- Working with the intervener
- What is the DB Child Count?

4. Deafblind strategies
    - Tactile communication strategies
    - Interaction and bonding
    - Assessing communication systems – calendar systems
    - Developing functional routines
    - Developing meaningful IEP's that address deafblindness
5. Functional hearing, vision, and functional communication assessment for students with deafblindness
    - Developing functional routines that promote the development of listening skills in DB children
    - Assessment issuers and strategies for beginning, developing, and advanced deafblind communication
    - What does the FVLMA look like for a student with deafblindness?

**Options Menu:**

1. Helping students with deafblindness and challenging behavior
    - Understanding sensory impairments and the effects
    - Preventing problems is better than reacting

- Analyzing the function of behavior
- Behavior as communication

2. Parents as an integral part of the team
   - Transition to adult life
   - A parents journey (guest parent presenter)
   - Understanding stress
   - Community resources – who are they
   - State agencies – who are they and what do they do
3. The Impact of Etiology and Complex Sensory Issues on Deafblind Programming
   - Considerations when designing a BIP
   - 10 Issues to Always Consider When Intervening for Students with deafblindness
   - DB Etiology

During our workshop meetings, we often split the administrators into a separate group in order to focus on *systems change*, thus looking at larger district level topics. The remaining group of TDB's and other sensory support team members focused on *student* and *teacher change* topics.

**Make-up of the teams:**

The mentor group consisted of our three deafblind education specialists, and our project director, from the TX deafblind project, along with two deafblind program specialist from the RSC4 service center in Houston. We worked to provide one-to-one mentorship to the TDB's and sensory teams, coordinated workshop training sessions, and met with administrators from the participating districts for the duration of the pilot. For the one-to-one onsite visits, TDB's were paired with one of the participating mentors from either the TX Deafblind Project or from the local, RSC4, service center.

**Student, TDB, and Systems outcomes:**

Teacher of Students with Deafblindness Pilot Program Measures of Change.

One of the first program design questions that we felt needed to be addressed was; how will we measure change? Or, put

another way, how will we know if this pilot that we are pouring resources into is effective or even needed. To this end, we established three central measures of change. *Student change*, *teacher (TDB) change*, and *systems change*. Technical assistance was directly tied to these measures and was provided over the three-year cycle.

**Student Change:**

Ten students were used as case studies during the pilot. Base line information showed that most of the case study students were not receiving consistent programming specific to deafblindness at the start of the pilot. By the third year, nearly all of the students had IEP's created specific to their needs - deafblind communication strategies, assessments specific to deafblindness, modifications, and accommodations specific to their individual sensory needs, and appropriate classroom programming.

A number of assessment tools where used during the pilot. These included: *The Communication Matrix* (Rowland, 2009), *The Infused Skills Assessment* (Hagood & Hauser), *The ADAMLS* (Blaha & Carlson, 2007), and the *Sensory Learning Kit* (Smith, 2005). IEP's with programming specific to deafblindness were created using the TSBVI developed, IEP Quality Indicators as a guide. IEP objectives were designed to provide students with opportunities to build concepts, skills, and independence within the structure of functional routines.

Student portfolios were developed so that enduring and ongoing information could be gathered and tracked on each student. Along with IEP documentation, portfolios included things like: Calendar keys for set-up and design of student calendars, video and pictures of the students' specific signs and gestures, routine sheets that list the steps, modifications and

accommodations, objectives, and language specific to that routine. Portfolios could also include information regarding outside service agencies contact information, Personal Futures Planning, meeting notes, etc.

**Teacher of the Deafblind Change:**

Seven teachers were originally enrolled in the pilot. All had either (or both) endorsement in auditory or visual impairment. The teachers had varying experience working with students with deafblindness. Benchmarks for change were based on the Roles of the Teacher of Students with Deafblindness (TX Deafblind Project, 2013), and CEC teacher skills and competencies. Tools for measure included: video logs, teacher action plans, and teacher/student portfolios.

It was important for the pilot to identify teachers who had demonstrated an interest in deafblindness. Many of the pilot

teachers had been involved with the TX deafblind Project in the past through workshops, onsite consultation, or family events. We were hopeful that because of their demonstrated interest they would continue to pursue coursework in deafblindness and in doing so further the community of practice.

**Systems Change:**

Benchmarks for measuring systems change included: increased efficiency in deafblind child count reporting, school programming change as noted by increased use of appropriate and specific deafblind strategies, establishment of collaborative teaming strategies, collaboration with outside agencies, and better satisfaction for families and educational professionals in the IEP/FIE processes.

Teacher of Deafblind Pilot was expanded to include a new cohort of teachers to help test the model.

The TSBVI Outreach Programs' TX Deafblind Project is currently in the process of partnering with new local districts to start a new two-year Teacher of Deafblind Pilot Program. We are very much looking forward to applying the lessons learned from our first pilot that, at times, seemed to be under development as we were doing it. While we always hope to improve and learn through the process of doing, we also have some changes that we will be making this time around:

- Two years instead of three – three years was deemed too much of a time and resource commitment for both the Deafblind Project and the partnering districts.
- Limit to a smaller scale – for our new pilot we will limit participants to three TDB's, their sensory teams, and students, across two local districts.
- Establish "Sensory" teams from the outset – i.e. identify the

counterpart to the TDB (TVI/TDHH), identify and include as appropriate SPED teacher, O&M, parents.

- Through the efforts of our first pilot, we now have documents and defined measures in place to start the next pilot – These include: Roles of the Teacher of Students with Deafblindness, TDHH/TVI/SPED job comparison, student assessment protocols, and teacher/district needs assessments.

**Further thoughts on TSBVI's Deafblind Project Outreach continued development of the Teacher of the Deafblind Pilot Program**

In Texas, students with deafblindness must be served by both a TVI and TDHH. During the IEP meeting a separate (3rd) sensory licensure could mean that districts would need to hire an additional person for students with deafblindness. Going forward, we feel it is prudent to attach any additional certification in sensory impairments to one that already exists (i.e. TVI or TDHH). Additionally, because

of the low incidence nature of deafblindness, districts may have very few students with deafblindness. In most cases we see the TDB as an itinerant model, with some districts using a co-op model to share the services of a single TDB. This does not preclude the idea of a self-contained or center-based model for districts wishing to form a co-op sharing resources and/or students, or for larger districts that may have a large student population to form a deafblind-specific classroom.

http://www.tsbvi.edu/role-of-teacher-of-deafblind-tdb-itinerant-in-texas-2012-2013

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*Assessment as part of evals-Evaluating visually impaired students-kit*, ©TSBVI. Austin: Texas School for the Blind and Visually Impaired.

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# An Integrated Approach to Teaching Self-Determination

Cary Saxton, M.A., cmiddlebush@gmail.com

As a fledgling TVI with very little special education experience, much of my time has been spent deciphering acronyms: IEP, ETR, IDEA, and of course, the ECC. The ECC (Expanded Core Curriculum) is chock full of acronyms in its own right. Teaching at the Ohio State School for the Blind, I immediately became familiar with O&M (Orientation and Mobility) and DLS (Daily (or Independent) Living Skills) as they were instructional staples built right into our students' class schedules. When I finally saw a list of the ECC written, I recognized most of them and was able to see those skills reflected in the reality of my students' daily lives.

Yet I was caught extremely off guard as I glanced to the bottom of the ECC and saw the phrase "self-determination" listed ninth (of nine). It was like glancing down to the bottom of the U.S. Constitution and seeing "freedom" written, much like an

afterthought. To me, self-determination is the entire point of education in a democratic society. A student might be able to cross the street, but without self-determination, they have no reason to do so. Essentially, "Self-determination means taking charge of one's life." (Browder, Wood, Test, Karvonen & Algozinne, 2001, p. 233). When it comes to educating students with visual impairments, what could be more important than that?

Of course, as I learned more about the development of the ECC and the way it is meant to be implemented, it became clear that this is not a hierarchical list. No one seems to be arguing that one skill is somehow more valuable than any other. These are all interrelated domains that piggyback off of each other and manifest themselves in myriad ways in the lives of people with visual impairments (Allman & Lewis, 2014, p. 16). Even so, I couldn't help but think that because it is almost always listed last, and it is a much

more nebulous concept than many of the other domains of the ECC, teachers might not be giving self-determination a fair shake. Think of the time and effort students put in learning assistive technology and orientation and mobility. Do they log equal hours exercising their right to self-determination? Research shows that they do not. Based on the results of their 2004 study, Robinson and Lieberman concluded that "opportunities for self-determination are not being adequately provided to students with visual impairments" (p.363). Agran, Snow and Swaner (1999) found that although 77% of teachers they surveyed believed self-determination was either "important" or "very important" for their students' well-being, 55% left self-determination skills off some or all of their IEPs. In addition, 59% of teachers felt that actually *discussing* self-determination with their students was either "not important" or "moderately important". Furthermore, it has been shown that students with visual impairments generally lack autonomy (compared to their sighted

peers) and have fewer choices in their lives (Wolffe, Sacks & Tierney, 1998, p. 477). As it turns out, self-determination was not even officially listed as a part of the ECC for visually impaired students until 2003 (Allman & Lewis, 2014, p. 26).

Part of the issue is that when self-determination *is* taught, the implementation is often painfully ironic. Yes, self-determination is the amalgamation of several interrelated components (assertiveness, self-advocacy, empowerment, problem-solving, goal-setting, etc. (Allman & Lewis, 2014, p. 26)) that need to be overtly taught, modeled, and practiced with visually impaired students (who are less likely to learn these nuanced social skills through casual observations (Sapp & Hatlen, 2010)). However, one of the most common pitfalls of teaching self-determination is that as soon as the lesson on "empowerment" or "goal-setting", (for instance), is over, students return to their desks- to worksheets, to multiple choice tests, to standardized writing prompts, and to

business as usual in a environment where they have little control over their own destinies. As Browder et al. (2001) note, "Learning skills related to self-determination is important, but these skills are meaningless if the students' environments do not allow the use of these skills" (p. 238). Despite some attempts at reform, most schools still operate in ways that stifle ingenuity, eradicate difference, and ultimately, remove student choice from the equation. Alfie Kohn (1993) writes, "The educators who shape the curriculum rarely bother to consult those who are to be educated" (p. 10). Regardless of educators' best intentions, the current reality of schooling is one in which students and teachers acutely feel the pressures of standardization and the curricular mandates that come with it. However, if we want to encourage students to be self-determined, they cannot be passive recipients of knowledge; they should be engaged in actively making meaning for themselves. Student choice (regarding what and how they learn) should be a

structural and fundamental part of the way we educate all students, especially those with visual impairments.

But just how much choice is appropriate? For Wehmeyer (1998), "Self-determination should not be equated with absolute dominion, nor is promoting self-determination equivalent to allowing chaos." Obviously a balanced approach is important. It seems that perhaps a more useful question then, is: What *kinds* of choices should students be making? Should they get to choose what kind of party to have at the end of a successful unit, (pool or pizza!?) or should we let them have a real say in the kinds of reading, learning, thinking and producing they will undertake in said unit? And if we allow students to determine for themselves what they want to learn and how they want to create meaning from it, what if we don't like the outcome?

These questions have gnawed at educators for centuries as

they have pondered what *counts* as knowledge worth knowing, which forms of expression are valid, and who gets to choose. From Plato, who thought that writing was an "external crutch" that "led to the deterioration of human memory" (Gee, 1988, p. 196) to traditionalist defenders of the Great Books who believe that "To mess with the canon [is] to mess with civilization itself," (Krystal, 2014), to those who continue to nominate Bob Dylan for the Nobel Prize in Literature every year, everyone has an opinion about what counts as literacy. This battle continues to rage across continents, across university campuses and across elementary school hallways. It's the five-paragraph essay versus the graphic novel versus the PowerPoint versus the finger painting. Of all communicative systems we use to make meaning, (written, visual, spatial, tactile, gestural, audio, spoken, etc.) which are worthy of a spot on the syllabus?

This is a question that has certainly weighed heavily upon me. Like Harste (2010), I conceptualize literacy as broad and all encompassing- "as all of the ways that humankind has for mediating their world" (p. 29). Because of this, I've always made ample room in my classroom for multimodal expression. Even so, I'd feel inexplicably guilty after assigning a project in which students were required to write and film a commercial, for instance, only to discover another teacher had assigned a lengthy, conventional research paper down the hall. I was always afraid my students were missing some of the rigor and real-world preparedness a more traditional approach affords. After some consideration though, I think that both my conservative counterparts and I missed the mark. In each instance, both the form and content were dictated *for* students rather than *by* students. My multimodal assignments, (although generally flashy in the sense that I incorporated new media and technology), were still tightly controlled, teacher-driven

directives that offered students limited opportunities for self-determination. As Cope and Kalantzis (2010) note:

> We can use computers to re-create traditional, transmission pedagogies that embody a mimetic relationship to knowledge: absorb the theories, practice the formulae, learn the facts, appreciate the greats of the canon, internalize the socio-moral truth that others have deemed will be good for us... the learners' relationships to knowledge and the processes of pedagogy have not necessarily changed in any significant way. (p.88)

Therefore, it is not so much about chucking the five-paragraph essay for the podcast, but about granting students a measure of autonomy within the process of knowledge construction. It's making the switch from isolated, packaged lessons about self-determination to actually weaving self-determination into the fabric of classroom

life.

I'll be the first to admit that the prospect of this paradigm shift is nerve wracking. For those of you who are scared stiff at the notion of what this might entail, let me offer a practical example. Last year, my 12th grade English class of students with visual impairments engaged in a unit of study which focused on loneliness, isolation, and transience during the Great Depression (with a focus on John Steinbeck's *Of Mice and Men*). As a guiding instructional framework, I relied upon what Dorothy Heathcote has coined "Mantle of the Expert" (Heathcote and Bolton, 1995). This approach involves teachers and students working together within an imagined context, acting as if they are a team of experts in a profession, hired by some imaginary client to fulfill an objective. For our purposes, the students and I took on the role of expert museum curators, hired by the Smithsonian to develop a new exhibit on hobo

culture during the Great Depression. Acting as a successful team of museum curators, the students were no longer students, burdened by the compliance and conformity generally thrust upon them. Even though we were just pretending, the students took on the task of curating this museum with the gravitas of true professionals. Brian Edmiston (2014), who has done extensive work in this field, sheds light on this phenomenon. When working as experts in a fictional context, "People may develop not only deep expertise in relation to whatever curricular areas shape goals and intended outcomes but also a changing view of their selves and their agency" (p. 233). To be clear, the task was imaginary in nature, but the amount of self-determination the students were able to exercise was very real.

For example, there was no need to require a research component for this unit. The students collaboratively determined for themselves what needed to be researched and did so without

coercion. We watched video interviews of former hobos, read letters and journal entries, listened to Woody Guthrie and other musicians of the era, and even sat around campfires and practiced hopping train cars (using tables, chairs, etc.). After they had immersed themselves quite extensively in the content at hand, the students-as-curators began the work of collaboratively designing their exhibit. By the time they were done, they had filled our museum space (the school's multipurpose room) with impactful, multimodal narrative moments that came to life as the rest of the students in the school visited. Bobby engineered a 3-D audio environment, in which listeners joined a young hobo as he jumped his first train with a seasoned elder. Katie authored a series of diary entries and photographs as if she were a young woman who had left home to seek better fortunes out west. Andrea showcased fictional letters she had written between a young boy and the family he left behind. Randy wrote, directed, and starred in a film in which a transient

teenage boy was serendipitously reunited with his father after years of mutual wandering. Joshua built a life size 3D recreation of a hobo camp, utilizing several full size Christmas trees, a guitar, and a painted cardboard campfire (among many other things). He brought the scene to life by acting the part of a hobo, imparting life lessons on the children that visited. Each contribution was as unique as the student who created it. The multimodality of this unit grew organically, as each student-curator gravitated to a medium that best fit their authorial purpose.

It may seem counterintuitive, but the more autonomy the students were granted, the more rigorously they engineered their own learning trajectories. Traditionalists may wonder if perhaps Joshua did nothing more than create a diorama-on-steroids or if Bobby simply wasted a week recording train whistle noises. Maybe a research paper would have been more worthwhile, after all. As I

am always prone to worrying, this thought crossed my mind a time or two as well. So, as the unit came to a close, I decided to ask the students what they learned throughout the process. It was Joshua's response that both shocked and reassured me. "Grammar," he replied. As it turns out, Joshua (who was 20 years old at this point) confessed that he had never really addressed conventions in an assignment in his school career thus far. He had pretended to proofread and peer-edit writing pieces, for instance, but he never saw the point (until now). All of a sudden, the presentation of his final product mattered to him, and he made sure what little writing his exhibit contained (signs that were hung from trees that listed the "Rules of Hobo Life" and the script for his hobo character) was polished. Believe it or not, that giant diorama did more to hone his grammar skills than any worksheet

ever did.

This goes to show that when they are positioned as competent and allowed to exercise real self-determination within the classroom and the curriculum, students will rise to the occasion. Henry Giroux (1987) once wrote, "To be literate is *not* to be free, it is to be present and active in the struggle for reclaiming one's voice, history and future" (p.11). As teachers of the visually impaired, we must insist that our students take up this struggle for self-determination, each and every day, within and beyond the walls of our classrooms.

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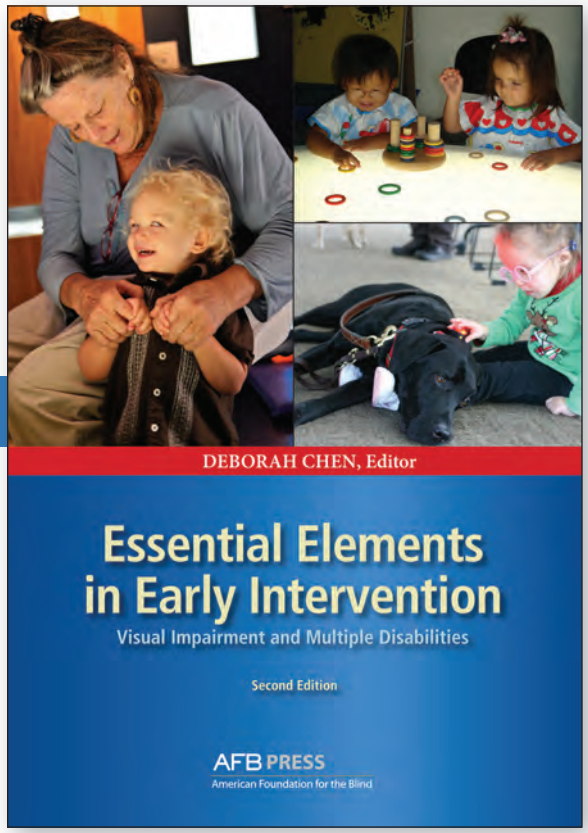
# Essential Elements in Early Intervention

## Visual Impairment and Multiple Disabilities, Second Edition

### Deborah Chen, Editor




*Essential Elements in Early Intervention* is a complete sourcebook and guide for professionals working with young children with dual sensory impairments and who may have multiple disabilities. Written for early interventionists who specialize in this area, as well as those working with a child with a visual impairment for the first time, this book translates research into practical strategies that can be used with children and their families.

**The second edition reflects the research and best practices developed over the 15 years since *Essential Elements in Early Intervention* was first published in 1999. New material includes expanded, updated information on:**

- Parent-child bonding and attachment and their role in the development of communication and learning
- Federal special education legislation
- Best practices in early intervention
- Evidence-based outcomes
- Targeted strategies for effectively working with families and educational teams

**"I did not think it was possible to improve on the first edition of *Essential Elements in Early Intervention*, but this edition surpasses the first. The book not only updates the research foundation in early intervention, but… it takes the art of early intervention services for children with visual and multiple disabilities to the next level, beyond trial and error to evidence-based practice."**

From the Foreword by Dr. Kay Alicyn Ferrell
Professor of Special Education
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# Book Review: *Essential Elements in Early Intervention: Visual Impairment and Multiple Disabilities, Second Edition*

Reviewer: Dominique Neebe, M.A., Helen Keller National Center, d.neebe@yahoo.com

The publication of the textbook entitled *Essential Elements in Early Intervention Visual Impairment and Multiple Disabilities Second Edition* is and will be an asset to the field of Early Intervention (EI). As not only a teacher who has provided EI Services but also a parent of a child who received EI Services, I am grateful for this new edition to the field. This book is effective for students beginning their careers and a useful reference tool for professionals already working in the field. This new edition builds on the original edition which was published it 1998. It offers updated information based on the latest research.

The table of contents shows that after the preliminary pages, the textbook is broken down into 3 parts which each include 3 or 4 Chapters. The back of the book has a glossary where unfamiliar or

specialized terms are well-defined, however it does not include their pronunciations, which would have been beneficial for those who do not have a prior reference for the terminology used. Before the index you will find a substantial list of resources starting on page 607 and continuing until page 622. The resource list is relevant for anyone looking for additional contacts, information, services, and/or support. References are offered at the end of each chapter.

Part 1, entitled “principles and practices in EI”, includes three chapters all written by Chen. These chapters each have a distinct focus while allowing the overall themes of a family-centered philosophy and evidence based practices. It is imperative for professionals of any discipline to work in collaboration with the family and/or caregiver in order to encourage follow through and enhance the child’s ability to reach his or her learning potential. Chen describes essential concepts of EI, such as, transactional model of development, family-centered philosophy, EI services,

eligibility, assessment practices, and qualifications of EI. She also explains the layout and benefits of various team models for service delivery. (ie: Multidisciplinary Model, Interdisciplinary Model, Trandisciplinary Model) Throughout Part 1, Chen offers a comprehensive overview of the foundations, implications, and strategies necessary for EI.

Part 2, entitled “vision and hearing assessment: the foundation of intervention”, includes chapters 4 - 7. Chapter 4, “clinical vision assessments for young children”, written by Deborah Orel-Bixler, offers an in depth and detailed explanation of the development of the eye and the visual cortex, vision screenings, tests, exams, visual and functions. She completes her chapter with 2 sample visual examination reports. Her elaborate explanations and descriptions offer comprehensive and valuable information. Chapter 5, “Functional Vision Assessment and Early Intervention Practices” by Irene Topor and Chapter 6, “Understanding Hearing

loss: implications for early intervention" by Deborah Chen, both offer ways of gathering information, conducting assessments, and identify adaptations to assist the child in maximizing their use of functional vision or listening skills throughout their daily life. Chapter 7, "pediatric audiology: evaluation and managing hearing loss in young children", written by Carolina Abdala and Margaret Winter, builds on chapter 6 and offers an outstanding explanation of audiological procedures, types of hearing lose, charts and sample reports. In addition, it provides detailed information about hearing aids and assistive listening technology.

Part 3, "developing learning strategies", includes chapters 8, 9, and 10. Chapter 8, by Deborah Chen, "promoting early Communication and Language Development", builds on the groundwork that she laid in Part 1. Chen identifies receptive and expressive modes of communication and methods to enhance and reinforce early communication and literacy skills. June E. Downing

and Deborah Chen authored Chapter 9, “critical transitions: educating young children in general education preschools”. This chapter emphasizes ways to assist all those involved in the transitional process between EI and Preschool. It outlines the benefits of inclusive environments and identifies strategies and accommodations in order to set the child up for the best possible outcome. The final chapter, by Jamie Dote-Kwan, entitled “creating accessible preschool learning environments”, takes many of the strategies previously discussed in the text and translates them into an age appropriate level in a Preschool environment.

In addition to the comprehensive text, numerous tables and sidebars are offered to expand on topics. They can be utilized as ongoing reference tools. For example:

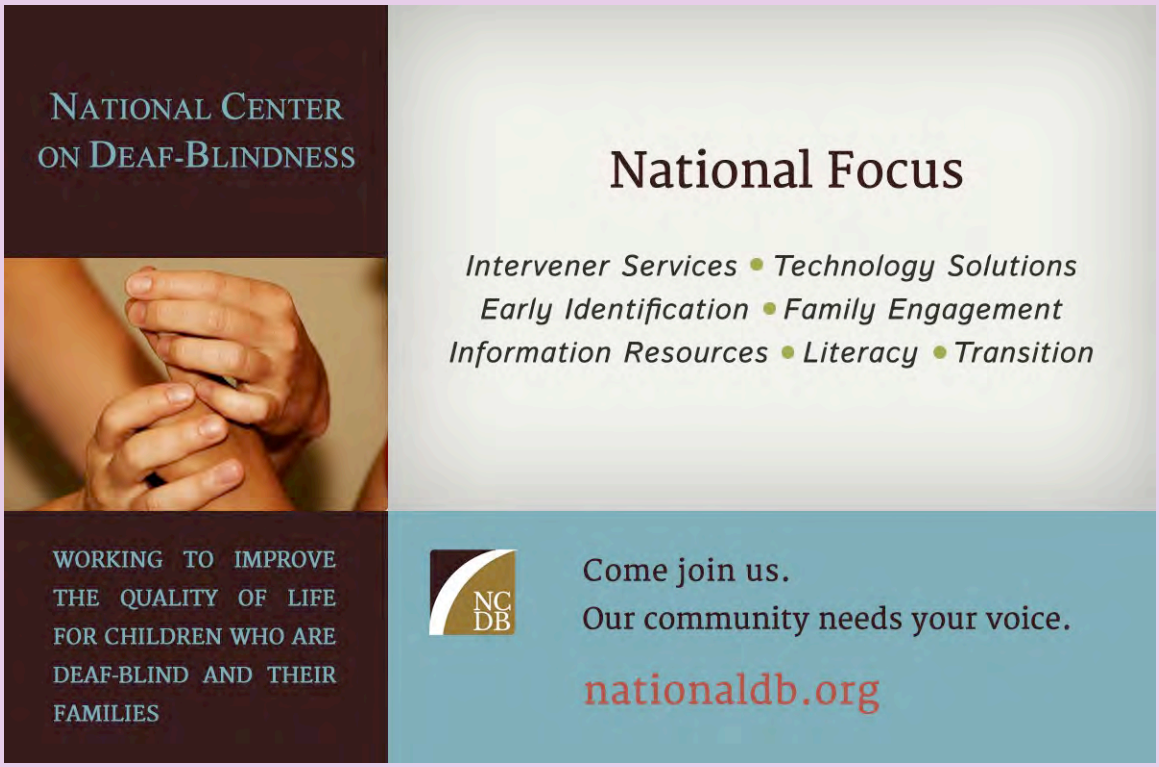
- Sidebar 1.1 *Learning about the family* page 9 – This list offers 10 simple questions which can assist a provider by

getting vital and thorough information from the family in regards to their child.

- Table 2.1 *Strategies to Promote Caregiver's Responsiveness and Promote and Reinforce Child's Responses to Caregiver* page 52 – This chart describes a child's response to their caregiver and offers practical and consistent ways that the caregiver can respond to the child in order to encourage and strengthen the child's responses.
- Sidebar 4.4 *Classification of Strabismus* page 157 – This list breaks down the components, medical terms, and abbreviations used in relation to strabismus. This would be helpful for those interpreting an eye report.

Chen and her colleagues offer thorough information, in-depth explanations, while utilizing a practical approach. I do, however, hope that they do not stop at the completion of this text. It would be

tremendously advantageous for these professionals to continue with the information from this text and utilize it to generate a workbook to be paired with the text. Ideally it would offer extension activities, sufficient practice, and application to reinforce and retain the information being taught throughout the text. This would be an asset to professors utilizing this text in their courses in order to engage students into critical thinking and further their level of knowledge of new terminology. It could also offer a checkpoint for those in the field. Chen has continued to enhance abilities of professionals while encouraging evidence-based practices throughout her publications. *Essential Elements* is the latest accompaniment to a substantial set of scrupulous, thought provoking, academic masterpieces, which demand a common place in the field of Early Intervention.

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# Got AEM?
# Accessible Educational Materials-Access, Involvement, Progress

Paula Mauro, CISAM Project Director, pmauro@cisamoh.org

Nicole Morris, NIMAS Coordinator, nmorris@cisamoh.org

The Center for Instructional Supports and Accessible Materials (CISAM) is a statewide project funded by the Ohio Department of Education, Office for Exceptional Children (ODE-OEC). CISAM's vision is to improve the achievement outcomes of Ohio's students through the timely provision of accessible educational materials (AEM) and services. CISAM's mission is to provide free, quality AEM, professional development/learning opportunities, and technical assistance for Ohio's students with print disabilities, including students with visual impairments and their families, educators, and collaborative partners.

**What Are AEM?**

In relation to the Individuals with Disabilities Education Act

(IDEA), AEM are print instructional materials that have been transformed into the specialized formats of audio, braille, digital text, and large print. Printed text becomes inaccessible when a person cannot see the standard sized text, hold a textbook and turn pages, or decode standard grade-level text. These four formats provide access and involvement in the general education curriculum and lead to progress for students who require them for learning.

**Who Needs AEM?**

Print disabilities is an umbrella term used to refer to students who have difficulty accessing standard printed text. Students with print disabilities who might benefit from the use of AEM include students with blindness and visual impairments, physical limitations, and reading disabilities. The following points from the National Center on Accessible Educational Materials (NCAEM) sums up who might benefit from the provision of AEM. A student may benefit from

AEM based on the following considerations:

- If a student is unable to read or use grade-level instructional materials;
- If a student is unable to read at a rate with comprehension to complete academic tasks with success, relative to same-age peers;
- If a student cannot do the above independently or across environments and tasks.

For additional information on accessible educational materials, go to the CISAM website at cisam.ossb.oh.gov or the NCAEM website at aem.cast.org.

**What is the impact of AEM on student achievement outcomes?**

CISAM's premise is that students who receive quality AEM in a timely manner (in Ohio, timely manner is defined as "at the same time as their peers receive their materials") will experience access

and involvement in the curriculum, which leads to independence and meaningful participation, resulting ultimately in progress and achievement on grade-level standards. By beginning data collection on AEM outcomes for students, the results provide quantitative and qualitative data showing those relationships to help us guide decision-makers at the local level.

The project's focus is to answer the following two questions:

1. Is the current system for providing AEM to students in Ohio working efficiently and effectively?
2. What is the impact of providing AEM on student achievement outcomes?

**What methods did CISAM use to collect data?**

In May 2014, CISAM completed CISAM Data Collection on the Impact of Providing Accessible Educational Materials (AEM), Year One (2013-2014). Data collected included a teacher questionnaire

(http://cisam.ossb.oh.gov/docs/Data/AEM%20Teacher%20Questionnaire.pdf), completed by classroom teachers in the fall of 2013 and the spring of 2014 that solicited information related to student achievement in areas addressed by indicators on the Ohio State Performance Plan. The following State Performance Indicators were addressed on the survey:

- Graduation
- Dropout
- Participation and performance on state assessments
- Least restrictive environment – school age
- Least restrictive environment – preschool
- Secondary transition
- Post-secondary outcomes

The teacher questionnaire CISAM used for data collection was revised for Ohio teachers from a survey developed by the NCAEM. CISAM shared the Ohio version with AEM State Coordinators in the ten states who participated in Targeted Technical Assistance with NCAEM: http://aim.cast.org/about_aim_ctr/TTA_states#.VEfIa6hdUjw.

Teachers also completed an AEM Form (http://cisam.ossb.oh.gov/docs/Data/AEM%20Form.pdf) for each AEM used by students.

**Who were the students who participated in data collection?**

Teachers in three school districts collected data on fourteen students, ranging from 1st to 12th grade who used AEM (with varying levels of experience) to access their curriculum. The students used AEM for:

- Six months to one year – 14%
- One to five years – 29%
- More than five years – 57%

In Year One of the data collection project, all students were served under IDEA with Individualized Education Programs (IEPs) and were eligible to receive National Instructional Materials Accessibility Standard (NIMAS) derived materials. For more information on NIMAS-derived materials and eligibility, go to: http://cisam.ossb.oh.gov/NIMAS.php.

**What were the findings/trends for Year One data collection?**

According to Joy Zabala and Joanna Karger in a webinar about AEM data collection, Making a Measurable Difference with Accessible Instructional Materials, showing a direct cause-and-effect relationship between the provision of AEM and increased

student achievement may be quite difficult (2014). When students are receiving AEM to access the curriculum, they are most likely receiving other supports and interventions, so showing a direct connection or correlation that points to AEM as the sole contributor to a student's success may be a challenge. It is also likely that evidence of impact from the provision of AEM may take time, and changes may occur in areas that are difficult to measure (i.e., self-confidence and engagement). With that said, based on positive teacher feedback, future correlations, and continued data collection, we encourage local education agencies (LEAs) to view AEM as a best practice.

Based on our first year of data collection from teachers' responses on the surveys, CISAM reported the following findings/trends:

- 69% of students increased in areas of independence in the

classroom.

- 63% of students increased in participation in the general education curriculum.
- Students used multiple formats of AEM to access their curriculum:
    - 26% of requests – digital
    - 26% of requests – large print
    - 45% of requests – braille
    - 3% of requests – audio
- 100% of the teachers reported the quality of the AEM as good
- 98% of the requests were received in a timely manner
- AEM were provided from the following sources:
    - Teacher or district-created – 85%
    - Bookshare – 12%
    - CISAM – 2%
    - American Printing House for the Blind – 1%

- 98% of the respondents said that assistive technology used was beneficial
- Assistive technology devices used:
    - BrailleNote Apex – 26%
    - Embosser – 26%
    - CCTV – 3%
    - iPad – 2%
    - Other tablet – 1%
    - Window Eyes – less than 1%
    - None – 42%
- 7% of all requests were NIMAS-derived

Teachers provided brief descriptions on the impact of AEM on the State Performance Indicators delineated previously in this article. Researchers caution against the validity of anecdotal data because anecdotes are not proven, measurable statistics.

According to Jeannie Walters in *Ignoring Anecdotal Evidence? Your Customer Experience Will Suffer* (2014), “Data can be mind-blowing, and it’s essential. But if the data collected only reiterates what is really just common sense, analyzing and sharing the verbatims, anecdotes and comments customers provide can be the early insight we need in order to stay proactive. The most important part of all of this? Sharing. If customer feedback is filed away then forgotten, as it often is, it is no better than a fleck of gold thrown out with the sand. Sharing this critical feedback can provide so much more direction than just tracking numbers on a spreadsheet.”

To view CISAM’s Year One data collection findings, including teacher anecdotal comments, go to the Data Collection section on the CISAM website: http://goo.gl/ljAF1q.

**What is planned for Year Two data collection?**

Year Two of this project is in progress with five school districts

participating and will be completed in May 2015. In addition, ten school districts are collecting data on the impact of assistive technology devices (braille displays and electronic magnifiers) on student achievement outcomes. CISAM will reconvene its Data Collection/Evaluation Subcommittee of the Targeted Technical Assistance Core Team and analyze Year Two results, make comparisons to Year One, and identify further implications for the implementation of AEM statewide.

If you are working with students in Ohio who are using AEM in the classroom and are interested in participating in Year Three of this project, or if you are in another state and interested in more information on our process and findings, please contact Nicole Morris at CISAM at nmorris@cisamoh.org.

**How Can Local Education Agencies Access AEM for their students?**

LEAs in Ohio with students who require AEM may submit a Materials Request Form to CISAM:

http://cisam.ossb.oh.gov/docs/AccessibleMaterials/CISAMMaterialsRequestForm.pdf. CISAM staff will then assist the school district in finding a source or producing the requested materials. For information on the process for requesting and receiving materials in Ohio, go to:

http://cisam.ossb.oh.gov/docs/AccessibleMaterials/HowCISAMProcessesMaterialRequests.pdf.

The following online modules provide resource information on the decision-making process for the provision of AEM:

- CISAM AIM Module 2: http://aim.infohio.org/home/module2
- CISAM AIM Training Series, Module 1 – AIM Introduction and Decision-Making: http://goo.gl/e3KCtB.

CISAM is a project that serves Ohio schools, but each state has a NIMAS/NIMAC Coordinator. To find your state contact and agency, go to:

http://aem.cast.org/policies/primary-contacts-for-nimas-nimac.html#.VLAGIDHF8f0.

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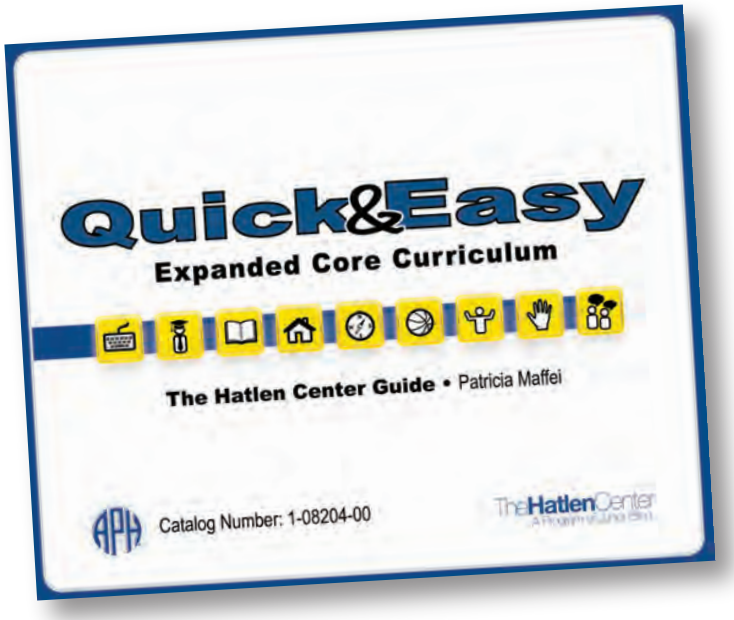


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# Growing a Virtual Community of Practice to Support Students with Complex Communication Needs

Charity Rowland, Ph.D., Professor & Project Director, Oregon Health Sciences University, rowlandc@ohsu.edu

Amy T. Parker, Ed.D. & COMS, Associate Fellow, Western Oregon University, parkera@wou.edu

Children with severe disabilities often experience complex communication needs, in many cases requiring the use of augmentative or alternative communication (AAC). Practitioners and family members are often challenged in using appropriate assessment and intervention strategies to support children with severe disabilities who use AAC. Schools may not have access to appropriate professional development and coaching to help staff address the challenges that prevent these students from developing the communication skills needed to participate effectively in the curriculum. For teachers of the visually impaired, teachers of the deafblind and interveners, addressing the unique communication needs of students is an essential component of the knowledge and

skills sets, which are outlined by the Council for Exceptional Children (CEC). Some studies have indicated that for students with visual impairments or with deafblindness, typical approaches to communication assessment and intervention must be adapted to effectivel address the unique sensory needs of each student (Ali, McFarland & Umbreit, 2011; Ivy, Hatton & Hooper, 2013; Parker, Banda, Davidson & Liu-Gitz, 2010).

The Communication Matrix (CM) was developed for parents, educators and therapists to use collaboratively and it is frequently used on an individual basis. It was specifically designed for individuals with sensory impairments who are functioning at the earliest stages of communication. For teachers of the visually impaired and teachers of the deafblind, using the CM with other team members provides another tool for engaging in appropriate assessment and designing communication interventions.

Communication, which happens across multiple partners and throughout everyday routines, needs to be supported using a team model. Interveners, who support students who are deafblind, and educational assistants, who often support students with visual impairments and multiple disabilities, are often asked to collect data on the ways that students are communicating, which may be subtle and informal. More importantly, interveners and educational assistants are often the people who provide the most consistent access and support to students throughout a school day- recognizing naturally occurring opportunities for communication. Although the CM has been used broadly in the fields of visual impairment and deafblindness for many years, up until recently, there has not been a way for individuals who are using the CM to share what they are learning and to deepen their knowledge through dialogue with other teachers, parents and practitioners.

To address this problem, the project, which is housed at

Oregon Health Sciences University, has been developing a virtual community of practice to facilitate use of the CM and to grow practitioner knowledge through dialogue. As a part of the grant, the project is also providing face-to-face training, online professional development, and coaching, to specific school sites so that teams will be able to use the CM Suite of tools to improve communication outcomes for their students. In turn, sites and teams will share information on the use of the CM tools on a regular basis, and will offer evaluation data on their satisfaction and reflections on the use of these tools. School teams and parents at selected sites across the country are the charter members of the new CM Community of Practice (CMCoP). The online platform serves as a means of sharing partcipants' thinking and discoveries in order to grow their capacity to address the communication needs of this low incidence population of students. By discovering what practitioners are learning in a shared community space, the project seeks to expand

what is known about how best practices are implemented in real world, complex educational environments.

The good news is that anyone who is interested in deepening his or her knowledge about communication practices and use of the CM as a tool may join the virtual community now. In the coming months, in partnership with the CEC, the project will be offering a special professional development opportunity designed for professionals who work with early communicators with visual impairments or deafblindness. Specific roles for professionals and paraprofessionals in visual impairment and deafblindness in using the CM tools will be explored and continuing conversation to refine practices in serving students with multiple disabilities will be encouraged.

Find out more by exploring these free resources today:
https://community.communicationmatrix.org/
https://www.communicationmatrix.org/

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# Division on Visual Impairments and Deafblindness

# Special Events

Thursday:
April 9th 2015

**DVIDB SOCIAL**

"Advocacy for all students with VI and DB"

Hilton Aqua Rm 314

8:30-10:30pm

Friday:
April 10th 2015

**COMMUNITY FORUM:**

"Teachers of Deafblind & Intervener Partnerships"
Hilton Aqua Salon E-F
1:00-3:00pm

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# CTEBVI: A Community of Practice for Practitioners and Parents

Yue-Ting Siu, TVI, Doctoral Candidate, UC Berkeley and San Francisco State University, ting@tplus.education

The California Transcribers and Educators for the Blind and Visually Impaired (CTEBVI) is a professional organization in its 55th year. The annual conference is always based in California, but draws educators, alternate media specialists including transcribers, and affiliated organizations from across the country. Local families are always present, and a variety of program activities feature students and award scholarship winners.

## The Organization

While policy makers, leadership personnel, higher education faculty, and education researchers comprise the majority of membership at other national organizations in the visual impairment field, CTEBVI is truly a practitioners' space. Current and retired teachers of students with visual impairments (TVIs), transcribers,

and orientation & mobility (O&M) professionals contribute to a vibrant community. Other professionals and stakeholders round out a membership where everyone is dedicated to serving school-age students who are blind or visually impaired. This unique make-up emphasizes the exchange of resources and expertise among members, and may even serve as the closest approximation to a professional learning community for some, particularly the itinerant service providers.

Because many of the members provide direct services to students, relevancy of research to practice is prioritized, and the collective toolkit that members build are validated by one another's experiences and usability feedback. California is an enormous (!) state, and as a result, emergency-certified teachers juggle challenging caseloads while working on their TVI credentials. Mentorship among members becomes an important bridge between

these teachers' emerging practices, and those who have developed more expertise over the years and with education regarding evidence-based practices. Collective learning also occurs among seasoned teachers who may face new challenges as students and technology evolve.

In essence, CTEBVI is a living "community of practice" (Wenger, 1999) as defined by these three dimensions:

1. ***Domain of interest****.* Members invest in a shared collection of knowledge, goals, and purpose to their actions. These mutual interests inform their actions.
2. ***Community****.* Members interact with one another by sharing ideas, posing questions, and responding to others' issues.
3. ***Practice****.* Members share the same "toolkit" comprised of tools, information, anecdotes, and resources. The community develops and maintains this body of knowledge, and leverages it to inform the domain of interest.

## The Annual Conference

Each spring, CTEBVI holds an annual conference that alternates between Los Angeles and the San Francisco Bay area. TVIs, O&M instructors, and alternate media specialists take time away from their caseloads to attend, parents bring their children to meet other families, and students in TVI and O&M programs are often initiated into the VI network. Conference sessions provide crucial professional development that most specialists do not get from their home districts. Sessions often workshop new tools or activities that have been found helpful, strategies to improve workflow, and other sessions serve as a roundtable to discuss and problem solve challenges in the field. The main takeaway from the CTEBVI conference is that most participants are able to leave with concrete tools and ideas that they can implement in their practice immediately. Likewise, parents can educate themselves on available solutions to accessibility challenges, and students meet

peers who become allies.

This year's conference will take place in Burlingame, just south of San Francisco city limits – REGISTRATION IS STILL OPEN! An exciting new addition to this year's program is a Technology Symposium that will highlight currently available and emerging technologies, and define the digital landscape that students must prepare for. An illustrious panel will feature the following topics and speakers:

1. Perspective from higher education – Roberto Gonzalez, Berkeley City College
2. Digital delivery of instructional materials – Cristin Lockwood, Liberty Braille
3. Diagrams, images, and graphics – Lisa Wadors, Benetech
4. Math accessibility – Sarah Herrlinger, Apple
5. Video accessibility – Josh Miele, Smith-Kettlewell, Eye

Research Institute

7. Transcribers and alternate media – Sub panel comprised of transcribers and mediated by Jonn Paris-Salb (CA Department of Education)

## Other Information

**Membership**. CTEBVI membership is open to anyone who is interested in joining this incredible community - membership dues are extremely reasonable! ($50/annual, $25/student, $500/lifetime).

**Braille n Teach listserv**. Between conferences, the CTEBVI maintains its community of practice via an active listserv where members exchange information and resources on any number of VI-related topics.

**JOURNAL.** Members receive a quarterly journal that includes contributions from each CTEBVI specialist. Archived issues are available to nonmembers on the CTEBVI website. These specialists

cover the following areas:

- Education: K-12, infant/preschool (2), severe/multiple disabilities, large type and enlarged drawing, assistive technology, business column, BANA updates.
- Transcribers: Tactile graphics, music, literary, math, O&M, textbook formats, foreign language

## Contact Information

CTEBVI is a wonderful, hands-on organization that is an excellent addition to the field's existing resources. It is a strong reminder of the people that research and theory aim to inform, and a great meeting place to transition tools and strategy from research to practice. If you are interested in joining this community, consider joining us for conference or membership! Please see below for specific contact information:

- Website: http://www.ctebvi.org

## VIDBE-Q 2015 Article and Advertisement Dates

### Submission Dates:

| Issue | Submission Deadline |
|---|---|
| Spring-Convention Issue | April 24, 2015 |
| Summer | July 24, 2015 |
| Autumn | October 23, 2015 |

- Facebook page: http://www.facebook.com/CTEBVI
- Twitter: @CTEBVI

### References

Wenger, E. (1999). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.

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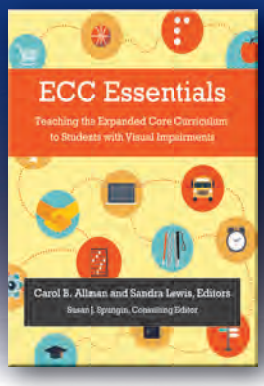


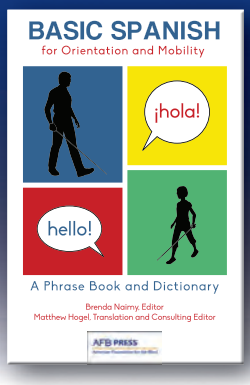


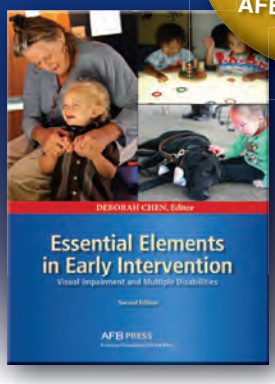


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CAROL B. ALLMAN and SANDRA LEWIS, Editors

SUSAN SPUNGIN, Consulting Editor

This new handbook for teachers presents effective strategies for helping students develop skills in all areas of the expanded core curriculum. Includes learning activities that can be used in the classroom immediately, and targeted resources for understanding each area of the ECC.

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## Basic Spanish for Orientation and Mobility

***A Phrase Book and Dictionary***

BRENDA NAIMY, Editor

MATTHEW HOGEL, Consulting Editor

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## Essential Elements in Early Intervention

***Visual Impairment and Multiple Disabilities***

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DEBORAH CHEN, Editor

Comprehensive information on vision and hearing screenings, functional vision and hearing assessments, and effective methods of providing early intervention services are laid out in this complete sourcebook for early interventionists and teachers. Includes new content on bonding and attachment, federal special education legislation, and evidence-based outcomes.

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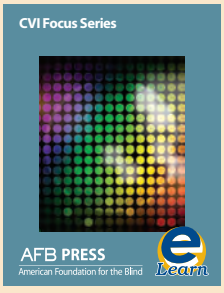


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# Camp Abilities Alaska

Justin A. Haegele, Director, Camp Abilities Alaska, The Ohio State University, haegele.9@osu.edu

Jenna Sticken, Director, Camp Abilities Alaska, Indian Prairie School District No. 204, IL, Jenna_sticken@ispd.org

Cody LaPlante, Staff, Camp Abilities Alaska, Northern Illinois University, codymlaplante@gmail.com

Camp Abilities Alaska is a one-week developmental sports camp for school-aged individuals with visual impairments and blindness located in Anchorage, AK. Camp takes place each July, and typically services 16-21 athletes per year. At Camp Abilities Alaska, athletes participate in a number of different sports and recreational activities, including common physical education activities (e.g., track and field, archery), Paralympic sports (aquatics, goalball), and sports designed specifically for individuals with visual impairments (e.g., beep baseball, beep kickball). Each sport or activity at camp is taught by a highly qualified sport specialist who has years of experience with that particular activity.


In addition to sports specialists, each athlete has a one-to-one coach who works with them throughout the week to develop their sport.

**History of Camp Abilities Alaska**

Camp Abilities Alaska is one of approximately 20 Camp Abilities programs that are currently running around the world (Lieberman, Lepore, & Haegele, 2014). The first Camp Abilities program was founded in 1996 at the College at Brockport in New York by Dr. Lauren Lieberman. The first year, Camp Abilities Brockport included 27 athletes with visual impairments and blindness. The camp has grown to become a programmatic model

that has now serviced over 2,000 children and teens internationally for over 18 years (Lieberman et al., 2014).

In 2002, a second Camp Abilities (Camp Abilities Alaska) program was founded in Wasilla, Alaska by Margaret Webber, the executive director of Alpine Alternatives. Alpine Alternatives is a non-profit organization based in Anchorage, whose mission is to provide recreational programming to Alaskans with disabilities. Camp Abilities Alaska has had two homes over the past twelve years. Originally, Camp Abilities Alaska took place just outside of Wasilla, but was moved to the campus of The University of Anchorage, Alaska (UAA) in 2009 in an effort to attract more athletes. Funds for Camp Abilities Alaska come primarily from sponsorship by the Lions Club 49A.

Camp Abilities Alaska includes several unique activities that are not available at all Camp Abilities programs. Since days are

very long during camp, each year athletes and counselors take an after dinner hike near Anchorage. Some years, the hike ends with the sound of a waterfall crashing to the ground. Others, it only stops when one of the athletes takes out his guitar and begins to play for the group. This is one of the best bonding experiences of camp, where athletes and counselors intermingle and talk about their experiences during the week. During the 2013 Camp Abilities Alaska there was a second unique activity; athletes went to H2Oasis, an indoor waterpark where they were able to enjoy a wave pool, lazy river, and various water slides. For many of the athletes, it was their first experience with a park like this.

Another unique aspect of Camp Abilities Alaska is that athletes come from long distances across the state of Alaska, including island towns of Kodiak and Wrangell as well as native Alaskan villages such as Barrow (on the northern border of the state),

Hooper Bay (on the Western border), and Buckland (Northwest). These athletes fly over a thousand miles to camp, roughly the same distance as flying from Orlando to New York City. For most of these athletes, Camp Abilities Alaska is the only time of year where they interact with other individuals with visual impairments. To them, camp is not just a time to learn sport and recreation activities, but also a time to learn about their abilities through interacting with others who also have visual impairments.

**Purpose of Camp Abilities Alaska**

There are several stated purposes of Camp Abilities Alaska.

This paper will briefly introduce two of those purposes, and readers are directed to an article Haegele, Lieberman, Lepore, and Lepore-Stevens (2014) which thoroughly describes the purpose of the Camp Abilities programmatic model.

First and foremost, Camp Abilities Alaska empowers school-aged individuals with visual impairments and blindness to be physically active members of their community. This purpose is accomplished by teaching children about physical activities and sports that they can play each and every day, as well as introducing sports that are included in high-level competition (e.g., Paralympics). Further, the athletes learn modifications and adaptations to common physical activities that they can use in their physical education classes or community centers throughout the year (Haegele et al., 2014).

A second purpose of Camp Abilities Alaska is to train pre-

service teachers from various fields of study to teach students with visual impairments. At Camp Abilities Alaska, each athlete has their own one-to-one coach who works with them in each sport throughout the week. The majority of one-to-one coaches are compromised of volunteers from professional preparation programs or school districts. During Camp Abilities 2014, volunteers represented several major universities, including Northern Illinois University, the University of Massachusetts – Amherst, and The Ohio State University, as well as various academic programs such as physical education, teachers of students with visual impairments, and speech pathology. Camp Abilities Alaska is proud that several of their past volunteers and staff members have elected to continue to contribute to the education of individuals with visual impairments by seeking employment in the field as teachers of students with visual impairments or adapted physical education teachers after

their experiences at camp.

Each volunteer gains valuable hands-on experience teaching an athlete with visual impairments or blindness in a one-to-one setting with the support of sports specialists. In addition, all volunteers receive two and a half days of training in the art of teaching sports and recreation to individuals with visual impairments prior to the beginning of camp. Coach training includes discussion about basic orientation and mobility concepts, appropriate ways to interact with children, camp protocols, and hands-on training with each major sport that the athletes participate in during camp.

**First-Hand Experience of a Coach**

As discussed in the previous section, Camp Abilities Alaska is not only a place where children learn about adapted sports but where pre-service professionals learn to teach those sports as well. Being able to teach children with visual impairments is a

specialization and one of the objectives of Camp Abilities Alaska is for counselors to walk away with experience that will prepare them with the knowledge to adapt instruction for children with this low incidence disability. The following paragraphs portray one particular first-hand experience of a counselor who has continued to volunteer at Camp Abilities Alaska and other Camp Abilities programs for a number of years.

*My (third author) first experience as a counselor was in 2010 during the first year of Camp Abilities Connecticut when I was a High School junior. This camp followed a slightly different model (than Camp Abilities Alaska), giving me the opportunity to work with three children who had multiple disabilities including Autism Spectrum Disorder and Tourette's Syndrome, in addition to various forms of visual impairments. The tremendous improvement my kids made during this week really made me feel as if I had made an*

*influence on their development.*

*At the conclusion of that first year, I knew that I wanted to be involved in this type of instruction in my career and decided that I would pursue an undergraduate degree in visual impairments with the hope of getting certified as a Teacher for the Visually Impaired (TVI). In addition to that decision, I was offered the opportunity to volunteer as a counselor at Camp Abilities Alaska the following summer. During camp that summer, I was paired with an athlete who, again, I saw tremendous improvement from. These improvements were not only in the sports we did, but I also saw improvements in his mobility and daily living skills.*

*I am now in my third year of my degree at Northern Illinois University and currently serve as the Goalball Specialist at Camp Abilities Alaska. Each year, I am amazed by the skill of the kids we work with as well as their determination to keep improving in*

*everything we do at camp. Although I am a firm believer that our first and foremost priority is the development of the kids we serve, I always enjoy recruiting new people to work with us as coaches and witnessing the same elation that I experienced when I was a coach. Perhaps more importantly, is knowing that this program helps our athletes become their own advocates, develop long-lasting networks, and gain confidence in what they can do. I can confirm with confidence that I have chosen the right field.*

**Conclusions**

Camp Abilities Alaska is a one-week developmental sports camp for school-aged individuals with visual impairments and blindness. Many children and youth from around the state of Alaska, and pre-service teachers come from across the United States, have been influenced by this program and others like it. For those who would like more information on how to get involved in

Camp Abilities Alaska, please visit Campabilitiesalaska.org or contact one of the authors of this paper. For more information on other Camp Abilities programs, please visit Campabilities.org. We look forward to having you volunteer with us at one of our programs and help us influence the lives of children and youth with visual impairments.

## References


Haegele, J.A., Lieberman, L.J., Lepore, M., & Lepore-Stevens, M. (2014). A service delivery model for physical activity: Camp Abilities. *Journal of Visual Impairment & Blindness, 108*(6), 474-484.

Lieberman, L., Lepore, M., & Haegele, J.A. (2014). Camp Abilities: A sports camp for children with visual impairments. *Palaestra, 24*(4), 37-43.

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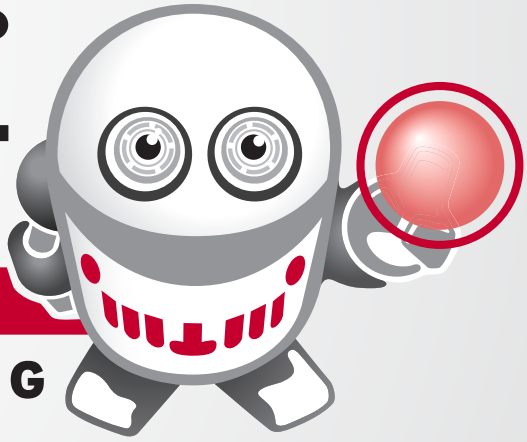

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# Doctoral Student Feature: Sean Tikkun

## Technology and STEM with a little bit of Math and Braille

Sean Tikkun, Doctoral Candidate, Northern Illinois University, stikkun@niu.edu

It is such an honor to introduce myself to the CEC DVIDB community. I have been attending CEC now for 3 years and have loved being able to talk and share with other teachers across the nation. My name is Sean Tikkun and I am a doctoral candidate at Northern Illinois University in Educational Psychology. I am a National Leadership Consortium in Sensory Disabilities (NLCSD) fellow in my final year of studies. I have chosen to move into the University setting after 15 years of teaching in mathematics, as a TVI and an O&M in schools. The focus of my dissertation centers on how students who are blind and visually impaired learn mathematics. Most research has focused on how arithmetic and new standards make reasoning and logic more critical to student success. I hope to continue this line of research after graduating so that teachers in the field can make research informed decisions to

assist our students achieve in STEM related areas. But then how did this all come about?

I started my teaching career in suburban Chicago at a private school focused on behavioral issues. I taught the science and math topics for the 8-12th graders. Every student had an IEP and of the 3-8 students in a classroom, each one had an individualized academic plan and pacing. Little did I know at the time, how much this early teaching experience would inform my future career. My days involved customizing curriculum and meeting the unique needs of each student as they worked toward graduation or reintegration into their home school.

A few years later I would return to college to get my masters degree after working in the private education field. When looking for certification support or ways to get certified while teaching, a flyer from NIU found me. My love for technology and mathematics made the program a perfect fit. As a geometry teacher I was intrigued by

teaching without my greatest asset, the use of graphing and sketches. Dual certification in TVI and O&M seemed like the logical choice since I couldn't imagine not being able to support my students if another professional was not available. The need for and challenge of the work in the field of visual impairments promised to give me purpose for a long time, even if I had to say goodbye to mathematics.

Since that choice a little over a decade ago I have served as an O&M/TVI in southeastern Iowa, TVI in a resource room in southern Wisconsin, become an Apple Distinguished Educator, and served as President of the Iowa chapter of AER. I have had overwhelming caseloads spread over hundreds of miles, a common theme in rural areas, and worked with sensible workloads facilitated by supportive centralized administrations, which is more common amid large urban areas. I have also worked as an independent contractor attempting to shore up the need of neighboring smaller

communities. These experiences have been a treasure allowing me to prepare future teachers with concrete stories and examples. They have also humbled me along the way as I have gained insight into the critical needs of our field. A need I shared last year while doing my part to lobby for AFB to advance the Anne Sullivan Macy act on Capitol Hill.

As I now head into my final leg of education I am looking to the future work the field may require of my colleagues and me. My love of mathematics will likely hold my attention, but I'm learning that sometimes needs like emerging technology, policy advancement, and adapting to the changing landscape in education may intercede. Projects like the NIU Unified English Braille Online Training or the Anne Sullivan Macy Act meet greater needs than my personal academic curiosity. Through the NLCSD fellowship I have been able to witness the work of our leaders first hand, and now understand the demands I am about to accept upon graduation.

If individuals are curious about my current projects and research, without waiting for the slow progress of research and dissemination, here's a peek. As mentioned above the Unified English Braille online training is a project funded by the Office of Special Education and Rehabilitative Services to help existing professionals get their braille skills updated for the changed code. As a 5-year project we are producing a free, just in time tool that will be offered monthly to help professionals get the information they need in an online class with options for continuing education and college credit. Work is moving forward in 3D printing as well and I am collaborating with colleagues in another state to explore how to design objects to improve learning for students who are blind and visually impaired in science topics. The applications of 3D printing to our field are very diverse, but unfortunately even general education has poorly defined standards for the design of physical learning objects. This is a place where our field could take on a

significant leadership role by helping with these definitions with Universal Design in mind from the beginning. My final projects involve Orientation and Mobility and the exploration of augmented reality applications. Hopefully by fall next year a game will be available on the ARIS app on iPhone just in time for white cane day!

I hope to see folks at the CEC Convention in San Diego this year and am very honored to start this feature off in this issue of the *Visual Impairment and Deafblind Education Quarterly*.

Photo 1: Re-enacting favorite moments from video games with my son. Photo 2: Two Apple Distinguished Educators, Sean Tikkun and Luis Perez, at CEC Conference 2014 in Philadelphia. Photo 3: Sean with his family on Monks Mound at the Cahokia Mounds in Southern Illinois. Near where he grew up. Photo 4: Teaching Archery as Co-Director at Camp Woodbrooke, in Southern Wisconsin.

Northern Illinois University


Photograph of Northern Illinois University graduate students and their instructors during an Advanced Orientation and Mobility class nearby Wrigley Field in downtown Chicago.

**Northern Illinois University Visual Disabilities Program**
**Founded 1964**
**Generous Financial Aid is Available**

**Programs offered:**

- Training teachers of students with visual impairments (TSVIs) for work in the schools with children who have visual disabilities.
- Training orientation and mobility (O&M) specialists to work with children and/or adults who are visually disabled.
- Training rehabilitation teachers (RTs) to work with adults who have visual disabilities.

**For more information, go to the following website** to read about the program:

- www.vision.niu.edu

**Also, go to the following YouTube links** to learn more about the program:

- http://youtu.be/UHmpASpzCKA
- http://www.youtube.com/watch?v=vxgVXY5jg7o

# Northern Illinois University Specialization in Visual Disabilities: Celebrating 50 Years of Teacher Preparation

Stacy Kelly, NIU Disabilities Program Faculty, stacykelly@niu.edu

Gaylen Kapperman, NIU Visual Disabilities Program Faculty, gkapperman@niu.edu

Photograph of the NIU campus as seen from the NIU East Lagoon.

**Program Description**

Northern Illinois University (NIU) offers a comprehensive program for training professionals to provide educational and rehabilitation services for persons of all ages who are blind or visually impaired.

The program consists of three components. These are:

- Training teachers of students with visual impairments (TSVIs) for work in the schools with children who have visual impairments.
- Training orientation and mobility (O&M) specialists to work with children and/or adults who have visual impairments.
- Training rehabilitation teachers (RTs) to work with adults who have visual impairments.

Individuals who are interested in pursuing graduate degrees can choose any one of the combinations of the three components. It is possible to pursue a degree to be licensed to teach students with visual impairments or certified for O&M or RT in any or all of the above concentrations. At the undergraduate level, students can major in special education for children who have visual impairments. The orientation and mobility and rehabilitation

available only at the graduate level.

For more information, go to the following website to read about the program.

- www.vision.niu.edu

Also, go to the following YouTube links to learn more about the program.

- http://youtu.be/UHmpASpzCKA
- http://www.youtube.com/watch?v=vxgVXY5jg7o

**Brief History of the Program**

NIU has a long history in training highly qualified personnel to serve the needs of children and adults with visual impairments, including those with additional disabilities. The NIU Visual Disabilities Program is currently celebrating 50 years of teacher preparation. The teacher of students with visual impairments program was founded slightly more than 50 years ago, in 1964. The

orientation and mobility and the rehabilitation teaching programs were established slightly more than 36 years ago, in 1978.

**Degrees Offered**

- B.S.Ed. in Special Education with Emphasis in Visual Impairments
- M.S.Ed., in Special Education with Specialization in Visual Impairments
- M.S.Ed., in Special Education with Specialization in Orientation and Mobility
- M.S.Ed., in Special Education with Specialization in Blind Rehabilitation
- Ed.D. in Educational Psychology with Emphasis in Visual Impairments
    - Individuals wishing to pursue the doctorate in special education for students with visual impairments can do this

by gaining admission to the doctorate program in educational psychology. The program includes a cognate in special education, which can be tailored to meet each individual candidate's goals. The program is designed to enable the candidate to acquire extensive expertise in the conduct of research along with preparation for a career in higher education.

**Special Accreditation**

The NIU training programs are fully accredited, meeting national and state standards. The NIU undergraduate and graduate programs are accredited by the Council for Accreditation of Educator Preparation (CAEP) and the Illinois State Board of Education. Additionally, the NIU program enjoys AER program approval.

The Council for Exceptional Children (CEC) publishes content

and common core standards for special education teachers; the NIU program is structured to ensure that TSVI students have proven to be competent in every area of knowledge and skills included in the CEC standards.

The O&M and RT programs are also structured to ensure that students are competent in braille and assistive technology, and every area of knowledge and skills included in the ACVREP standards.


Photograph of Northern Illinois University graduate students and their instructors during an Advanced Orientation and Mobility class nearby Wrigley Field in downtown Chicago.

**Program Benefits**

NIU offers a nationally regarded program for individuals who wish to join a rewarding career in teaching children and/or adults who are blind or visually impaired. Teachers of students who have visual impairments generally travel from school to school working with the students on a one-to-one basis. The vast majority of students who have visual impairments attend their local schools with their sighted peers in the same classrooms as their sighted friends. The special education teachers who provide instruction for children who are blind or visually impaired work with their regular classroom teachers to insure that the youngsters receive the best and most appropriate education designed for them. There is an overwhelming need for these teachers. As a consequence, there are many job opportunities in all regions of the United States. Individuals who choose this career path can anticipate having no

life-long employment with great job security! In addition to numerous job opportunities, good pay, and excellent job security, individuals who choose this career path experience a sense of fulfillment not commonly found in other careers. These teachers play a significant role in the lives of children who are blind and their families.

**Student Financial Aid**

Generous financial support is available to students in the NIU Visual Disabilities Program on a competitive basis.

For example, for students studying at the graduate level for their master's degree we have very generous financial support including:

- All tuition (in state or out-of-state)
- All fees, and
- A yearly stipend of $5,520 ($460/month)

In order to be eligible, students must be:

- Fully admitted to the Northern Illinois University Graduate School
- An American citizen
- Willing to commit to work with children who are visually impaired anywhere in the U.S. for twice as long as they receive financial support
- Willing to work as a half-time graduate assistant

**Apply**

Contact Gaylen Kapperman for more information.

gkapperman@niu.edu

815-753-8453

Photograph of Graham Hall at Northern Illinois University and home to the Visual Disabilities Program.

**Unique Features and Program Size**

The NIU training program is one of the most comprehensive in the nation. The wide array of courses offered in the area of visual impairments at NIU provides a high level of professional competence upon program completion.

For example, the NIU Visual Disabilities Program provides an intensive level of assistive technology training and support to proactively address the critical shortage of vision personnel with assistive technology expertise. Students experience two entire classes in assistive technology for people with visual impairments both of which are forward-looking and up-to-date. We also feature a comprehensive standalone course in low vision and an entire year of coursework in braille (literary braille during the fall semester and advanced braille during the spring semester). The orientation and mobility sequence includes coursework that emphasize O&M training for people with visual impairments and multiple disabilities.

Rather than working through a program of study as an individual, students in the NIU Visual Disabilities Program progress through the courses and curriculum with a core group of students. This allows students to build relationships and a network with each

other while also integrating knowledge from one course to another through both formal and informal discussion with each other. Each cohort consists of 15-25 students. We have 3 cohorts of graduate students and 4 cohorts of undergraduate students progressing through the program at any given time.

As a result of the unique features of the NIU Visual Disabilities Program, many of our graduates are recruited by the personnel at sites where they do their student teaching or complete their internship.

Council for Exceptional Children
The voice and vision of special education

P.O. Box 79026, Baltimore, MD 21279-0026
Phone: 888.232.7733 • Fax: 703.264.9494
Email: service@cec.sped.org • www.cec.sped.org

# MEMBERSHIP APPLICATION

| Your Member Information | | | |
|---|---|---|---|
| Member ID: | | *Chapter Name/# (if known):* | |
| Prefix: | First Name: | Last Name: | Suffix: |
| Home Phone: | | Work Phone: | |
| Email Address *(required for delivery of certain member benefits):* | | | |

**Preferred Mailing Address**

| | | |
|---|---|---|
| School/University/Organization Name (if applicable): | | |
| Street Address: | | Apt./Suite/P.O. Box Number: |
| City: | State/Province: | Zip/Postal Code: |
| Country: | | |

| Your Membership Options | | |
|---|---|---|
| **Member Type** | **Member** | **Student**** |
| **Premier** *(please select your included division on the back)* | ☐ $205 | ☐ $164 |
| **Full** | ☐ $115 | ☐ $92 |
| **Basic** | ☐ $65 | ☐ $52 |

☐ **International Developing Countries**—Individuals residing in developing countries, as identified by the World Bank Model, may join CEC at the Full Membership for $50. Your mailing address must be in a developing country. Otherwise, you will be charged the regular Member rate of $115. Visit www.cec.sped.org/developingcountries for a current list.

**Student members must be enrolled full or part-time in a matriculating program by an accredited college or university. Students are eligible for the discount for a maximum of 6 cumulative years. For verification, please provide the below information. If you are not eligible for the student discount, you will be charged the member rate.

University Name: _____ Expected Graduation Date: _____ Degree: _____

## Your Special Interest Division(s)

Premier members should indicate in the "Premier" column the one division you would like included with your Premier membership. If you would like to add additional divisions, please select those in the "Member" column.

| Division Name | Premier** | Member | Student | International*** |
|---|---|---|---|---|
| Council of Administrators of Special Education • CASE** | ☐ $25 | ☐ $ 60 | ☐ $30 | ☐ $80 |
| Council for Children with Behavioral Disorders • CCBD | ☐ $0 | ☐ $ 25 | ☐ $ 15 | ☐ $65 |
| Division for Research • CEC-DR | ☐ $0 | ☐ $ 29 | ☐ $ 19 | ☐ $39 |
| CEC Pioneers Division • CEC-PD | ☐ $0 | ☐ $ 20 | ☐ n/a | ☐ $20 |
| Council for Educational Diagnostic Services • CEDS | ☐ $0 | ☐ $ 30 | ☐ $ 15 | ☐ $45 |
| Division on Autism and Developmental Disabilities • DADD | ☐ $0 | ☐ $ 30 | ☐ $ 15 | ☐ $45 |
| Division for Communicative Disabilities and Deafness • DCDD | ☐ $0 | ☐ $ 30 | ☐ $ 15 | ☐ $42 |
| Division on Career Development and Transition • DCDT | ☐ $0 | ☐ $ 20 | ☐ $ 10 | ☐ $42 |
| Division for Culturally and Linguistically Diverse Exceptional Learners • DDEL | ☐ $0 | ☐ $ 30 | ☐ $10 | ☐ $33 |
| Division for Early Childhood • DEC** | ☐ $15 | ☐ $ 50 | ☐ $ 20 | ☐ $50 |
| Division of International Special Education and Services • DISES | ☐ $0 | ☐ $ 29 | ☐ $ 15 | ☐ $15 |
| Division for Learning Disabilities • DLD | ☐ $0 | ☐ $ 25 | ☐ $ 15 | ☐ $50 |
| Division for Physical, Health and Multiple Disabilities • DPHMD | ☐ $0 | ☐ $ 25 | ☐ $15 | ☐ $33 |
| Division on Visual Impairments and Deafblindness • DVIDB | ☐ $0 | ☐ $ 25 | ☐ $ 5 | ☐ $31 |
| The Association for the Gifted • TAG | ☐ $0 | ☐ $ 25 | ☐ $ 10 | ☐ $55 |
| Technology and Media Division • TAM | ☐ $0 | ☐ $ 30 | ☐ $ 20 | ☐ $30 |
| Teacher Education Division • TED | ☐ $0 | ☐ $ 35 | ☐ $ 10 | ☐ $ 35 |

***Additional charge for CASE and DEC division. Premier membership includes one division (up to $35).*

****Outside of U.S. and Canada.*

### Total Division Dues

$ _____

## Payment Information

### Payment Summary

CEC dues from reverse side: $ _____

Division dues from above: $ _____

**Total:** $ _____

**Please return form and full payment to: CEC, PO Box 79026, Baltimore, MD 21279-0026 | FAX: 703.264.9494 | Email: service@cec.sped.org**

### Method of Payment

Source Code:_____

Credit Card (in U.S. funds) ☐ VISA ☐ MasterCard ☐ Discover ☐ American Express ☐ Charge entire amount ☐ Dues Installment Plan* *(credit card only)*

Card # _____ Expiration Date _____ Security Code# _____

Billing Address _____

Name on Card _____ Signature _____

☐ **Check #** (in U.S. funds) _____ ☐ **Purchase Order #** _____

*(Payable to the Council for Exceptional Children)* *(Copy of Purchase Order must be attached)*

* Dues Installment Plan: One-third of your total dues will be charged to your credit card when you join. Your second and third payments will be charged automatically on the credit card the first day of the next two months.

Annual membership dues in CEC include $24 for subscription to *Exceptional Children* and $36 for *TEACHING Exceptional Children*. This information is given in order to meet postal regulations. Please do not use as a basis for payment.

**Thank you for your support of CEC!**

# DVIDB Executive Board

President
Diane Pevsner
School of Education
University of Alabama at Birmingham
5456 11th Ave. South Birmingham, AL 35222
205-317-1712
dpevsner@uab.edu

Past-President
Derrick Smith
University of Alabama in Huntsville
301 Sparkman Drive
247B Morton Hall
Huntsville, AL 35899
256-824-3048 (work)
256-322-7555 (home)
smitroe@gmail.com

President-Elect
Tiffany Wild
The Ohio State University
Ramseyer Hall
29 W. Woodruff Ave.
Columbus, OH 43210
614-292-4783
614-292-4260 (fax)
twild@ehe.edu

Secretary
Nicole Johnson
Special Education Department
Kutztown University
Beekey 116
15200 Kutztown Rd.
Kutztown, PA 19530
610-683-4287
njohnson@kutztwon.edu

Treasurer
Karen Koehler
The Ohio State School for the Blind
5220 N. High Street
Columbus, OH 43214
kkoehler@ossb.oh.gov

Representative/Quarterly Editor
Kathleen Farrand
The Ohio State University
Ramseyer Hall
29 W. Woodruff Ave.
Columbus, OH, 43210
Farrand.9@buckeyemail.osu.edu

CAN Coordinator
Mike Bina
The Maryland School for the Blind
3501 Taylor Avenue
Baltimore, MD 21236
410-444-5000 ext. 1201
410-319-5719 (fax)
MichaelB@mdschblind.org

Directors
Christine Bischke (14-15)
University of Utah Department of Special Education
1705 Campus Center Drive
Rm 112
Salt Lake City, UT 84112
Chris.bischke@utah.edu

Leslie Buchanan (14-15)
Utah Schools for the Deaf and the Blind
Utah Deaf-Blind Project
742 Harrison Blvd.
Ogden, UT 84404
801-629-4732,801-726-7832
leslie.buchanan@usu.edu

Olaya Landa-Vialard (14-15)
Department of Education
Illinois State University
538 DeGarmo Hall
Campus Box 5910
Normal, IL 61790-5910
309-438-8986 (office)
713-542-1401 (cell)
oalanda@ilstu.edu

Mackenzie Savaiano (14-15)
University of Nebraska-Lincoln
Department of Special Education and Communication Disorders
274 Barkley Memorial Center
Lincoln, NE
402-472-3801
msavaiano2@unl.edu

Deborah Hatton (15-16)
Department of Special Education
Vanderbilt University
Peabody College Box 228
110 Magnolia Circle, 417-D OMC
Nashville, TN 37203
615-322-1015 (phone)
Deborah.hatton@vanderbilt.edu

Amy Parker (15-16)
345 N. Monmouth Ave.
Monmouth, OR 97361
503-838-8287
parkera@woe.edu

Vicki Depountis (15-16)
4707 Roundup Trail
Austin, TX 78745
936-468-1142
depountivm@sfasu.edu

Jason DeCamillis (15-16)
1175 Cornell Rd., Apt. 15
Ypsilanti, MI 48197
231-392-8240
Jason.decamillis@gmail.com

Student Ambassador(s)
Tiffany Jones
Special Education Department
Kutztown University
Tjones892@live.kutztown.edu

Anna Tellis
Special Education Department
Kutztown University
484-942-9663
tanna449@kutztwon.edu