



# Visual Impairment and Deafblind Education Quarterly

Volume 62

Issue 1



Volume 62 • Number 1 • 2017

The Voice and Vision of Special Education



Division on Visual Impairments and Deafblindness

# Table of Contents

Volume 62, Number 1

## Page

3	Message from the editor
6	President's message
9	Book review: <i>I-M-ABLE: Individualized meaning-centered approach to braille literacy education</i>
14	Chapter review: Redefining cochlear implant benefits to appropriately include children with additional disabilities
18	Movie review: <i>Rogue One: A Star Wars story</i>
25	"Higher education" doesn't always mean "back-to-school": CEC conference 2016
29	The University of Arizona, Specialization in visual impairments
39	Doctoral student feature: Peanut butter and jelly: A journey of interconnectedness

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# Message from the editor



Kathleen Farrand, Ph.D.

Assistant Professor, Arizona State University,

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I am excited to share with you the Winter 2017 issue of the *Visual Impairments and Deafblind Education Quarterly* journal. This issue shares a lot of thought-provoking articles full of ideas to continue your positive start to 2017 in the field of VI and DB.

This issue begins with 3 different reviews. The first is a book review of *I-M-ABLE*. The second review is of a chapter on Cochlear implants. And the third is a review of recently released box office movie, *Rogue One: A Star Wars Story*. Each review is intended to provide you with a variety of resources to explore for pleasure and/or to add to reading/watch list of resources for the New Year.

The next article is focused on motivating our members and readers to attend the upcoming CEC Convention in Boston in April 2017. The next article is a feature article on the visual impairment program at the University of Arizona. This is followed by our feature article on a doc student from the University of Arizona who is making a difference in the lives of those with visual impairments in rural indigenous populations.

I look forward to reconnecting with colleagues and friends and hopefully making some new friends in our DVIDB community at the CEC Convention in Boston in April. If you are presenting this year, please email me, [farrand.9@buckeyemail.osu.edu](mailto:farrand.9@buckeyemail.osu.edu), about submitting a summary of your presentation for our Spring 2017 Convention issue. This is a great way for those who are unable to attend to read about the amazing work of those in the VI and DB field and another great way for those of us who are able to attend to relive the amazing presentations from the conference. Happy reading!

## 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 your page by going to the following URL:

<https://www.facebook.com/pages/Division-on-Visual-Impairments-and-Deafblindness/248244976215>



# WEBINAR

## **Where to Start When Working with Students Who have Visual Impairments/Multiple Disabilities and Deafblindness: March 9<sup>th</sup>, 2017 2:00 PM EST**

This webinar will provide participants with useful background information on working with students with deafblindness. Topics that will be covered in this webinar include; defining and determining students' eligibility for deafblind related services, the importance of touch to the deafblind child, and basic instructional strategies and techniques to consider when working with a student with deafblindness.

Presenter Adam Graves is a certified teacher of students with visual impairments with over 10 years of experience working in classrooms with students who are deafblind and have multiple disabilities. For the past 2 years Adam has provided technical assistance and educational support for teachers, students and administrators through the Texas DeafBlind Project. He also serves as a member of the review board for the National Intervener Certification E-portfolio (NICE) and is a doctoral student at the Texas Tech University College of Education.

Register at <http://community.cec.sped.org/dvi/webinars/new-item2>

Free to DVIDB members and \$15 for non-members. Any questions about the webinar contact Dr. Nicole Johnson at [njohnson@kutztown.edu](mailto:njohnson@kutztown.edu)



The voice and vision of special education

# President's message



Tiffany Wild, Ph.D.

Assistant Professor, The Ohio State University,

[wild.13@osu.edu](mailto:wild.13@osu.edu)

I am getting very excited for convention. I hope that you will be able to join us in Boston, MA, the home of Perkins School for the Blind. We are excited to be collaborating with the school for our board meeting this year. I cannot wait to see the facilities!

Boston is a great town, but that is not the only reason to join us at convention. Here are some others:

- Our division will have the largest number of presentations we have had in recent history
- Join us in celebrating our division award winners
- Earn ACVREP credits at the convention
- Learn from experts across the country on a variety of topics including accessing the general curriculum, working with students with multiple disabilities and deafblindness, transition planning, dual media learners, recreation and leisure, robotics, and more.
- Mingle and interact with friends, old and new, at our social at Lir Restaurant. You will also get FREE food!
- Talk with educators from across the country about our current education policies at our Teacher and Intervener Forum
- Get updates from the US Department of Education, numerous national centers, and learn from other divisions
- Shop for cool SPED teacher gear, teaching tools, and more



Our annual convention is a time to learn, catch-up, and be together as a field. I look forward to this convention each year and I hope you will consider joining us.

I also wanted to give you a few updates. I have been working with our standards revision committee. This has been a tremendous effort on the part of Deborah Hatton, Holly Lawson, Sandy Lewis, Carlie Rhoads, and Danene Fast. Currently the committee has been working with experts in the field to revise each strand and work to ensure a lit review was created to substantiate the standards, as required by CEC. I want to thank all strand leaders for their efforts on this project.

Strand 1: Deborah Hatton and Carlie Rhoads

Strand 2: Stacy Kelly and Dawn Anderson

Strand 3: Holly Lawson and Kathryn Botsford

Strand 4: Cheryl Kamei-Hannan and Olaya Landa-Vialard

Strand 5: Sandy Lewis and Rona Pogrand

Strand 6: Tiffany Wild, Kelly Lusk, Danene Fast, and Ann Pilewskie

Strand 7: Sunggye Hong and Ting Siu

All of these strands will be reviewed at the AFB Leadership Conference. Be sure to keep checking back to our division page for more information.

Deborah Hatton has also been busy working on division papers. Please check back to our division page for updated papers that have been approved by our board. This matter will be discussed in our upcoming board division conference call.

Last but not least, a vote will be taking place regarding a change in our constitution. This information has been on our website for some time for comment. It is now time for a vote. Please be watching your inboxes for more information about this important vote. Results will be presented at the convention.

Hope to see you all in Boston!

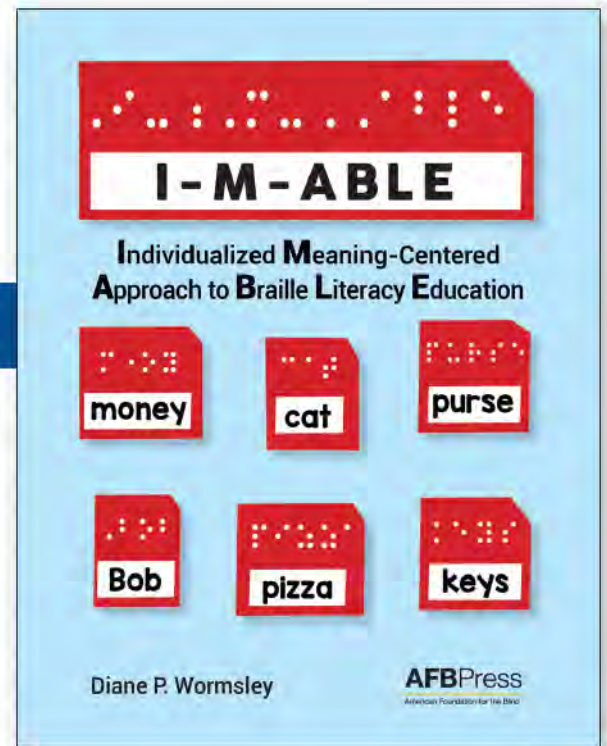
*Tiffany Wild*

# I-M-ABLE

Individualized **M**eaning-Centered  
Approach to **B**raille **L**iteracy **E**ducation

By Diane P. Wormsley

**I-M-ABLE**, or the Individualized **M**eaning-Centered Approach to **B**raille **L**iteracy **E**ducation, is an innovative, student-centered method for teaching braille and making it exciting for children who have difficulties learning braille. In this teaching approach, instruction is centered on continuously analyzing the strengths and needs of students, placing particular emphasis on engaging them using key vocabulary words and phrases based on their experiences and interests. This comprehensive practice guide provides detailed direction on how to implement the components of the approach.



In **I-M-ABLE** you'll find information to help you:

- » Assess and incorporate early literacy instruction
- » Help students select key vocabulary words and phrases
- » Teach students to track across multiple lines of braille
- » Teach writing mechanics in a meaningful way
- » Collaborate with students to create key vocabulary stories
- » Use key vocabulary words to teach phonics, letter recognition, and contractions

Teachers will find this resource invaluable for helping students with mild to moderate cognitive impairments or other difficulties make progress in braille reading and writing, and all the skills it encompasses.

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**Susan Yarbrough, Doctoral Student, Florida State University, [sey09c@my.fsu.edu](mailto:sey09c@my.fsu.edu)**

Wormsley, D. P. (2016). *I-M-ABLE: Individualized meaning-centered approach to braille literacy education*. New York, NY: AFB Press.

Diane Wormsley's new book, *I-M-ABLE: Individual Meaning-Centered Approach to Braille Literacy*, provides teachers with an additional perspective on teaching braille to children with visual impairments. The core content of the book is only 122 pages but provides a clear and insightful perspective for teaching children with visual impairments for whom learning to read has proven a challenge. Wormsley herself outlines the target group as children who are "candidates for braille reading but who have not made progress in learning to read, or whom teachers feel will have difficulty making progress because they have additional, mild to moderate cognitive impairments" (p. 2).

The fundamental difference of the I-M-ABLE approach is the inversion of the traditional instructional process in literacy. I-M-ABLE is a whole-to-part approach to literacy instruction that first focuses on the meanings of motivating words and then later moves to letter knowledge and decoding. Though this differs from more traditional, part-to-whole approaches that first focus on letters and phonics and then progress to the comprehension of words, the I-M-ABLE, whole-to-part focus, may prove to be key to the literacy development of some students. This inversion in approach is supported by the guiding principles of motivation, engagement, individualization, and success that are reflected throughout each part of the book.

Wormsley created a step-by-step manual to guide teachers through her approach. She first provides a rationale for assessment and several sample assessments, many of which are completed as examples throughout the text. Blank assessment forms are also included in the back of the book, ready for copying and assessing. Corresponding data collection forms and a suggested lesson outline are also included in the

appendix and serve as a base on which to expand instruction.

Next, Wormsley addresses one of the fundamental concepts of her approach, key vocabulary. These are words or phrases that are meaningful and interesting to the student. Particularly helpful are the examples of key vocabulary words and the rationale for selecting key vocabulary based on salient tactual features. Examples of key vocabulary cards are presented in both print and simulated braille, causing print-oriented readers to consider the spatial arrangement and tactual features of the braille. Wormsley then moves from presentation of key vocabulary to teaching tracking skills through tracking stories and on to writing stories from key vocabulary. Wormsley guides the reader through the process of expanding the student's knowledge from key vocabulary identification to teaching phonics, letter recognition, and contractions using meaningful key vocabulary.

## **Benefits**

One of the aspects of *I-M-ABLE* I most appreciate is the balance of deep detail and clear writing. This book is easy to read from beginning to end in one sitting or as a guide from which to pull good ideas to supplement instruction. Readers are guided through the I-M-ABLE approach with short chapters that focus on skills that build easily on one another. Examples and pictures are present throughout the book and make it easy to implement the ideas as presented.

The I-M-ABLE approach is also particularly helpful because despite the uniqueness of the approach, I-M-ABLE compliments the existing canon of literature surrounding the literacy education of children with visual impairments. Readers will find an approach that honors and enriches what they already know about teaching reading to children with visual impairments. Familiar ideas like using real objects and experiences, involving families, and detailed record keeping are also emphasized in the I-M-ABLE approach.

Two of the guiding principles of I-M-ABLE, individualization and success, resonate throughout the work

and prompted me to refocus on those key values in my own teaching. The book presents a reminder that teaching students with visual impairments is a process that requires individualization. I-M-ABLE honors the unique interests and educational needs of children and reminds teachers of children with visual impairments of their role in individualized education. Further, the principle of success reminds us that we are all best motivated when we feel successful, so teachers using the I-M-ABLE approach should foster student success whenever possible.

### **Applications for Teacher Education**

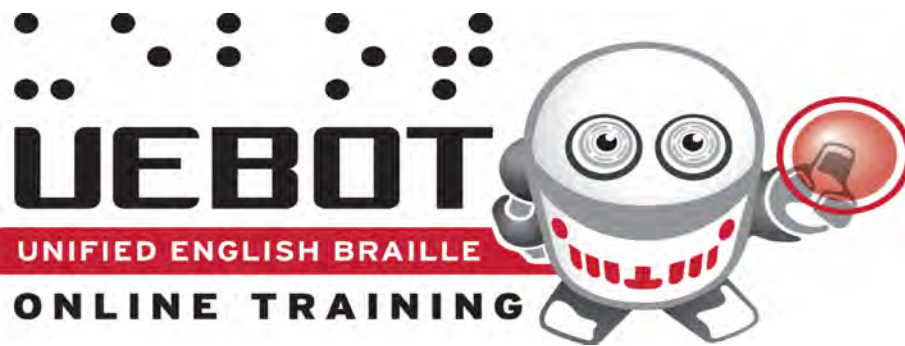
Wormsley's book was used as a text in a course on teaching reading and writing to children with visual impairments. The use of this book prompted critical thinking among pre-service teachers about non-traditional approaches to braille instruction and making instructional decisions based on student progress. One instructional priority of the I-M-ABLE approach, diagnostic teaching, fits well with the principles of the more traditional approaches with which the pre-service teachers were familiar. They developed skills "teaching the language of touch," and were later able to implement the strategy in their lesson planning and peer teaching activities (p. 49-51).

Most importantly, reading and discussing the I-M-ABLE approach prompted deep conversation about the applications of this technique. Pre-service teachers identified specific students they worked with for whom I-M-ABLE might be appropriate and began to identify hypothetical key vocabulary individualized for those students. They even began to ask questions about extending the approach beyond the proposed audience. They made cases for using I-M-ABLE with those students with visual impairments who have even more complex learning needs, like English language learners, students with more severe cognitive impairments, and those students who have proficiency in print but are resisting learning braille through more traditional approaches and curricula.

Because I-M-ABLE is not a curriculum, but rather an approach to literacy instruction, it encourages the

use of creative thinking and valuing student interest and success. The student-centered priorities of I-M-ABLE are valued by teachers of students with visual impairments, and Wormsley helps instill those values in the next generation of teachers of students with visual impairments. After learning about the I-M-ABLE approach, pre-service and in-service teachers will both have another critical resource to use when educating children with visual impairments. I-M-ABLE is an excellent addition to the existing literature on teaching literacy skills to children with visual impairments. The succinct and easy-to-use guide will benefit teachers of all experience levels and increase the literacy opportunities of the students they serve.

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**Michelle Monahan, Residential Faculty and Program Director of the American Sign Language, Deaf Studies and Interpreter Preparation Programs, Phoenix College-Phoenix, AZ,**

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Young, N. M., Weil, C., & Tournis, E. (2016). Redefining cochlear implant benefits to appropriately include children with additional disabilities. In N. M. Young, & K. Iler Kirk (Eds.), *Pediatric Cochlear Implementation* (213-226). Springer Science+Business Media LLC. doi: 10.1007/978-1-4939-2788-3\_13

In this chapter, the authors take a data driven approach to laying out a number of issues that arise from the lack of consideration of co-occurring disabilities in children qualifying for cochlear implantation (CI). They examine the idea that many disabilities can not be and are not identified early on, and are often diagnosed after the most successful CI implantation window. They do an excellent job laying out a variety of populations that may be affected including cognitive, sensory and psychological conditions. I am not an expert in these conditions so I write my review in terms of how the chapter made sense to me with my background in hearing loss, deafness and the Deaf community.

Much of the chapter is written in a clear manner with good defensive data. First, I believe it would benefit the authors to review for clarity. Second, I encourage the authors to make stronger connections when it comes to areas that call for specifics. Finally, I would recommend they look closely at interchangeable terms and those that carry different meaning in the respective communities.

Terms such as deaf, Deaf, hearing loss, etc. are used throughout which could cause some confusion for culturists and those that identify with certain terms over others (hard of hearing, hearing impaired, etc.). In addition, it is not clear to me when referring to deaf children that are candidates for CI, if the discussion is

referring to the group who have attempted/are attempting to qualify or the greater poll of all who are identified as deaf?

Another area worth examining further within this data is that there is often mention of communication, word recognition and language development. At times, it is specified that spoken language is being referred to yet other times it does not specify. With the use of American Sign Language and other signed modes of communication amongst these populations, I think it is worth specifying throughout. When tests of “word recognition” are referenced, is it spoken, written or signed? One may have abilities in one category over another but as someone who speaks and signs, I want to know more specifics when I read those statements. Later in the chapter it mentions ability to communicate but does not specify if it is being measured aurally or communication in general. Are these tests conducted in a manner that examines all types/modes of communication or just that of spoken communication? When “limited language ability” in deaf children is mentioned on page 222, is it limited spoken language or all language? Are there IQ tests or other assessment tools that incorporate the use of signed modes where appropriate? Not in an effort to push the use of these modes, I think it can help the argument to show that all options have been examined or even to mention that it is an area that has not yet been examined.

Aside from the questions the chapter brought up for me, the authors have clearly considered a multitude of areas that need to be considered by professionals working with these populations that seemingly have not been considered previously. The authors push professionals not to look at conditions in isolation but to consider their interrelatedness as they play out and as various forms of treatment are considered. This serves them not only in terms of the chapter but also in terms of a greater approach to the body and its conditions, which, in my opinion can only be a positive move for medicine. This may challenge other professionals to consider how other conditions may relate and how considering this with various treatment of conditions may have a similar impact.

I realize that this journal may have a specific following but I can’t help but want to know more about the correlation between the hearing loss and other cognitive and developmental disabilities. As we know

language is an important part of cognitive (as well as emotional and behavioral) development, there seems to be only minimal mention of language impoverishment and little to no mention of language deprivation (though auditory deprivation is mentioned). It may prove to strengthen the argument of early implantation in some of these populations to suggest a greater link between these two. If hearing loss leads to language deprivation and the decline in DQ as the child gets older, is it that the language deprivation is more than a reason but actually the cause of these later diagnosed disabilities? If so, as a reader, I want to be sold on the idea of minimizing the language deprivation to ultimately minimize the onset of later diagnosed disabilities. Communities may not agree on language choice, but I believe most can agree on the fact that we need access to language, whatever that may be to enhance development in other areas. The same connections can be made for the behavioral and emotional categories mentioned. I assume that if hearing loss is the primary identified disability, children who have full access to communication with their families, friends, educators, etc. at a younger age are less likely to develop some of these emotional and behavioral functions. Is that being examined as well? The discussion at the end does start to hit on some of these areas and gaps that need to be considered amongst professionals that work with these populations. As the reader, I wanted to see more connections made throughout, so they did not appear to be overlooked or not considered.

In conclusion, there is excellent data and discussion in this chapter, and it offers some important challenges to medical professionals. There are also a number of areas that would be well served with clarification and made stronger to avoid room for assumption.

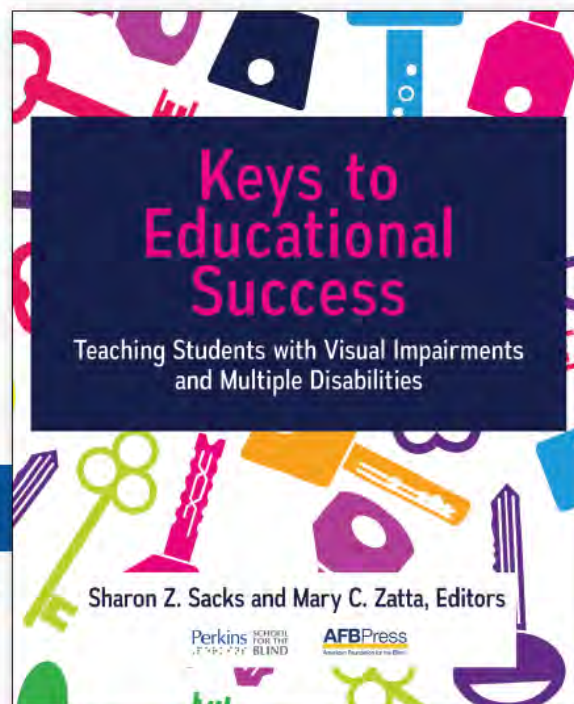


# Keys to Educational Success

Teaching Students with Visual Impairments and Multiple Disabilities

Sharon Z. Sacks and Mary C. Zatta, Editors

The comprehensive guide on visual impairment and multiple disabilities that teachers have been looking for!



Every student has unique learning needs, but addressing the diverse needs of students who have visual impairments and multiple disabilities can be particularly challenging for teachers. **Keys to Educational Success** helps educators unlock the learning potential of their students by providing key program strategies that can be directly applied to classroom learning routines.

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**Keys to Educational Success** is also an important reference for special education teachers, educational team members, and administrators.

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Meg Troxel, Doctoral Student, Arizona State University, [mtroxel1@asu.edu](mailto:mtroxel1@asu.edu)

Lucasfilm Ltd. (Producer), & Edwards, G. (Director). (2016). *Rogue One: A Star Wars story* [Motion picture].

United States: Walt Disney Studios Motion Pictures.

The Star Wars franchise recently released a brand new film, *Rogue One: A Star Wars Story* or more commonly referred to as *Rogue One*. This film is another classic Star Wars tale in the making, using the latest special effects to help depict the on-going battle against the dark side. It tells the tale of the Rebel Alliance's revolt against the evil Empire in hopes of stopping the creation of the Death Star. But, *Rogue One* is being noticed for more than just the traditional Star Wars cinema hype. Audiences and critics alike hail this film for its inclusivity and diversity. The following review covers an overview of the *Rogue One: A Star Wars Story*, a discussion of the diversity depicted in the film, a detailed look at the character Chirrut Îmwe, and my personal thoughts about the movie.

### Overview of the Plot

*Rogue One: A Star Wars Story*, the newest release in Lucasfilm's famed Star Wars franchise, hit theaters on December 16, 2016 to huge box office sales. Unlike the previous Star Wars films, *Rogue One*, is not a part of a trilogy. Instead, *Rogue One* tells the story depicted in the opening crawl of the original *Star Wars* film released in 1977. Although *Rogue One* has been referred to as Lucasfilm's first stand-alone Star Wars film, the connection to the galactic timeline of this beloved virtual world cannot be ignored. Historically, *Rogue One* comes between the original trilogy from the late 1970s and 1980s and the prequel trilogy from the late 1990s and 2000s. Thus, *Rogue One* is intimately woven into the fabric of Star Wars history.

The story of Jyn Erso (Felicity Jones), the daughter of Galen Erso (Mads Mikkelsen) and Lyra Erso (Valene Kane). As a little girl, Jyn must run for her life when Orson Krennic (Ben Mendelsohn) takes her

hostage and kills her mother. Orson, a leader in the Empire, needs Galen, a top weapons engineer, to create a weapon of unparalleled destruction, the Death Star, for the Empire. With only a kyber crystal—a crystal used to create light sabers—from her mother to protect her, Jyn must fend for herself to avoid being discovered by the Stormtroopers invading her homeland.

Ultimately, Jyn ends up in a prison camp, but members of the Rebel Alliance help to negotiate her release. She thinks the Rebel Alliance wants to help her rescue her father, but in actuality, they really want to destroy him and his plans for the Death Star. The Rebel Alliance charges Cassian Andor (Diego Luna), a Rebel officer and pilot, with the task of watching Jyn as they go on a quest to find Galen. K-2SO (Alan Tudyk), a droid, travels with them delivering a few humorous one-liners. Along the journey, Jyn, Cassian, and K-2SO encounter a former Imperial pilot Bodhi Rook (Riz Amhed), a blind warrior Chirrut Îmwe (Donnie Yen), and a Rebel warrior Baze Malbus (Jiang Wen) who aid them in this quest.

In need of additional fighters and resources, Jyn tries to convince the Rebel Alliance to go along with her plot to steal the plans for the Death Star, but her request is denied. Deciding to take matters into her own hands, Jyn assembles a small band of fighters, commandeers a fighter ship referred to as *Rogue One*, and sets out to confiscate the plans for the Death Star. Eventually, more fighters from the Rebel Alliance join the continued battle against the dark side.

In an effort to avoid spoiling the plot of the entire movie, I end my overview here. The remainder of this movie review will focus on how *Rogue One* reflects the diversity of our world. In particular, this review will focus on the character of Chirrut. The author will discuss how this character creates awareness about people with visual impairments and how Hollywood can make strides towards being even more inclusive in the future.

### **Reflecting Our World: Diversity in *Rogue One***

Leaving the theater to a round of applause at the close of *Rogue One*, the audience revels in the continued story of heroes and villains that has gone on for four decades. Although not the best Star Wars film to date, this movie brought a new level of diversity in the casting and characterization that people noticed.



Actors and actresses from multiple nationalities, ethnicities, races, linguistic backgrounds, and abilities comprise the Rebel Alliance. This depiction holds a stark contrast to the Imperial leadership depicted predominately by older white males. Could the Star Wars franchise be making a statement about the diversity in a culture of political change and concern? Lewis Beale (2016), a CNN reporter, seems to think so in his opinion article *In 'Rogue One' a master class on diversity for Donald Trump*. Although the movie casting is not related in any way to the recent election, Beale's article demonstrates how some people are making connections between the film and real life.

*Rogue One* embraces the most diverse cast in a Star Wars film to date. Children and adults alike regardless of gender, race, ethnicity, linguistic background, or ability can now see people like themselves depicted on screen as heroes and heroines in the intergalactic world of Star Wars. Stephen Whitty (2016) elucidates that *Rogue One* allows the audience to "visit a place where differences are accepted not exceptional, where people aren't prejudged based on race or ethnicity, when no one feels threatened by other cultures, or intimidated from expressing their own." Deigo Luna, the Mexican actor who plays Cassian, shared this sentiment in his interview with Esquire magazine. Luna (as cited in Miller, 2016) explains, "It gives me hope that these gigantic films that reach everywhere are finally representing the planet and not just one market." The lands of Star Wars finally reflect the diversity of the real world.

In light of recent criticism of Hollywood's lack of diversity in blockbusters, *Rogue One* stands as an exemplar of the power of embracing the diverse fabric of our society. According to IMDb (2017), the cast includes actors and actress of a variety of nationalities including British, Mexican, American, Chinese, Australian, Danish, Irish, German, Lebanese, Welsh, and Norwegian, just to name a few. However, the representations of diversity in the film do not end there. *Rogue One* also includes characters with diverse needs including a Rebel warrior who is blind and another with prosthetic limbs. The film depicts both of these characters as strong and able, focusing on their abilities rather than their disabilities. The inclusive nature of *Rogue One* emerges as a model of the diversity we can expect to see from Lucasfilms from here on out.



## A Detailed Look at Chirrut Îmwe

Chirrut Îmwe, a Rebel fighter who is blind, stands as one of the most notable supporting characters in the film and a model of the inclusivity of *Rogue One*. In the movie, Chirrut's blindness seems to help him connect more deeply with the force than the other characters do. Chirrut becomes almost like an oracle that can see beyond the world in front of him. Without the use of his eyesight, Churrit develops a keen sense of his surroundings and listens intently for incoming danger. He senses the force around him through kyber crystals on the end of his staff, and as result, he easily identifies the kyber crystal in Jyn's necklace and senses the presence of the force with her. His acute sense of his surroundings makes him a formidable warrior capable of defending himself whenever the enemy attacks. Throughout the film, Churrit makes explicit comments that demonstrate how others around him lack awareness about his disability. At one point in the film, the enemy covers Churrit's head with bag and the character fires back with "Are you kidding me? I'm blind" (Gareth, 2016). This moment and others like it aid the audience in building awareness about the misconceptions people have about people with visual impairments.

Interestingly, Churrit was not originally written as a character with a visual impairment. In a 2016 interview with Josh Rottenberg at the Los Angeles Times, Donnie Yen described how he collaborated with the film's director Edward Gareth to develop this character. Yen (as cited in Rottenberg, 2016) explicates that he wanted Chirrut to be more unique and less cliché, so he suggested that the role be played without the use of his sight, adding both humanity and vulnerability to the character. To create this effect, Yen used whiteout contacts to simulate the visual impairment. According to the interview, the experience was more difficult than Yen had anticipated because he could not see the other actors' expressions, making it hard to know how to react in the scenes. Additionally, Yen claims he could only work for about three hours before needing to remove the contacts, and when he did, his eyesight was still somewhat impaired due to the strain of wearing the contacts for so many of hours. Despite these challenges, Yen conducted all of his martial arts scenes without the use of his sight, which added a sense of authenticity to his performance. Chirrut becomes a key

hero in the film despite his disability. Thus, Yen's portrayal of Chirrut helps to build awareness about the capabilities and determination of people with visual impairments.

Even though Lucasfilms, and Hollywood more generally, has made strides to include more diverse characters in their films in recent years, this trend needs to continue and expand beyond superficial inclusivity. Although Lucasfilms made a noticeable effort to create a world of inclusion rather than exclusion, I hope the next Star Wars film takes it a step further and includes actors with disabilities. As I mentioned above, Yen did not have a visual impairment. He used whiteout contacts to simulate blindness. His portrayal of Chirrut brings attention to and builds awareness about people with visual impairments, but it would have been even more powerful to see an actor who has a visual impairment performing in that role. Perhaps, Lucasfilms did not use an actor with a visual impairment because originally, they did not intend for Chirrut to be blind. Chirrut's blindness was an acting choice. As a result of this acting choice, the film received a lot of positive press. Hopefully, Lucasfilms will take this as a sign to continue to include more diverse characters in the future. In conclusion, although I applaud the efforts made to include more diverse characters in *Rogue One*, I believe there is more work to be done to move beyond superficial inclusivity. Moving forward, I hope Hollywood will use this film as a platform to start a discussion about how to include more characters and actors with diverse abilities.

### **My Final Thoughts**

The updated computer-generated imagery (CGI) brought the beloved Star Wars franchise to a new generation of movie-goers while still capturing the nostalgia of the original trilogy that captivated audiences back in the late 1970s. With more seamless audio-visual effects, *Rogue One* captured the feeling of the original films without neglecting its historical roots. I enjoyed the film, but it is not my favorite Star Wars film to date. Overall, the acting and special effects kept me engaged, but the dialogue could have been further developed. Still, I applaud the franchise's efforts to make the film more inclusive and hope this trend continues in the future.

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The voice and vision of special education  
**Convention Schedule**



**Wed, 4/19**

**Thurs, 4/20**

8:00-9:00		<b>Second General Session: Addressing Disproportionality in Special Education: Culturally Responsive and Equitable Education for All Students</b> – Donna Ford, Ivory Toldson, Nonie Lesaux
9:45-10:30		<b>Math Word Problem Solving by Students with VI: Comparison of an iPad App and Print/Braille</b> –Carole Beal & L. Penny Rosenblum- Hynes, Ballroom A, Poster 19
11:00-12:00		<b>DVIDB Showcase: Identifying Preferences for Learners with Severe/Multiple Disabilities and Visual Impairment Including Deafblindness</b> - Sarah Ivy- Hynes, Room 208
1:00-2:00		<b>Special Strand: Robotics, Engineering &amp; Online Math</b> –Hynes, Room 208 <b>Delivering Accessible Online Math Assessments for Students with Visual Impairments</b> – Sam Dooley, Dan Brown & Susan Osterhaus <b>Engineering Education for Students with Visual Impairments</b> – Tiffany Wild & Deborah Grzybowski <b>Enhanced Robotics! Increasing Computer Science Access for Students with Visual Impairments</b> – Karen Mutch-Jones, Debra Bernstein, & Stephanie Ludi
2:15-3:15	<b>Transition Programming: Implementation and Results from Perkins School for the Blind</b> – Karen Wolffe, Jessica Brown, Kate Katulak, Teri Turgeon, Hynes Room 109	<b>Special Strand: Vocabulary, Writing, &amp; Dual Media Learners</b> – Hynes, Room 208 <b>Explicit Vocabulary Instruction for Braille Readers</b> – Deborah Hatton <b>Exploring the Writing of Students with Visual Impairments</b> – Mackenzie Savaiano & Michael Hebert <b>Dual Media Learners: Issues, Strategies, and a Case Study</b> – Carlie Rhoads
Special Events	<b>Opening General Session: 5:00-6:30 pm</b> <b>General Welcome Reception in the Expo Hall: 6:30-8:30 pm</b>	<b>DVIDB General Business Meeting &amp; Social : 6:30-10:30 pm</b> <b>Lir Restaurant</b> <a href="http://www.lironboylston.com/">http://www.lironboylston.com/</a> <b>** come for business updates, our awards ceremony, and a fantastic time together!</b>

**Fri, 4/21**

**Sat, 4/22**

8:00-9:00	<b>Third General Session: Yes I Can! Awards Celebration</b> Honoring the Accomplishments of Children and Youth with Exceptionalities	<b>The Benefits Thematic Units for Students with VI</b> – Megan Middlebrook Hynes, Ballroom A, Poster 18 <b>Math Instruction for Secondary Students with Multiple Dis, VI, A.</b> Brawand & N. Johnson, Hynes 105 <b>Special Strand: Adapting Sports and Behavioral Supports</b> – Hynes, 308 <b>Adapting Sports in PE for Students Blind/VI</b> – Carly Erdmann & McKenzie Fagan <b>Classroom and Individualized Behavior Management</b> – Andrea Capizzi
9:00-10:30	<b>Special Event: Teacher and Intervener Forum: Policy Discussions and Dialogue</b> Sheraton Hotel– Constitution Ballroom <b>National Competency Based E-Portfolio s for Interveners</b> – 9:45-10:30 Amy Parker, Ritu Chopra & Leanne Cook, Hynes, Poster 18, Ballroom A	<b>Teaching O&amp;M Skills to Students who are Blind/VI</b> – 9:15-10:00 Diane Pevsner & Paula Tapia, Hynes, Ballroom A, Poster 18
11:00-12:00	<b>Special Strand: Quality Programming, School Readiness &amp; Bilingual Support</b> Hynes, 308 <b>Quality Educational Programs for Students who are VI/Blind /Deafblind</b> – Mary Zatta & Sharon Sacks <b>An Examination of School Readiness: How is the Construct Defined for Children who are Blind?</b> - Lisa McConachie <b>Instructional Methods for VI Bilingual Learners to Improve Academic Language</b> – Lisa Schultz & Susan Schultz	
1:30-2:30	<b>Effect of Working Memory Training in Students with VI</b> –Hynes, 308 -Dake Zhang	
2:45-3:45	<b>Special Strand: Friendships, Adaptations &amp; Possibilities</b> Hynes, 308 <b>Using an Adaptive Board Game and Social Stories to Improve Peer Interactions</b> – Susan Bruce & Allison Nannemann <b>Friendship Matters: Fostering Relationships Between Students with VI</b> – Kathleen Stanfa, Nicole Johnson, Megan Middlebrook <b>This Kid Can't Do Anything!</b> - Jessica Schultz, Alexander Schultz, & Susan Schultz	
4:00-4:45	<b>Increasing Independence of Students with VI Through iPad Applications</b> – Lindsey Thompson & Kelsey McGuire, Hynes, Ballroom A, Poster 22 <b>The Effect of Caregiver Responsiveness During Bids for Joint Interaction</b> – Robyn Herrera, Hynes, Ballroom A, Poster 18	



**Danene Fast, Doctoral Student, The Ohio State University, [fast.40@osu.edu](mailto:fast.40@osu.edu)**

As an experienced practitioner who served as both an educator and an orientation and mobility (O&M) specialist for over 20 years in the field, working with students who have visual impairments, the decision to go “back to school” in pursuit of a higher education degree was one that took a lot of consideration. The commitment of returning to school, full-time, for four years - after devoting countless direct hours to the teaching and improvement of services for children who are blind or visually impaired – was a major life decision.

Fast forward two years. I am currently a scholar with the National Leadership Consortium in Sensory Disabilities (NLCSD) and a full-time student at The Ohio State University, completing my fifth semester of doctoral classwork, with the hope that I will begin preparations for a dissertation study in the autumn semester. Through the many opportunities provided to me as a scholar, I have learned a great deal – and continue to learn a great deal – as I pursue my degree. For me, this choice was a perfect fit; however, not everyone who wishes to pursue “higher education” can make this same decision.

While university learning has provided me with syllabi, textbooks, classroom discourse, and instructors, the experience of attending the 2016 CEC Special Education Convention and Expo in St. Louis, Missouri provided me with a different type of learning practice. Through a wide range of experiences – including presentations, posters, general sessions, breakouts, and networking – I had the opportunity to learn with others who share my interests and passion. Attending this conference - as both an educator and a student learner – allowed me to meet, listen to, and collaborate with others from around the world who share similar ideals to my own.

The general session with Keynote Speaker Temple Grandin – a best-selling author, autism activist, and role model for individuals with autism spectrum disorder - was filled to capacity with attendees excited to hear the stories shared by Dr. Grandin and eager to learn how she, personally, overcame numerous challenges to achieve her success. While books or video could have told her story, the group dynamic in the room was unmatched. As participants walked away, numerous discussions continued well past the time of the session.

In addition to the large general sessions, there were also a number of break-out sessions. In these settings, leaders and presenters from around North America shared research, best practices, and policy updates on a range of topics, all with a focus on supporting students and ways to assist them with opportunities and growth. The small group nature of these sessions allowed participants to work together in learning, and the variety of topics provided interesting content for a wide audience range.

Poster presentations, vendors, town halls, and division meetings allowed for meaningful interactions in alternative settings addressing a number of diverse topics. The Division on Visual Impairments and Deafblindness (DVIDB) business meeting and social hour allowed for members and students, alike, to recognize leaders in the fields of visual impairments and deafblindness, networking as a united group of professionals working towards similar goals for students with sensory disabilities. This time together highlighted the impact that our DVIDB members have in advancing the education of youths with vision loss or deafblindness.

Overwhelmingly, the conference provided excellent learning opportunities, recognition, and mingling among a variety of cohorts – while leaving time for some group bonding and local fun in an exciting city, as well. (Our student group from NLCSD had the chance to attend a baseball game at Busch Stadium and get lost in the City Museum while we were in town!)

The experiences of a national CEC Conference are nonpareil. Whether you are a student, practitioner, parent, administrator, or an individual with a vested interest in serving students with special needs, this

conference is an excellent way to make connections, enjoy learning with others who share your passion, and experience “higher education” in a meaningful way. The 2017 CEC Special Education Convention is scheduled for April 19-22 in Boston, Massachusetts – be sure to check it out!



Image 1. Ann Pilewskie and Danene Fast – DVIDB Board Members in the CEC Expo Center



Image 2. CEC 2016 - NLCSD Scholars at Busch Stadium in St. Louis, Missouri



# Division on Visual Impairments and Deafblindness



## Special Events

Thursday, April 20th-

**DVIDB BUSINESS MEETING**

&

**DVIDB SOCIAL**

6:30-10:30 PM

Lir Restaurant  
903 Boylston Street  
[Lironboylston.com](http://Lironboylston.com)

Friday, April 21st-

**TEACHER AND INTERVENER FORUM**

9:00-10:30 am

IDEA Reauthorization & Cogswell Macy Act  
Sheraton, Constitution Ballroom

The voice and vision of special education



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Amy Parker-parkeamy@gmail.com

Nicole Johnson-njohnson@kutztown.edu

Link to register for convention: and  
seek professional development hours:

<http://www.cecconvention.org>



**Sunggye Hong, Ph.D., Associate Professor and Program Coordinator of Visual Impairment Specialization, University of Arizona, [sghong@email.arizona.edu](mailto:sghong@email.arizona.edu)**

The University of Arizona (UA) Visual Impairments Specialization Program (VISP) offers a graduate-level program leading to a specialization in teaching children who are visually impaired (VI): TVI, or Teacher of Students with Visual Impairments. As the only personnel preparation program in Arizona, many TVIs, researchers, and leaders achieved their professional goals through the UA VISP. Nationally recognized for excellence, this program prepares individuals to provide services in this challenging and rewarding profession. Our graduates are successfully employed in school districts, special schools, and agencies in Arizona as well as in other states across the country.

**Program overview:**

The University of Arizona offers personnel preparation programs for teachers of students with visual impairments. The 1– to 2-year graduate level program leads to a master's degree in Special Education and eligibility for Arizona teaching certification in visual impairments. The program of study requires 46-52 units of coursework including 7-10 units of internship in educational or clinical settings. Academic coursework and practicum experiences are highly integrated to ensure a close relationship between information and performance competencies. Those who would like to obtain Arizona teaching certification without an academic degree can take 26 to 32 graduate units depending upon their prerequisite courses and experiences.

Courses are offered during the academic year as well as during summer sessions, allowing part-time students to participate in the program. All courses will be scheduled in a hybrid mode, granting students outside of Tucson to participate in the class activities real time via internet.

## History of the Program:

Nestled in a valley between several mountain ranges in Tucson, Arizona, the UA houses the only program in Arizona to prepare TVIs. Beginning in the 1960s, the VISP is now currently in the College of Education, Department of Psychoeducational studies and Disability, one of 5 programs to prepare teachers to work with special needs students. The program became a permanently funded through the UA in the early 1980s. Under the next two program coordinators (1980s – 2013), the VI program grew in student numbers with support of federal and state grants to fund TVIs and O&M (1992 – 2012) programs. These funds provide tuition and stipends (federal program) to master's students pursuing further education in both of these areas. Dr. Sunggye Hong presently coordinates the UA VISP federally funded program for Tucson/summer only students from all over the state and an AZ state funded program for a Phoenix cohort of students.

To attract students and outside funding to the VI program, collaboration between other universities, program and funding agencies was established from the mid-1990s. This collaboration is widespread and continues today. From 2003 – present, the Arizona State Department of Education (ADE) has awarded the University of Arizona VI program monies to prepare students in the Phoenix and other outlying areas of Arizona where TVIs are much needed. Faculty and staff funded under the state program have prepared over 100 TVIs to work with VI students all over the state of Arizona. Federal funds have supported the specialization program in vision for over 30 years.

## Projects and Research:

The faculty members at the UA VISP have been engaged in numerous research and curriculum activities in the state as well as throughout the nation. A number of research and training grants have also been awarded to the department. For example, Drs. Hong and Rosenblum have received new grant funding to help improve Animal Watch, a tutoring system designed to improve students' algebra readiness that was developed at the UA. The collaborative grant from the U.S. Department of Education's Institute of Education Sciences led by Dr. Beal, a University of Florida professor, is titled "Animal Watch Vi: Building Graphics

Literacy," which also teaches students about the environmental issues different animal species face through the use of actual science data and information.

Several grants aimed at training TVIs for Arizona and other Southwest states have been housed at the UA. Through the federal grant projects, we have completed a training program for teachers from Nevada who would be able to work as TVIs after completion of their program. Training TVIs in central Arizona, the Indian Navajo/Hopi reservation areas, and New Mexico and other surrounding states have all been possible through support from the dedicated faculty members.



Figure 1 U of A Navajo students engaged in simulation activity

From 2005 – 2010, the UA was fortunate to be federally funded to prepare on campus teachers and 10 indigenous teachers and/or those teaching and living on the Navajo/Hopi reservations to be TVIs. The faculty taught coursework onsite in several Navajo locations including Ganado, Window Rock, Chinle, and Flagstaff.



Figure 2 Navajo Man who is blind demonstrates his braille reading skills to a U of A student

Other collaborative partnerships occurred through federal funding of grants which included one cohort of students in Reno, Nevada to take courses parallel to those in campus in Tucson, two cohorts of students in Las Vegas, and another cohort in Las Cruces, New Mexico to do the same parallel coursework. In our latest federal grant, five students each from the University of Utah and New Mexico State University students were invited to the summer specialty workshops. As a result of all of these collaborations, many preservice teachers received masters or certification in the VI area to work with students who have visual impairment in Arizona, Nevada, Utah and New Mexico.

### **Unique Characteristics:**

Characteristics of our VISP's can be summarized into strong mentorship and low faculty to student ratio, excellent and talented faculty members engaged in research and curriculum development activities, a strong relationship with the Arizona State Schools for the Deaf and Blind (ASDB), the Foundation for Blind Children (FBC), and additional emphasis of study depending upon personal interests. Cultural diversity of this unique geographical location may also be counted on this venue.

The UA VISP has forged long lasting relationships with the ASDB on campus and regional



cooperative programs. The UA interns have been welcomed for many years in a variety of classrooms on campus ranging from preschool to high school. The regional cooperatives extend the same invitation to interns to work as itinerant teachers with mentors in all regions, including north central, southwest, eastern highlands, and south eastern locations. Occasional placements occur in the parent outreach early intervention program for those students who are interested in learning about working with families and their infants and toddlers in home settings. The ASDB on campus low vision program has been very receptive to having interns participate in the 100-hour low vision specialization program for four years. In turn, the UA students have volunteered to participate in ASDB's yearly braille challenge, intern in Camp Abilities, and participate in weekend activities like the Optimist Club yearly bike rally. The Foundation for Blind Children (FBC) in Phoenix has also been a partner with U of A to prepare teachers to work with children who are blind and low vision. They have recommended students for the state funded program so that they can hire highly qualified teachers for their agency. FBC has generously donated space for our Phoenix based classes. Most recently, students participated in the Cane Quest challenge where VI students compete to showcase their orientation and mobility skills. This was an outstanding experience for the UA students who were taking an introduction to orientation and mobility for teacher's class. The UA has been fortunate to work closely with these agencies whose mission it is to educate students who are blind or low vision.

The UA faculty and students have been involved in national and local projects to support VI students. From 2001-2003, Western Michigan State University invited the U of A vision specialization program to participate and host yearly sports education camps for Arizona VI students, ages 9 – 22. The camps were housed at ASDB and then UA with community, statewide, and national support. UA students worked with faculty to plan the camp, including events, transportation, and to secure invited guests. Paralympians from around the US mentored the students and 1-2 students with potential to go on for more athletic training were identified.



Figure 3 Camper who is blind climbs and rappels wall during sports education camp

ASDB has carried on the tradition of sports and recreation/leisure camps by offering Camp Abilities every summer since 2003. The UA faculty and students worked with Arizona State Museum to develop tactile rug weavings and tactile graphics and audio descriptions to accompany their extensive Navajo rug exhibit. Several talented U of A students made the weavings and tactile graphics, prepared a tactile map of the museum, and recorded state of the art audio descriptions of the exhibit.

These are just some examples of how the university program has grown together and collaboratively with its community partners and how students and faculty members are being engaged in many activities aimed at improving educational services of students with VI.



**Figure 4** ASDB students spinning wool to make yarn in AZ state museum **Program structure and accreditation:**

Accredited by the ADE and by the Association for Education and Rehabilitation for people with Visual Impairments (AERBVI), students who complete the program receive the M.A. degree. Those who have completed all M.A. requirements and fulfill the program's student-teaching requirements are eligible to apply for the Provisional Visual Impairments K-12) Special Education Teaching Certificate in the state of Arizona. To earn the M.A. degree, students pass a written comprehensive exam during the final semester of their program. Coursework during the program prepares students for this exam. There is not a thesis requirement.

The Graduate Program in Visual Impairments is designed to meet the requirements for Arizona teacher certification in the area of Visual Impairments Specialization. In addition to receiving a Master's Degree in Special Education, graduates are eligible for an "institutional recommendation" from the UA that facilitates the process of receiving an Arizona teaching certificate.

### Admission requirements

- A bachelor's degree
- A cumulative undergraduate grade point average of 3.00
- Three letters of recommendation
- Although not required, experience in the field of special education is desirable.
- Interview by VISP faculty members

### Deadlines

- Deadline for Fall Entry: March 15
- Deadline for Spring Entry: September 15

### **Grant Information:**

Those planning to work with students who are blind or visually impaired as a TVI may be eligible to apply to funding from the Office of Special Education Programs (OSEP), U.S. Department of Education. These funds cover full in-state tuition and fees. We can provide a small stipend each semester a student is enrolled in classes. Additional scholarship may be sought through the College of Education or from other funding sources.

### **Program contact:**

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Figure 5. VI program faculty and staff. From top row to bottom row, left to right, Dr. Irene Topor, Dr. Penny Rosenblum, Kate Jahaske and Dr. Sunggye Hong.



Figure 6. A landscape view of the University of Arizona and surrounding areas at sunset.



# APH Mobile Apps



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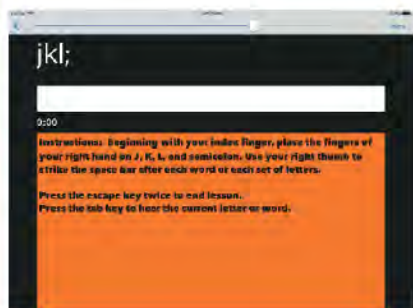
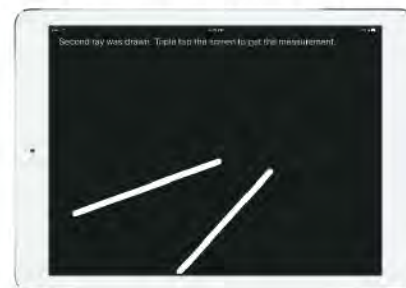
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**Doctoral Student Feature by:**

**Garrison Tsinajinie, Doctoral Student,  
University of Arizona,  
[garrisot@email.arizona.edu](mailto:garrisot@email.arizona.edu)**

Let me begin by thanking you for the opportunity to share the story of my journey in special education with the Council for Exceptional Children's Division on Visual Impairments and Deafblindness community. My name is Garrison Tsinajinie. As a tribal member of the Navajo Nation, I am of the Black Streaked Wood People (Tsi'naajinii) born into the Big Water Clan (Tótsohnii). My grandfathers are of the Towering House (Kinyaa'aanii) and Tangle (Ta'neeszahnii) Clans. After accepting the unique opportunity to identify as a National Leadership Consortium in Sensory Disabilities (NLCSD) Scholar, I left my hometown of Window Rock, Arizona to pursue a PhD in Special Education at the University of Arizona (UA). While the hardest transition I have had to make within recent months has been to leave my students in the very capable and caring hands of fellow itinerant Teachers of the Visually Impaired (TVIs), I have returned to the UA to conduct further research to justify the improvement of services and funding for children with visual impairments in indigenous rural communities.

My journey in special education began 10 years ago. In search of a summer job after my first year as a freshman at the UA, my endeavor resulted in a position as a seasonal residential service provider in the residential program of the Saint Michaels Association for Special Education (SMASE). I spent the summer working with students with various developmental disabilities in areas I would eventually come to know as skills within the expanded core curriculum. Predominately within the areas of independent

living skills, recreation, and leisure. In a desire to extend my limited knowledge of special education and return to the residential program in the upcoming summer break, I began to search for courses in special education when I returned to the UA. As I scrolled through the list of courses, I quickly found each course was full. Eventually, after much scrolling, I found and added the first available course, “SERP 424: Methods of Teaching the Visually Impaired”. As an undergraduate psychology major thus far, I was used to large auditoriums filled with a myriad of students. This class was quite different. The class consisted of about 12 students, and rather than beginning with a class dedicated to lecture, we began the semester by making peanut butter and jelly sandwiches under blindfold with a partner to learn how to conduct a discrepancy analysis. Needless to say, in a few short weeks I decided to minor in special education and continued to take courses with the professors in the visual impairment program until graduation.

In my junior year as an undergraduate student, I was selected to join the 2009 cohort of McNair Scholars through the UA Ronald E. McNair Achievement Program, a program dedicated to preparing underrepresented minority and first generation undergraduate students for doctoral studies through research and scholarship. By the end of the summer, under the guidance of McNair advisors and faculty mentors, I produced an unpublished qualitative research report entitled, *The service and experiences of Native Americans with visual impairments*. Though extensive research had been conducted on the self determination of sovereign American Indian nations and in the field of special education, there were no studies which examined self-determination among American Indians with visual impairments and the availability of services (i.e. orientation and mobility, self-advocacy, rehabilitation, daily living skills and etc.). Given that self-determination and self-advocacy information with this unique population was relatively unknown, I conduct qualitative interviews with 2 participants from rural communities and 2 participants from urban cities off the reservation, and asked them to describe the types of services they received (if any) and their self-advocacy experiences. Using open ended questions, I hoped the vitality of services would be expressed from each perspective. I was able to share my findings at the 2009 at



McNair Scholars Symposium at the University of California Berkeley, as well as the 2009 McNair Colloquia at the University of Arizona, Tucson.

In Spring 2010, I completed my Bachelor's of Arts with a major in Psychology and a minor in Special Education. In Fall 2010, I began my graduate student journey with the UA Visual Impairment Program and obtained my Master's of Arts under the guidance of faculty mentors in August 2011. Upon graduation, I returned to Dinétah (homeland of the Navajo) and worked with the Arizona School for the Deaf and Blind in the Eastern Highlands Regional Cooperative as an itinerant TVI, working with students between the ages of 3-21 in various schools on the reservation for 5 years. In addition to working as an Itinerant TVI during the school year, I also worked with the Southern Arizona Association of the Visually Impaired as an Orientation and Mobility Intern with the Ready-Set-Go: summer transition program. As well as, fulfilling contracts with the Navajo Nation Office of Special Education and Rehabilitation during school breaks with the Independent Living Services program, working primarily with adults with visual impairments. Working with various age groups, their families and establishing trust through clanship to share my knowledge was beautifully rewarding. Rewarding because the process of establishing Individualized Education Plans (IEPs), planning for transition and independence at home, school and community was woven through the philosophy of K'é (kinship, interconnectedness). Building community through collaboration with parents, grandparents, teachers and administrators to ensure all students could access their education was one of the many joys of returning home.

After working as a TVI and working with various programs, I have found the need for services and personnel to deliver these services in rural indigenous communities is prevalent. In returning to the University of Arizona for the third time, I truly hope to return home with more solutions to improve the delivery of services and number of great teachers of students with visual impairments serving these unique communities. In the short time I have been a PhD student at the UA, I am finding my focus in

serving rural indigenous communities guides my current research interests to seek possible solutions through exploring self-determination, assistive technology and collaboration within itinerant service models.

Ahéhee' (Thank you), for this tremendous honor and for allowing me to share a small part of my journey with you today in this issue of *Visual Impairment and Deafblind Education Quarterly*.

Are you presenting at the CEC Convention in April???

Are you presenting at the CEC Convention in April? If so, then *VIDBE-Q* wants your assistance! We at *VIDBE-Q* would love to include a summary of your presentation in the Spring 2017 Convention Issue. Please email Kathleen Farrand, [Farrand.9@buckeyemail.osu.edu](mailto:Farrand.9@buckeyemail.osu.edu), with your 3-5 page article by April 14, 2017. This is an amazing way to feature all of the great presentations at this year convention in the field of visual impairments and deafblindness. Also, please feel free to share pictures from your presentation at CEC. We look forward to hearing from you!



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Basic	<input type="checkbox"/> \$65	<input type="checkbox"/> \$52

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