

Summer 2019: Back to School Issue



Visual Impairment and Deafblind Education Quarterly

Volume 64, Issue 3

The Voice and Vision of Special Education



Cover photo description: Image of a person reading braille at a table.

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Message from the Editor

Kathleen Farrand, Ph.D.

Assistant Professor, Arizona State University,

Kathleen.Farrand@asu.edu



Welcome to the Summer Back to School issue of *VIDBE-Q*! The Summer Issue of *VIDBE-Q* shares information to inspire you for the upcoming school year. The issue begins with a doctoral feature on Bryan Moles, an up and coming scholar in visual impairments. The next two articles provide a summary of DVIDB's two upcoming webinars. Please make sure to read the great information that will be shared in the webinars

and sign up today. You can find information to sign up for the webinars on the advertisement located in between the two webinar articles.

The issue concludes with three articles by DVIDB members. The first article provides a summary of meeting held this summer to focus on topics related to CVI. Next, read an inspiring article by Drs. Wild and Fast about their experience presenting and sharing information about the field of visual impairments with general education teachers at the NSTA Elementary Extravaganza. The final article provides a summary of this year's Council for Exceptional Children's Special Education Summit.

I am already looking ahead to the 2020 issues of the *VIDBE-Q*. The Winter issue will be focused on the excellent work of schools, universities, teachers, and everyone who is making a difference in the field of visual impairments in the Pacific Northwest. If you are presenting at the 2020 CEC Conference in Portland, Oregon, please consider writing a practitioner article for educators, families, and/or administrators about your presentation for the Spring Convention issue. Please feel free to email me for more information about submitting a manuscript for the Winter or Spring 2020 issues of *VIDBE-Q*.

President's Message

Amy Parker, Ed.D. & COMS

Assistant Professor, Portland State University,

atp5@pdx.edu



Do you feel that you blinked and summer ended? Hopefully you took a little time to be with family or friends to create some memories. For many of us in technical assistance, personnel preparation, or administration the summer doesn't mean a slowdown, it means a ramp up! In my own work at a university, the summer is our most intensive season because we host face-to-face instruction for teachers who are trying to maximize their professional preparation time during the summer months. It is important to

see these investments in ourselves as professionals as ways to build important memories too- to share “ah-ha” moments with colleagues about ourselves and our work. The investment in professional development also helps us to maximize the time that we share with students who are visually impaired or deafblind, so that we can offer the most effective instruction in the student’s routines.

On February 5th-9th, 2020 we are so excited to host our international convention in Portland, Oregon with a strong roster of presenters. Additionally, on February 4th, 2020, we look forward to hosting a pre-convention workshop on cortical visual impairment (CVI) with Diane Sheline at the Columbia Regional Program. Our partners at Washington State School for the Blind (WSSB) have a fantastic school and are just across the Columbia river in Portland and we encourage you to come and network with these colleagues. During our convention, we will host a special community forum in Portland to discuss our process for updating the competencies for teachers of the deafblind and interveners as DVIDB. So as you look ahead and prioritize your professional development, consider a fun and educational trip to Portland.

During the year, we will be hosting captioned online webinars with fabulous presenters, Sonja Steinbach and Julie Maier. You don't have to get in a car or board a plane to join us! For more information, check out our website (<http://community.cec.sped.org/dvi/home>) or Facebook page.

We hope you will enjoy this Summer issue and that like any back-to-school shopping or caseload review, reading it will help you plan ahead to make this academic year a productive, constructive, connected, and happy one.



The intended purpose of the Spring 2020 convention issue is to provide manuscripts aimed at practitioners about presenter contributions to the CEC 2020 program and work related to the field of visual impairments and deafblindness. This will allow those who were unable to attend your session to know more about your work.

Guidelines:

- 3-5 pages
- Tables, images and/or figures should have a text description
- References
- APA formatting
- 12 point, Arial font
- Author information for title: Name, affiliation, title, and email address
- Please acknowledge previously published work after the title information

Email your manuscript submission to Kathleen.farrand@asu.edu.

Deadline for submissions: March 13, 2020

Doctoral Student Feature: Bryan Moles

Bryan Moles

Doctoral student, University of Illinois at Chicago,

bmoles2@uic.edu



Figure 1. Photograph of Bryan Moles.

I appreciate the opportunity to share my story in the *Visual Impairment and Deafblind Education Quarterly (VIDBE-Q)*. I have always enjoyed understanding how something worked, pondering why, answering questions, and solving problems. The realities of teaching mean that we

are often flush with questions, but finding answers to those questions can be difficult. The Council of Exceptional Children (CEC) has helped connect me to a nation-wide network of professionals in our field, from teachers to researchers. This resource has been valuable in my own efforts to problem-solve supports for students and seek answers. The connections I have made along my journey, from Peace Corps service, to the National Federation of the Blind (NFB), to doctoral work at the University of Illinois at Chicago (UIC), have informed my professional interests and have helped pave my career, to date. I am thankful for the chance to share with the *VIDBE-Q* readers some of the experiences and relationships that have shaped me as a teacher and now as a researcher.

It was a chance meeting that brought me to working with students with visual impairments. My undergraduate degree is in Egyptian Archaeology. To me, archaeology met that need to answer questions. I loved studying archaeology and working in museums, but as I approached graduation, I knew that it was not what I wanted to do with the rest of my life. So, I joined the US Peace Corps and found myself headed to the Kyrgyz Republic. While primarily based in a small village teaching English, working on a side project introduced me to Elnura Emilkanova and the Osh Special Boarding School for the Blind. I did not realize then that those early

English clubs, using a slate and stylus to make worksheets, would help me figure out what I wanted to do for the rest of my life. The Hadley School helped set me up as one of their most distant students even in learning braille, and they also took the time to explain to me how services for students with visual impairments works in the US and where I could get certified.

After I completed my service in the Peace Corps, I studied for my master's degree at Northern Illinois University. I was lucky during my studies to be accepted into an exposure program run by the NFB. Rose Carranza and the NFB Teachers of Tomorrow program were incredibly impactful for my professional practice and in many ways this experience has shaped my philosophy for research. Meeting with people who are blind, talking about their varied experiences and educational opportunities, and even hearing from them the struggles that they knew their teachers faced, helped form my schema for understanding services to support students with visual impairments. It helped draw the lines connecting what we do in the classroom as teachers and researchers with outcomes for adults with visual impairments.

I would be remiss to leave out my day job, what keeps me grounded in the field and maintains my connection to students with visual

impairments: teaching. I am a city-wide teacher of students with visual impairments and a certified orientation and mobility specialist with Chicago Public Schools. With the third largest school district in the United States, we are a sizeable department of teachers of students with visual impairments. We see a wide range of students and a gamut of placements from neighborhood schools, charter schools, selective enrollments and programs designed for students with visual impairments. Our students are as diverse as the city of Chicago, and the question of how the needs of these students are met by the educational system is what first interested me in a research program.

Currently at UIC, I am a doctoral student in the Special Education department working with Daniel M. Maggin, PhD. I have the privilege of being a fellow in the Special Education Leaders for Urban Centers of Tomorrow (SELECT) project. The focus of the SELECT program is to further explore the urban-context-specific aspects of special education through a lens of promoting special education leadership in school environments. I have been incredibly lucky to study with a cohort group that encompasses a wide range of special education teachers and administrators. With this cohort from a diverse series of backgrounds and

service models, I have benefitted from new perspectives and frameworks my cohort-mates and advisors provide.

My primary research interest is in the development and evaluation of 3-D tactile maps. From my teaching experience, the Chicago grid layout is a wonderful system, if students can gain the vantage point to grasp the system. I believe that 3-D printing technology can capitalize on the body of research supporting tactile maps while removing the time-consuming aspect of production.

Methodologically speaking, experiences with the NFB and working in Chicago have engendered an interest in me for questions of social validity in the research done with participants who are visually impaired and Deafblind. From my exposure to the range of interests in my cohort, I hope to also look into teacher preparation and how initiatives to foster greater adaptive expertise and problem solving in special education teachers can support the teachers of students with visual impairments that have diverse caseloads.

Thank you again to the *VIDBE-Q* and CEC for allowing me to share my story and thank you to everyone that has helped me get where I am now. I hope that this has shared some insights into my own genesis as a

teacher and researcher as well as shed some light on where I hope to direct my future work.



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Interveners for students with deafblindness: Their unique role, intervention outcomes, and training opportunities

Webinar: November 7, 2019 4pm EST

Julie Maier

Educational Specialist, California Deafblind Services

Many educators may have heard the term “intervener” but still may not be quite sure what an “intervener” is or does. Is it just another term for an interpreter for a student with both vision and hearing loss? Can any paraeducator fill the role of an intervener? How is an intervener trained and who supervises a student’s intervener? How do I know if a student requires the services of an intervener? This webinar will provide educators with information about the role of an intervener, positive outcomes of effective intervention, determination of the need for an intervener, and various professional development opportunities to prepare interveners for their role.

An intervener is a paraeducator with specialized knowledge and skills in deafblindness, who work under the supervision and guidance of a credentialed teacher to provide access and support to students with dual sensory loss. The National Center of Deaf-Blindness (2019) offers this widely accepted definition of the role of an intervener:

Interveners, through the provision of intervener services, provide access to information and communication and facilitate the development of social and emotional well-being for children who are deaf-blind. In educational environments, intervener services are provided by an individual, typically a paraeducator, who has received specialized training in deaf-blindness and the process of intervention. An intervener provides consistent one-to-one support to a student who is deaf-blind (ages 3 through 21 or as mandated by state regulations) throughout the instructional day. (para. 1)

The majority of students with deafblindness miss an enormous portion of the visual and auditory information and interaction that is occurring around them. Decreased access to both visual and auditory information can lead to isolation; delayed communicative skill development and general concept development; inequitable access to meaningful curriculum; minimal or inconsistent active participation in class activities and routines; and limited interactions and relationships with others. A trusted relationship with a 1:1 paraeducator who has specialized training and experience working with children who are deafblind can provide an important bridge that will provide access to the school classroom and other environments, curriculum, and other teachers and peers. The intervener

provides a bridge that allows the student to participate and interact more within the environment and with the other people in the environment. This support person develops a close, trusting relationship with the student and is able to effectively recognize and respond to all of their communicative attempts, reliably provide additional information and support at a pace that the student can process and respond to, and facilitate their participation in class activities and routines and interactions with others.

An intervener performs their role with direction and support from the teacher and related service providers also serving the student, yet also needs to creatively “think outside the box” and initiate providing information, support, and instruction whenever necessary. It is necessary for the classroom teacher and related service providers to continue to teach, model, and coach the intervener in important instructional strategies and supports related to their specific areas of expertise as well as seek feedback about the student’s progress and educational and social needs from the intervener who works most consistently and directly with the student.

This webinar about interveners will explore 1) the responsibilities and roles of this important related support provider; 2) the knowledge and skills an effective intervener should hold; 3) training opportunities available to interested paraeducators to prepare them for this role; and 4) tools to assist

IEP teams in determining the need for an intervener for individual students who are deafblind.

References

National Center on Deaf-Blindness. (2019). Intervener services and interveners in educational settings: Definition [PDF file]. Retrieved from http://documents.nationaldb.org/NCDB_Intervener_Services_Definition_2019_a.pdf



UPCOMING WEBINARS

SAVE THE DATES

September 17th at 4pm EST

MATHEMATICS, ANYONE?

Presented by: Sonja Steinbach
Resources on how to teach and learn Nemeth and UEB math, create quick tactile graphics, and tips and tricks to promote mathematical exploration.

Sonja Steinbach



Sonja has served as a teacher of the visual impairments for over five years. In her time, she has worked in middle school and high school mathematics classroom at Washington State School for the Blind helping coordinate a distance learning program for students across five states. After earning a master's in special education and a masters's in math for teachers, she has in-depth knowledge about how students with visual impairments learn math, and how professionals in the fields of mathematics and education interact with those students. As a person with a visual impairments herself, Sonja also understands what motivates students to be successful.

November 7th at 4pm EST

INTERVENERS: THEIR UNIQUE ROLE

Presented by: Julie Maier
Information about interveners for students with deafblindness: Their unique role, intervention outcomes, and training opportunities.

Julie Maier



Julie Maier serves as an Educational Specialist for California Deafblind Services providing technical assistance and training to families of children with deafblindness and their educational teams. Additionally, she is a faculty member in the Special Education Department at San Francisco State University.

Julie served as the project liaison for two OSEP funded personnel preparation project in deafblindness at SFSU which trained dozens of teachers to serve as teacher of the deafblind. Her conference and webinar presentations have included the topics of authentic assessment, literacy skill development, social supports, inclusive educational supports, self-determination, transition planning, and interveners for learners with multi-sensory impairments.

Promoting meaningful literacy for students with multi-sensory impairments: Thinking beyond just reading and writing

Webinar: January 16, 2020 4pm EST

Julie Maier

Educational Specialist, California Deafblind Services

Literacy is a fundamental focus area in the education of children from preschool through high school and the positive impact of literacy skill development on an individual's life is hard to measure, especially when one considers the access to information literacy provides in the classroom, work environments, and social settings. Literacy initiatives and goals from the federal level to local districts and schools emphasize growth in skill development for *all* students, including students who receive special education services, even those students who need and use assistive technology and/or require significant adaptations to materials to allow access to the curriculum. For a small percentage of students with the most extensive support needs it can be difficult for teachers to identify meaningful access points to the curriculum and determine appropriate literacy goals for individual students, especially if progress is limited to progress towards

grade-level content standards. This webinar will explore an expanded definition of literacy which addresses the educational needs of these learners as well as provide suggestions for meaningful emergent literacy activities and resources to assist in planning.

The essential importance of promoting literacy lies in the *access to information* it provides us about our world as well as access to the people in it. Barbara Miles wrote, “Literacy generally refers to the ability to read and write. Reading and writing are symbolic systems that allow people to receive and send information across distances of time and space” (Miles, 2005, p. 2). This traditional definition and view of literacy can lead to significant barriers for those students who are visual impaired or deafblind with additional extensive support needs. Students who, due to intellectual disabilities and/or multiple sensory and physical impairments, are not able to learn to read text or braille are at times not offered instruction that leads to relevant literacy skill acquisition due to perceptions about their ability to engage with curriculum and develop traditional literacy skills. These students require educators to think about literacy and their curriculum in a fundamentally different way—specifically linking emergent literacy instruction to communication. An educational agency in Alberta, Canada describes the connection between communication and literacy skill development when planning instruction for

students at emergent communication and literacy skill levels by defining literacy as “the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living” (Alberta, Canada, Office of Education, n.d., para. 2).

It is important to realize that at its base, literacy is a *form of communication* and it serves as a means to share ideas, information, opinions, and feelings. We also need to realize and accept that *language* takes many forms beyond spoken language in order to adopt an expanded notion of literacy that is meaningful to students with sensory losses and emerging communication skills. *Emergent literacy*, which focuses on the social, psychological and linguistic benefits of literacy instruction, can help families and educators connect various literacy-based activities to the unique, and likely, multiple modes of communication of a child. Helping students to understand that objects, images, and sounds convey meaning and can be used to gather or share information is extremely powerful and certainly fits into an expanded definition of literacy. This wider umbrella of literacy allows one to better understand why literacy goals and activities should be included in every child’s daily home routine and school program.

“Emergent literacy” is grounded in communication and socialization between two or more people, for it is through these reciprocal interactions

that meaningful concept development and exposure to new information and ideas occurs in unique and individualized means of “reading” or writing”. Meaningful opportunities might include sharing an “experience book” filled with tactile objects from a trip to the park or grocery store or assisting to assemble a daily calendar of activities at the beginning of the school day. These opportunities can only be determined by getting to know a student and truly understanding their interests and motivators and the behaviors that they use to communicate with others.

This literacy webinar in January will explore the importance of emergent literacy development, specifically for children and youth who are deafblind and not yet proficient communicators, and learn that symbols have meaning. Suggestions for when and how to plan and provide meaningful literacy instruction both at school and home will be offered, including specific examples of ways and times to include emergent literacy activities in a student’s instructional day. Participants will also learn about multiple available internet resources to add to their “teacher toolkit” for use when instructing and evaluating the needs and growth of these unique students and to promote the abilities, confidence, and interest of their students to communicate and connect with others and their world.

References

Alberta Education-Government of Alberta, Canada (n.d.) What is literacy?

[Website]. Retrieved from <https://education.alberta.ca/literacy-and-numeracy/literacy/everyone/what-is-literacy/>

Miles, B. (2005). Literacy for persons who are deaf-blind. *DB-Link, The National Information Clearinghouse for Children who are Deaf-blind.*

Retrieved from <http://documents.nationaldb.org/products/literacy.pdf>

Submit an Article in 2020

2020 Submission Dates



Winter
Pacific NW
December
20th

Spring
Convention
March 13th

Summer
Back to
School
July 31st

Email the editor- Kathleen Farrand
Kathleen.Farrand@asu.edu

CVI Workgroup in Louisville: A time of interdisciplinary learning

**Tessa McCarthy, University Pittsburgh, Assistant Professor,
tessam@pitt.edu**

**Scott Wall, Columbia Regional Program, BVI Program
Administrator, swall1@pps.net**

In June of 2019, a multidisciplinary work group came together to focus on topics related to Cortical Visual Impairment (CVI). The 3-day meeting was hosted in Louisville, KY, by the American Printing House for the Blind (APH) though the work group was not an APH sponsored event. Attendees of the workgroup included medical professionals, researchers, faculty of universities from both departments of ophthalmology and visual impairment program, school administrators, and educators who work with individuals from early childhood through senior citizens.

The first day of the meeting was a time of information sharing.

Presentation topics included:

- The use of Colour Tents with children with CVI which was presented by Suzanne Little
- The results of CVI information gathering efforts by John Ravenscroft

- Information that has been garnered about CVI through the Babies Count Effort by DeEtte Snyder
- The need for a CVI research repository by Mindy Ely
- Preliminary results of a study looking at the effects of newborn screening on interventions by Cathy Smyth
- Discussion of work on an observational assessment tool for individuals with CVI and information on individuals with CVI who do not fit the profile of which most professionals typically think by Marieke Steendam
- The possibilities of using the app Novel Effect, which provides auditory enhancement of stories being read aloud, for children with visual impairments by Melody Furze
- Representatives of APH shared that two new books focused on CVI should be released shortly: one is expected in 2019; the second is expected in 2020.

Much discussion followed the sharing of this information and the most pressing needs of the field related to CVI were discussed. Workgroups were formed based on these much needed tasks which centered on: assessment, quality indicators, research, and interdisciplinary

communication. Each workgroup chose a first project on which to focus. The majority of the rest of the meeting time was spent in these workgroups which have continued their work after the initial meeting. The group also discussed the benefits of continuing the work of the group and deliberated the most effect structures for ongoing work.



Presenting at the National Science Teacher's Associate Meeting: Advocating and educating teachers about accessible science for students with visual impairments

**Tiffany Wild, Associate Professor, The Ohio State University,
wild.13@osu.edu**

**Danene Fast, Program Manager for Visual Impairment
Program, The Ohio State University, fast.40@osu.edu**

We all love attending conferences in our field and talking with others that understand the roles of teachers of students with visual impairments. We meet with old friends and make new friends all while learning. We network, share, and receive rich information and ideas that enhance the lives of the students we serve. We learn from the experts in our field and, in turn, use that information to influence our pedagogy for students with visual impairments. While these specialized conferences provide great experiences, sometimes it is also a great experience to attend a conference that is not “specialized.” In attending a conference with a focus on “general education,” there is opportunity to collaborate with presenters and participants who may not know about our field and learn what is

happening in general education classrooms. This type of conference allows opportunity for thinking and reflecting from differing perspectives and generating new ideas for adapting materials and teaching in the general education classroom in a way that reaches all students.

Recently, we received an invitation to present as part of the “Elementary Extravaganza” during the National Science Teaching Association (NSTA) annual conference in St. Louis, Missouri. This event averages over 1,000 participants, providing elementary teachers with a variety of teaching strategies and resources. Our invitation was based upon an article that we wrote for the NSTA journal “Science and Children.” Our article, titled “Traveling with Science” (2018, Science and Children), was about how to use the expertise of an orientation and mobility (O&M) specialist to assist with teaching the science concepts of forces of motion with young elementary-aged children. Because the article was well received by the general education community, we were asked to share our information in a hands-on format as part of the Extravaganza.

During the presentation time of the Extravaganza, we were assigned to a table. Attendees had 2 hours to explore tables that displayed materials, ideas, or strategies for teaching students in the science classroom. For our display, we brought several materials that can be used to teach science to

students with visual impairments, including a light box, 3D printed objects, braille materials, tactile graphics, and several products from the American Printing House for the Blind. In addition to these teaching tools, we provided information and handouts from DVIDB and the National Center for Deafblind Education, to give attendees reminders of where to look for additional information and resources beyond the equipment and materials we brought for them to explore.



Image 1. Photograph of authors standing with a welcome sign to NSTA Elementary Extravaganza.



Image 2. Photograph of authors standing behind a table with resources and materials at the NSTA Elementary Extravaganza.

The response to our display was overwhelming. Many teachers came by asking for as many resources as possible for making their own classroom, museum, library, or laboratory space accessible for students with visual impairments. Many told stories of how the upcoming school year would be the first time he/she would have a student with a visual

impairment in their classroom. One group commented on how they wanted to make their displays more accessible for those with visual impairments. It was great to talk to folks that were eager to learn from us and gain information.

Also, during our time at the conference, we both presented at the Science Education for Students with Disabilities (SESD) pre-conference meeting, and Tiffany presented at a general session during the regular NSTA Conference. All of these experiences were well-attended and allowed us to share information that was new to many of the attendees. People were eager to learn and wanted to know how to effectively teach students with visual impairments. There were many questions and many inquiries for additional information. This trip served as a great outreach for our field, our organization, and our programs. It allowed us to reflect on the needs of the teachers that we work with. The big take-away from this experience is that sometimes it is good to go to conferences outside of our field of visual impairment.

Based on our experiences with this conference, we encourage others to go to “general education” conferences where they can take their own educational interests and present on how these can be accessible to students with visual impairments. We are a very unique field. Many want to

learn from us. We have the expertise they are seeking, but many do not know where to find us. If you are not comfortable being a presenter, we encourage you to be that voice in the audience that asks questions about making things accessible to students with visual impairments in the classroom. Sometimes a simple presence or just asking a question will raise awareness and allow you to share with others.

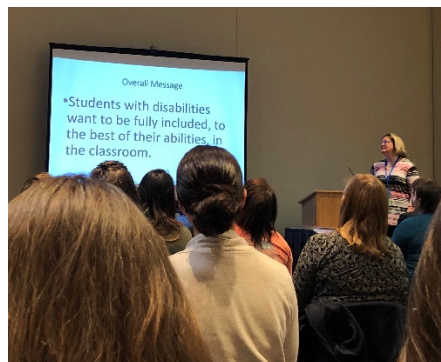



Image 3. Photograph of Tiffany Wild presenting at the National Science Teachers Association. A slide appears in the background which reads “Overall Message: Students with disabilities want to be fully included, to the best of their abilities, in the classroom.”

We look forward to returning next year! It was an amazing experience that neither of us will soon forget. We left feeling energized and excited about continuing the dialogue on making science accessible to students with visual impairments.

References

- Fast, D., & Wild, T. (2018). Traveling with science: Working with specialists to make science accessible for all students. *Science and Children*, 55(5), 54-59.



VIDBE-Q Pacific Northwest Issue 2020

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- 3-5 pages
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- Author information for title: Name, affiliation, title, and email address
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**Submission deadline:
December 20, 2019**

**Email:
Kathleen.farrand@asu.edu**

The intended purpose of the Winter 2020 issue is to highlight the schools, universities, educators, and individuals making a difference in the field of visual impairments and deaf blindness in the Pacific NW. Please submit your manuscript today.

Council for Exceptional Children Special Education Legislative Summit, 2019

Lisa McConachie,
Senior Director, Columbia Regional Program, Portland Public
Schools, lmccconac@pps.net

The Council for Exceptional Children (CEC) Special Education Legislative Summit is a yearly summit to promote and advocate for laws and legislation that support children with exceptionalities. The mission of the summit is “ensuring every educator is empowered to serve all students without limits” (<https://specialeducationlegislativesummit.org/>). Every year CEC advocacy focuses on key legislative bills including fully funding IDEA as well as policies and legislation that support a free appropriate public education with full access to all that includes full safeguards for children, students, and families.

This is the second time I have attended the summit and each year I am inspired and energized to exercise my democratic right as an educator and citizen to advocate for our children, families, and for education as a profession. This year did not disappoint.

Here is a summary of the laws that were the focus of the Legislative Session:

- Fully Fund IDEA (appropriations of money)
 - Part B Children with Disabilities Age 3-21
 - Part C Infant and Toddler with Disabilities
 - Part D National Activities to Improve Education of Children with Disabilities including State Personnel Development Grants, Personnel Preparation, and Technical Assistance
- National Center for Special Education Research (NCSEER)
- Jacob K. Javits Gifted and Talented Students Education Act
- Title II, Part A – Building Systems of Support for Excellent Teaching and Learning
- Part IV, Part A – Student Support and Academic Enrichment Grants
- Teach Grant Program
- Teacher Quality Partnership Grant Program
- Public Service Loan Forgiveness (PSLF) Program
- Teacher Loan Forgiveness Program
- Loan Forgiveness for Service in Areas of National Need

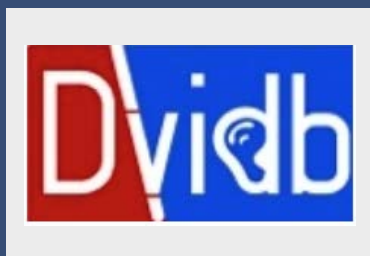
Here is a summary of the bills that were the focus of the Legislative Session:

- H.R. 1878, Jared Huffman (D-CA) and S. 866, Chris Van Hollen (D-MD) Idea Full Funding Act
- S. 1866, Cory Booker (D-NJ) and H.R. 3139, Donald Norcross (D-NJ) Supporting the Teaching Profession through Revitalizing Investments in the Valuable Educators Act (STRIVE)
- S. 969, Jack Reed (D-RI) Educator Preparation Reform Act
- S. 752, Tim Kaine (D-VA) Preparing and Retaining Education Professional Act of 2019 (PREP)
- H.R.1364, Bobby Scott (D-VA) and S. 568, Patty Murray (D-WA) Child Care for Working Families Act
- S. 1770, Dick Durbin (D-IL) and H.R. 3180, Danny Davis (D-IL) Resilience Investment, Support and Expansion for Trauma Act (RISE)
- S. 634, Ted Cruz (R-TX) Education Freedom Scholarships and Opportunity Act

I had an opportunity to meet with Barbara Raimando, Executive Director of Conference of Educational Administrators of Schools and Programs for the Deaf. The Cogswell-Macy Act has not been introduced in the current

legislative session; however, efforts are underway to find sponsors for the bill in the House or Senate. Ms. Raimando and her colleagues are still hard at work reviewing and revising the language to make sure all stakeholders are represented and have a voice in the legislation.

I would encourage you to look up the laws and bills listed above, particularly if one of the sponsoring legislators is from your state. The Council for Exceptional Children Legislative Action Center, (<http://cqrcengage.com/cek/?0>), has information on all of the laws and bills above as well as helpful tips for writing and/or contacting your representatives. It is powerful when you can contact, meet, or even share with your senator or congressperson the work you do with children and families. It is just as powerful to contact your local state legislator, often times, educational changes begin at the local state level. As a democracy, this is the way we make our voices heard and ultimately change education for the better. It truly makes a difference.



DVIDB Executive Board

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President

Amy T. Parker
Orientation and Mobility Program
Graduate School of Education,
Portland State University
Portland, OR
503-725-4695
atpx5@pdx.edu

Past President

Tiffany Wild
The Ohio State University
Ramseyer Hall
29 W. Woodruff Ave.
Columbus, Ohio 43210
614-292-4783
wild.13@osu.edu

President Elect

Nicole Johnson
Special Education Department
Kutztown University
113 Beekey Education Building
Kutztown, PA 19530
(610) 683-4290
njohnson@kutztown.edu

● Directors ●

Karen Vay Walker (18-19)
VP of Educational Services
Allied Instructional Services,
PO Box 2214 Ashland, VA, 23005
804-368-8475
kvay@alliedinstructional.com

Carol Rimka (18-19)
Certified Teacher of the Visually Impaired/
Deafblind Specialist
Plano Independent School District
Shiloh Center
3540 E. 14th St.
Plano, Texas 75074
carol.rimka@pisd.edu

Angel Perez (18-19)
Project Director
Center for Sensory &
Complex Disabilities
The College of New Jersey
School of Education
PO Box 7718
Ewing, NJ 08628
pereza@tcnj.edu
(O)609-771-2744

Joan Allison

Ying-Ting Chiu (19-20)
Department of Teaching and Learning
The Ohio State University
222 Ramseyer Hall
29 W. Woodruff Ave.
Columbus, OH 43210
Chiu.226@osu.edu

Adam Graves (19-20)
Deafblind Education Consultant,
Texas School of the Blind and Visually
Impaired
gravesa@tsbvi.edu

Student Ambassador

Elizabeth Burrell
Kutztown University
eburr846@live.kutztown.edu



Representative

Lisa McConachie
Senior Director, Columbia Regional Program
Portland Public Schools, lmccconac@pps.net

CAN Coordinator

Kathleen Stanfa
Department of Special Education
111 Beekey Education Center
Kutztown University
Kutztown, PA 19530
484-646-5869 (work)
stanfa@kutztown.edu

Secretary

Tessa McCarthy (18-19)
Coordinator of the Vision Studies Program
University of Pittsburgh
5154 Wesley W. Posvar Hall
230 S Bouquet St
Pittsburgh, PA 15260
tessam@pitt.edu

Treasurer

Karen Koehler
Shawnee State University
15403 Matville Rd.
Orient, OH 43146
kkoehler@shawnee.edu

Website Master

Mackenzie Savaiano
University of Nebraska-Lincoln
202A Barkley Memorial Center
Lincoln, NE 68583-0738
Msavaiano2@unl.edu

Quarterly Editor & Director

Kathleen Farrand (Director, 19-20)
Arizona State University
Mary Lou Fulton Teachers College
1050 Forest Mall
Tempe, AZ 85287
Kathleen.Farrand@asu.edu