

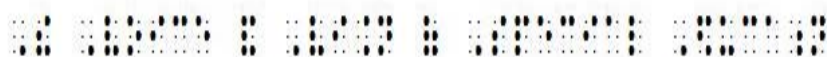
Winter 2022 Pre-Convention Issue



Visual Impairment and Deafblind Education Quarterly

Volume 67, Issue 1

The Voice and Vision of Special Education



Cover photo description: The cover photo shows the DVIDB logo in white lettering with the letters DVIDB. The letter v has a cane in it and the second letter d has an image of an ear. The background colors are red and blue.

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Message from the Editor

Kathleen M. Farrand, Ph.D.

Associate Professor, Arizona State University,

Kathleen.Farrand@asu.edu



Welcome to the first issue of the *Visual Impairment and Deafblind Education Quarterly (VIDBE-Q)* journal of 2022! In this issue we will focus on all things pre-convention as we prepare for the upcoming CEC Convention in Orlando, FL and our virtual conference in February.

The issue begins with our final message from the president, from outgoing president, Dr. Nicole Johnson. Thank you, Dr. Johnson for your service, leadership, and dedication to DVIDB.

The following two articles highlight the two pre-convention workshops that will be put on by DVIDB on Tuesday, January 11, 2022. I encourage you to read more about these two amazing pre-conference workshops and register today to attend and learn more. A special thank you to the American Printing House for the Blind and Allied Instructional Services for making Pre-convention possible.

Next, we highlight our DVIDB award winners for 2022. These award recipients have made and continue to make an amazing impression on the field of visual impairments and deafblindness. Please read about their amazing work and take time to congratulate them on their accomplishment. Lastly, Dr. Amy Parker provides an update on DVIDB's competencies sets for teachers of the deafblind and interveners. Thank you to everyone who participated in the review, alignment, and amendment process.

Are you presenting at the upcoming CEC Convention in Orlando, FL and/or at the CEC Virtual Convention? Congratulations! Please submit a practitioner focused article for the Spring 2022 Convention Issue. Email me, the editor, at Kathleen.Farrand@asu.edu for more information.

DVIDB ON FACEBOOK

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If you are passionate about the education of children and youth with visual impairments and deafblindness, including those with additional disabilities, please become part of our social network on Facebook. If you have a Facebook account, you can find our page and become a fan by searching for Division on Visual Impairments and Deafblindness.

For those who do not have a Facebook account, you can view our page by going to the following URL:
<https://www.facebook/pages/Division-on-Visual-Impairments-and-Deafblindness/248244976215>

President's Message

Nicole Johnson, Ed.D.

Professor, Kutztown University,

njohnson@kutztown.edu



As the weather gets cooler; I am getting extremely excited for our convention in sunny Orlando, Florida this January. I hope you will be able to join us either in person or virtually for the hybrid portion of the conference. Our division has many presentations planned both in person and virtually. Come and learn from experts around the country on a variety of topics related to visual impairments. As we enter a New Year, I would also welcome and congratulate a

newly elected leadership to the Division on Visual Impairments and Deafblindness. Kathleen Stanfa will be serving as our president, Adam Graves as president elect, and Kathleen Farrand as secretary and editor of *Visual Impairment and Deafblind Education Quarterly*. Lane McKittrick is serving as our representative within the CEC Assembly. Newly elected directors include Sarah Ivy, Jaime Pack-Adair, Marina McCormick, and Belinda Rudinger. Thank you all for running and serving on our board. I would also like to say a special thank you to Dr. Amy Parker as our past president. Your leadership has been instrumental in helping DVIDB to grow and thrive.

The DVIDB board is happy to announce and congratulate our 2022 award winners. We have five awards within our division that candidates are nominated for. Our awards committee uses rubrics to independently score and determine award winners. All these winners worked very hard in the visual impairment field and are more than deserving of this honor. Congratulations for all your hard work for our field. Thank you for all you do.

- Virginia Sowell Student of the Year: Becky Morton
- Teacher of the Year: Emily Maginn
- Deborah D. Hatton Outstanding Dissertation of the Year: Dr. Marina McCormick

- Exemplary Advocate Award: Dr. Penny Rosenblum
- Distinguished Service Award: Dr. Susan Bruce

A special reminder that we are holding our pre-conference day on January 11th, 2022, virtually for 6 ACVREP hours. The event is FREE to DVDIB members, and you can register via our website. We will also be continuing our webinars throughout the 2022 year and are planning a slate of wonderful speakers. Continue to check our website and Facebook page for updates on webinars and events within DVDIB. If you are attending CEC in person in Orlando, I encourage you to join us at our social on January 17th, 2022, 5-7:00 PM at Bahama Breeze Island Grill, Orlando, FL.

This message is hard to write as it is my last message as the DVDIB president. It has been an honor to serve the division in this capacity. I look forward to seeing DVDIB continue to thrive with wonderful new leadership. I will continue to be active as past-president and help the division in any way I can. Under the direction of Dr. Kathleen Stanfa our division will continue grow. I wish you a happy and healthy holiday season and a wonderful start to the New Year!

**DVIDB and APH Proudly
Present**



**CEC Virtual Pre Conference
Tuesday, Jan. 11, 2022**



9:00 AM - 12:00 PM

**Functional Vision/Learning Media Assessments for
ALL**

(Use and alignment of the APH FVLMA, NewT and Decision-Making Guide)

with

Jeff Schwartz - APH Outreach Specialist
Southeast Region

1:00 PM - 4:00 PM

**Intervention Strategies for Young Children with
Cerebral/Cortical Visual Impairment (CVI)**

with

Amanda Hall Lueck, Ph.D. Andrea Montaña
Elizabeth S. Hartmann, Ph.D. Kitty Edstrand
Deborah Chen, Ph.D.

6.0 ACVREP hours
available

Free to CEC members
\$60 for non CEC members

Register at this link: <https://www.eventbrite.com/e/dvidb-council-for-exceptional-children-preconference-event-registration-193610623587>

Functional Vision/Learning Media Assessments for ALL

In this presentation, Jeff will discuss the foundation of the FVLMA and how this essential assessment tool can drive quality instruction for students who are blind or low vision. Jeff will continue to explore our “tools of the trade” available from APH and how this can drive uniformity of practice in our field. Jeff will explore and offer his own “tips and tricks” to implementation of these tools to make them work for you and your students.

Session Powered by APH



Additional Support from Allied Instructional Services



Intervention Strategies for Young Children with Cerebral/Cortical Visual Impairment (CVI)

Cerebral/cortical visual impairments (CVI) are caused by neurological damage and are the most prevalent visual condition of children with severe visual impairment in the United States. This interactive session will inform researchers and practitioners about how CVI may influence a young child’s use of vision, development of skills, and interactions with the environment. Interventions across developmental domains that are embedded within routines to promote functional vision use and early development will be detailed through videos, discussion, handouts, and presentation of implementation research at one early childhood program.

Functional Vision/Learning Media Assessments for ALL

Jeff Schwartz,

American Printing House for the Blind (APH),

jschwartz@aph.org

Target Audience: TVIs, Special Education Teachers, Administrators of Special Programs

For my 20+ years in the field of visual impairments, one of my more obvious but critical roles as a teacher of students with visual impairments (TVI) has been to assure that my students have access to the wealth of information presented in their school day and life beyond. For some students, this was in the form of direct instruction and provision of accommodations, sometimes daily. For other students, my efforts were in collaboration with teachers, families, and other service providers to assure that my students had access to the general curriculum or whatever programmatic content was being used at that time. Sometimes a single student may require all or most of these models to assure necessary access for participation and success. So how does a TVI determine goals and objectives, appropriate accommodations, and track and monitor critical academic and life skills; especially with large caseloads, time restrictions and changing student needs?

One standard of practice, or “essential assessment” that has been a mainstay in the field of visual impairments is the Functional Vision Assessment or Evaluation (FVA/FVE). First established in the 1960’s, the FVA has served to determine what a student sees, how their vision affects their ability to complete daily tasks, and what accommodations or interventions are needed to address the individual student’s visual needs. (D’Andrea & Farrenkopf, 2000; Lueck, 2004). Over the years, the FVA has stood the test of time, however, as our profession has evolved and our recognition of the importance of critical literacy and life skills has grown, so has the need for an assessment that recognizes these additional competencies. Our singular assessment, known as the FVA grew to include: learning media/literacy modalities (Learning Media Assessment or LMA) and Expanded Core Curriculum (ECC) which includes Orientation and Mobility (O&M) and Assistive Technology (AT) skills. Many states have expanded their eligibility requirements to include some or all of these assessments for student eligibility as blind or visually impaired. Additionally, some of these assessments require professionals other than the TVI to complete the corresponding skill sets, such as an O&M or AT Specialist. So how does a TVI go about assuring that they are addressing the totality of their student’s needs? We, as vision professionals, have an obligation to monitor and identify our students’ strengths and weakness. Sometimes we require expertise outside of our personal or professional knowledge

set. Does this exempt us from addressing these competencies? In my professional opinion, the short answer is “No”. So how does a new TVI or even a veteran working in isolation address the totality of their student’s needs? An excellent place to start is by using time-tested, peer-reviewed tools of the trade that are ready made and easily accessible to all professionals in our field. I will be discussing 3 such tools available on Federal Quota from APH.

The Functional Vision and Learning Media Assessment for Students Who are Pre-Academic or Academic and Visually Impaired in Grades K-12 Kit
([FVLMA, catalog #7-96151-00](#)).

The FVLMA provides a framework for the systematic assessment of student’s visual functioning and needs for adapted educational media. First published in 2012 by APH, it had been in field practice since 1993. The authors, LaRhea Sanford, Ed.D. and Rebecca Burnett, Ed.D. offered the instrument to APH so that it could be more readily and easily available to TVI around the country (and even internationally now). The FVLMA is used to determine: a) how a student functions visually in daily activities with a variety of materials, b) ways to increase visual functioning, c) a student’s primary and secondary learning media, d) current skills in the various areas of literacy instruction, e.g., reading, writing, listening, keyboarding and related technology and e) how the visual impairment adversely affects the student’s performance in the general education curriculum. In addition

to what we recognize as components of a quality functional vision, the FVLMA goes beyond with guidance and forms for interviews, observations and LMA data collection. Additionally, the kit provides screening tools for the TVI to use for O&M and the ECC – all 9 areas including AT. The FVLMA even has in its Appendices, a decision-making guide for your LMA and a convenient list of required materials to have in preparation for your assessments, which is a convenient segue to our next APH Product.

NewT: New Tools to Accompany the Functional Vision and Learning Media Assessment (FVLMA) for Students Who are Pre-Academic or Academic and Visually Impaired in Grades K-12 ([catalog #1-08149-00](#))

Released in 2016, the NewT has everything you need to complete the observations, function vision assessment, and learning media assessment sections found in APH's FVLMA in this one complete kit. Nigel Newt's Portfolios provide sample graphs, maps, dictionary entries, reading samples, diagrams, news clippings and catalogue pages for grade levels K-12. As a TVI/O&M for many years, I was tasked with creating/collecting many of my own materials to perform quality assessments. In some positions, where I worked with a team of teachers, we would use our collective efforts, time and money to put together materials for the variety of students we serve. The NewT was developed in collaboration with the developers of the FVLMA for vision professionals to meet these exact needs for

materials that are not always readily available. The kit contains hundreds of pictures and various materials that are aligned to the various sections of the assessment. APH, in its efforts to make their products inclusive, produced all print testing booklets in large print and included braille instructions.

Decision-Making Guide – guide to print size selection ([catalog #7-96156-00](#))

The Decision-Making Guide provides an easy formula to determine the most appropriate print size for an individual who is visually impaired. The process presented provides valuable information that can be used as a beginning estimate for appropriate print size. Used as part of your learning media assessment, it uses word, sentence and passage reading charts to arrive at print sizes needed for various tasks. These charts give a TVI quick access to grade-leveled words and passages that can be difficult to acquire as an itinerant or any teacher working with students of various ages and reading levels.

In my presentation, we will be taking a fresh look at these APH time-tested and proven tools for assessing the needs of students with varying degrees of vision loss. I will attempt to cut through some of the intimidating “bulk” of these tools to clarify or demystify them for the audience. Lastly, I will offer some insider “tips & tricks” for the busy TVIs in hopes of encouraging those in our field to utilize these tools for quality standards of practice. These tips will include modifications

and additional tools of the trade for use with a variety of students, including those students with complex needs.

Our intended outcome – Quality Assessments for ALL students.

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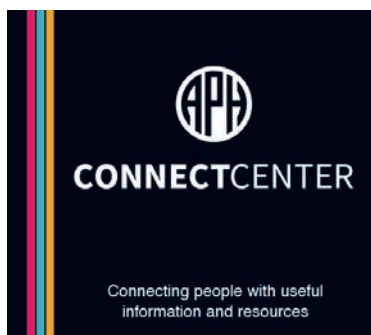
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The Future Belongs to Everyone

APH is committed to building a future that belongs to everyone by offering a wide selection of inclusive and accessible products, and valuable resources, to support those who are blind and visually impaired, are [deafblind](#), have [CVI](#), or [multiple disabilities](#).

From products that support braille literacy and low vision, to physical education, fine arts, math, health and science, and more: begin building your toolkits for inclusive learning by reading our [Toolkit blogs](#).



APH ConnectCenter

The [APH ConnectCenter](#) offers curated advice and resources to assist children, parents, adults, and job seekers who are blind and visually impaired, and their associated professionals. It includes:

- [VisionAware](#): for adults and seniors
- [FamilyConnect](#): for families and parents
- [CareerConnect](#): for job seekers
- [Transition Hub](#): for school-age youth planning for graduation and life after college
- [ConnectCalendar](#): for people and organizations to find and share info about upcoming events in the field of blindness and visual impairment
- **Information & Referral Hotline (800-232-5463)**: for answers to questions related to visual impairment and blindness

APH Hive

The APH Hive is a virtual platform bringing free eLearning and professional development opportunities right into the comfort of your home or office and is perfect for busy educators and families! Teachers, parents, and students can buzz over to aphhive.org and browse through a variety of bite-size courses related to visual impairment, relevant to serving students from birth through graduation.



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Designing Intervention Strategies for Young Children with Cerebral/Cortical Visual Impairments (CVIs)

Elizabeth S. Hartmann, Lasell University, ehartmann@lasell.edu

Amanda H. Lueck, San Francisco State University,
amandal@sfsu.edu

Deborah Chen, California State University Northridge,
Deborah.chen@csun.edu

Andrea Montaña, New Mexico School for the Blind and Visually Impaired, andreamontano@nmsbvi.k12.nm.us

Kitty Edstrand, New Mexico School for the Blind and Visually Impaired, kittyedstrand@nmsbvi.k12.nm.us

In this article, we present key ideas for designing interventions for young children with cerebral/cortical visual impairments (CVIs). These key ideas, framed as questions for practitioners to consider, have emerged over the past two years from the ongoing collaborative work of the authors and practitioners. Our goal is to empower practitioners to engage in a collaborative approach that integrates individualized strategies across developmental domains and embedded within routines. We've matched our ideas with examples from practitioners and families in an early intervention program to further motivate practitioners to embrace the

challenge and opportunities of designing intervention strategies for young children with CVIs.

How CVIs Manifest in Young Children

Cerebral/cortical visual impairments (CVIs) are caused by neurological damage and are the most prevalent visual condition of young children with severe visual impairment in the United States (Hatton et al., 2013) and high-income countries (Gogate & Gilbert, 2007). The ways in which CVI manifests, or affects basic visual performance, are unique to each child (Hyvärinen, 2003; Dutton, 2003; Lueck & Dutton, 2015) and can influence various developmental areas such as the child's use of vision, development of skills, and interactions with people and the environment.

Understanding CVIs may be perplexing for practitioners, families, and other stakeholders, especially in young children with multiple disabilities. How CVIs manifest in each child may be unique and require careful consideration about how young children develop across all domains (e.g., social, cognitive, communication, motor) and how different environments may support or hinder functional vision. Research and first-hand accounts from those who experience CVIs have suggested that visual acuity deficits and impaired visual field function due to anomalies of the visual brain may be present as well as visual processing and attention difficulties (Martin et al., 2016). It may not be possible to identify the often subtle

manifestations of CVI in very young children, but practitioners and caregivers report that careful observation of the child's skills over time and within frequently occurring routines is extremely useful (Lueck et al., in press).

The CVI manifestations (see Table 1) were created to aid professionals in this process of understanding CVIs and what these manifestations look like in young children as they play, learn, and develop. This is a good place to start when trying to understand how CVIs may manifest in an individual young child. **The first question to ask is: What behaviors does the child demonstrate that may indicate evidence of these CVI manifestations?**

For example, consider the potential manifestation of **responses to faces**. Understanding this possible way that CVIs may manifest will encourage practitioners and families to observe how young children respond to the faces of their caregivers during everyday routines. In addition to these observations, professionals can look for evidence of this CVI manifestation in interviews or history taking, assessments, and medical records. Specific CVI behaviors related to this manifestation are:

- The child cannot recognize faces or facial expressions. This may be completely absent or partially affected
- The child cannot recognize specific faces when out of typical context. This may be completely absent or partially affected

- The child cannot recognize specific facial features or objects on faces. This may be completely absent or partially affected
- The child cannot follow fast-moving facial expressions (Lueck et al., 2021)

Connecting CVI Manifestations to Developmental Domains

As professionals consider the often unique visual functioning of young children with CVIs, the understanding of the CVI manifestations can lead to the design of intervention strategies. Consider the previous example of responses to faces. A collaborative team of professionals that explores this manifestation may notice these behaviors:

- The child struggles to recognize her mother when she shows up unannounced at school
- The child has a delayed reaction when her teacher makes funny faces when they sing a song together

The next key question for these professionals to discuss collaboratively is:

How might these behaviors affect the child’s learning opportunities? For example, has the team noticed that the child’s delayed reaction to facial expressions is causing her to miss out on the cause-and-effect relationships during morning circle in her integrated preschool? These questions should spark a more specific discussion about the social, emotional, cognitive skills and how she uses or doesn’t use her vision during frequently occurring routines. Ultimately, what

emerges from these discussions should form the foundation of intervention and encourage all professionals and family members to consider how strategies should be individualized, contextual, and respectful of how the child learns and develops across domains.

This leads us to our last question: **How can these new insights inform the design of intervention strategies that are frequently embedded within routines?** For example, the recognition that the child is missing out on many important learning opportunities during morning circle is essential. This will lead the team to employ the strategy of the 4Ss - Say Less, Stress, Go Slow, Show (Weitzman, 2017). The SLP and teacher will support each other to learn about this strategy and implement it with fidelity, all while continuing to make observations of how the child responds over time.

Lessons learned from the New Mexico School for the Blind and Visually Impaired

Over the last two years, a group of multidisciplinary early intervention professionals at the New Mexico School for the Blind and Visually Impaired (NMSBVI) engaged in discussions around the CVI manifestations and how they connect to the development of young children with CVIs on their caseloads. This group used weekly discussions to collaborate, ask questions, and share experiences, which eventually led to these professionals feeling more empowered

in their thinking about CVIs as they designed individualized and family-based intervention strategies following the questions and problem-solving approach. Although the discussions these professionals engaged in required more time and new ways of thinking (two things that were even more challenging during a pandemic) they felt the benefits to their professional practice were so great that they continue to make it a priority to meet each week and have expanded the discussion to other NMSBVI programs. In addition to practitioners, parents also reported how important it was for them to learn from the NMSBVI professionals about the impact of visual impairment, including CVIs, on early development. Parents reported that interventions done within their daily routines were particularly helpful and “life-changing” as they learned that addressing their child’s CVI could be simple, even though the diagnosis is so complex. Ultimately, professionals and parents felt that they greatly benefitted from the collaborative process from manifestations to development to intervention.

In closing, when designing interventions to support young children with CVIs, their caregivers, and practitioners who serve them, it is important to engage in a collaborative, problem-solving approach that considers how CVIs manifest in the child, how these behavioral manifestations connect to the child’s development and learning and how intervention can be designed to occur within embedded routines. Although it may be tempting for busy professionals to focus on what

strategies can be employed for children with CVIs, engaging in the collaborative process outlined in this article may lead to more meaningful and professionally satisfying outcomes for all involved.

Table 1

Behavioral Manifestation of CVI in Children

Behavioral Manifestations of CVI in Children	
Clarity of Vision	Imitation & Copying
Area of Vision	Color
Following People or Objects Visually Due to Eye Movement Limitations or Visual Field Restrictions	Depth Perception
Locating People or Objects Visually/Visual Search Capabilities	Illumination
Response to Faces	Response to Sounds
Recognition of Objects or Symbols	Response to Environment
Response to Movement	Effects of Visual Novelty
Accuracy of Visual Motor Planning & Control	Response Time

Adapted from Lueck, A., Chen, D., & Hartmann, E. (in press). *CVI companion guide to the developmental guidelines for infants with visual impairment*. Louisville, KY: APH Press ©all rights reserved

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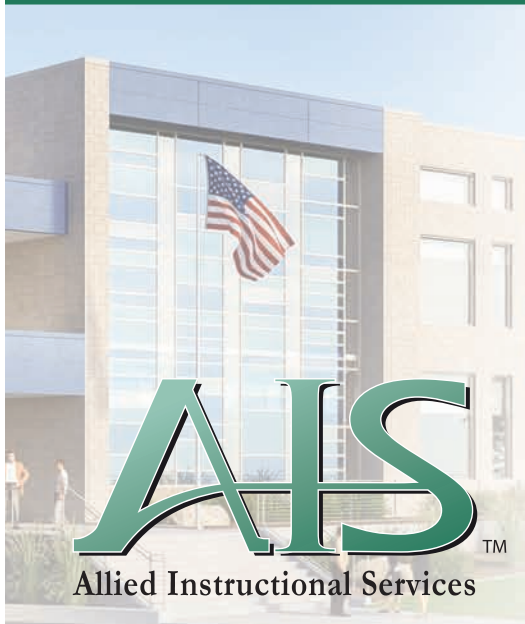
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Virginia Murray Sowell Student of the Year Award: Becky Morton

Nominated by Amy T. Parker & Holly M. Lawson

Becky Morton is the 2022 recipient of the Virginia Murray Sowell Student of the Year award. Becky was selected as a member of the Orientation and Mobility (O&M) program at Portland State University (PSU) in 2019. Becky is also a student in the VIL program at Portland State University. Throughout her coursework, she has demonstrated competence from a technical, scholarly, and community-oriented perspective. She has contributed to PSU's outreach to the community as a student worker by supporting efforts to promote equity through Mobility Matters, 2020 and 2021.

During Becky's course of study in the O&M and VIL programs, she has demonstrated numerous instances of leadership in different groups of learners and professionals, encouraging collaboration in a quiet and organized way. She dedicates herself to assessment, to braille, and to O&M, because she wants to be the best professional that she can be. This was evident early on, when she decided to reduce her hours of employment so that she could be mentored as a TSVI in her practicum phase. Becky has recently been hired by the Columbia Regional Program as a TSVI and O&M serving infants, toddlers and young families in the Portland area. She also worked creatively to do a short-term practicum internship with a TSVI and COMS in Idaho who has expertise in serving young children and

their families in early intervention settings. Becky truly demonstrates a strong desire to learn so that she will be able to serve all her students and families.

From a scholarly perspective, Becky has demonstrated a commitment to research, seeking opportunities to learn from others. As a master's student, she collaborated with researchers to contribute to two peer-reviewed publications.

During the onset of the COVID-19 pandemic, Becky worked in a supportive way with special guests who are deafblind who had traveled to Portland to participate in Mobility Matters. As the university decided to close its doors, Becky worked tirelessly with Dr. Parker and Dr. Lawson to transform a face-to-face conference into a virtual one, all the while supporting guests who were visiting from around the country and rescheduling their travel home. For the 2021, Mobility Matters, Becky joined Dr. Lawson and Dr. Parker as co-planners of the virtual field trip to historic Fort Vancouver, which students with visual impairments attended with their teachers and families from around the country.

Becky is deserving of the 2022 Virginia Murray Sowell Student of the Year award because of her collaborative approach with colleagues, ethical leadership style, and her desire to grow her knowledge to benefit her students and families.

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Explore common questions, such as:

- How do I approach a person who is blind or visually impaired in a social setting?
- How do I communicate with someone who is deaf or hard of hearing if I don't know sign language?
- What are environmental considerations for making my classroom, organization, or community more accessible?
- What strategies can I use to increase opportunities for participation in my community?

2.5 Hours of Continuing Education Credit (ACVREP approved)

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Deborah D. Hatton Outstanding Dissertation of the Year Award: Dr. Marina McCormick

Nominated by Kristin S. Hassett

Dr. Marina McCormick is the 2022 recipient of the Deborah D. Hatton Dissertation of the Year award. Dr. McCormick is currently serving as a lecturer in the UH Special Populations undergraduate, master's, certification, and doctoral programs.

Dr. McCormick is an outstanding scholar and research-practitioner. She made a significant contribution to the field through extensive study and research in her dissertation, *An Analysis of Texas' Professional Development Efforts in DeafBlindness and its Effects on Teacher Self-Efficacy*. There is extant research on the relationship between teacher self-efficacy and effective teaching practices, but very little research in this area for teachers of the deaf and visually impaired. Dr. McCormick's research addressed the relationship between professional developing/coaching/technical assistance and teacher self-efficacy. Her research in this area is critical to the field and is the beginning line of research that will meaningfully impact students with deafblindness.



**Council for Exceptional Children Division on Visual Impairments
and Deafblindness 2022 Awards Ceremony**

January 10th: 6:30 PM EST

Zoom: <https://kutztown.zoom.us/j/93577299119?pwd=eC9xK1A4ejRrNkovTjJ4bIB0Y0xZQT09>

**Please join us to celebrate our award recipients and all their
accomplishments**

Distinguished Service Award: Dr. Susan Bruce

Exemplary Advocate Award: Dr. L. Penny Rosenblum

**Deborah D. Hatton Outstanding Dissertation of the Year Award:
Dr. Marina McCormick**

Virginia M. Sowell Student of the Year Award: Becky Morton

Teacher of the Year Award: Emily Maginn

Teacher of the Year Award: Emily Maginn

Nominated by Karen Koehler

Emily Maginn is the recipient of the 2022 Teacher of the Year award.

Emily's dedication to students with visual impairments and deafblindness is unparalleled. Emily is passionate about providing students with the highest quality services and is both an advocate and mentor for students with visual impairments. She truly believes that all students can be successful and helps students deal with vision loss by providing them both support and strategies for learning how to access their world or travel safely through their environment. She mentors new teachers, sharing her knowledge of visual impairment and the importance of making the curriculum accessible to all students.

Emily received her degree in early childhood education from Bowling Green State University in 2003 and launched her teaching career as an early childhood educator at a French Immersion school in Columbus, Ohio. She began her career as a teacher of students with visual impairments after completing the TVI program at the University of Toledo. In 2010, she accepted a position to work as an itinerant TVI for the South Central Ohio Educational Service Center in southern Ohio. In 2015, she received her COMS certification and took on the additional role of providing orientation and mobility services to students across the southern part of

the state. She is active in the Ohio chapter of AER and is passionate about making sure that students get access to the services they need to be successful in school and life.

Emily has served as an expert on a variety of grant related projects to build new programming options for students with low incidence sensory disabilities. She is always ready to jump into a new project and collaborate with others to improve services for these students. She was a critical partner in the work to create a Low Incidence minor at the University of Rio Grande and to create the teacher of the visually impaired consortium program led by Shawnee State University. She serves as a mentor for the TVI program and is a wonderful support for our students as they complete their coursework to become new TVIs.

Emily was instrumental in developing and leading a new summer program for children who are blind, visually impaired, Deaf/hard of hearing or deafblind in rural parts of the state. She recognized that summer opportunities are limited for many children with low incidence sensory disabilities and jumped at the chance to be involved in the grant project to create these needed summer opportunities.

Emily's passion for the field shows in everything that she does and has helped so many students achieve in ways that would not have been possible without her instruction.



CONNECTCENTER

Connecting people with useful information and resources

The APH ConnectCenter offers curated advice and resources to assist children, parents, adults and job seekers who are blind and visually impaired and their associated professionals.



Vision Aware™

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www.visionaware.org



Career Connect®

For job seekers
www.aphcareerconnect.org



Family Connect®

For families and parents
www.familyconnect.org



TransitionHub™

Connecting students &
families to transition resources

Looking for information and resources related to vision loss?
Our information and referral line is here to help.
(800) 232-5463 Mon-Fri 8am to 8pm ET
or email connectcenter@aph.org

Exemplary Advocate Award: Dr. L. Penny Rosenblum

Nominated by Danene Fast & Justin Kaiser

Dr. L. Penny Rosenblum is the 2022 Exemplary Advocate award recipient.

Dr. Rosenblum demonstrates leadership, contributions to the professional research base, and mentorship of past and current professionals. As a researcher and professor, Dr. Rosenblum has published numerous peer-reviewed articles, chapters, and textbooks critical to the personnel preparation curriculum. She has shared her expertise through hundreds of international, national, regional, state, and local presentations.

Dr. Rosenblum's contributions to the field cannot be better emphasized than through her work during the COVID-19 pandemic. As the Director of Research for the American foundation for the Blind, she collaborated with Dr. Herzberg and Dr. Wild to design, collaborate, and share the survey on Access and Engagement, Illustrating Impact of COVID-19 on Students with Visual Impairments and Their Educators. Since the completion of the survey, she has presented these results through numerous town halls, conferences, and other group meetings. She has also written grants and proposals necessary to appropriately conduct the second round of Access and Engagement research. Her leadership and research contributions are an invaluable resource to our field.

Submit an Article for 2022



2022 Submission
Dates

Spring
Convention
Issue
April 1st

Summer
Back to
School
July 22nd

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

Distinguished Service Award: Dr. Susan Bruce

Nominated by Amy T. Parker

Dr. Susan Bruce is the 2022 Distinguished Service Award recipient. There are few individuals who have made such a resounding impact on the field of special education for students with sensory and additional disabilities, including students who are deafblind. Dr. Bruce's imprint has been one of knowledge generation especially in the areas of communication, participation, and literacy. She has generously cultivated and shared this knowledge by applying her skills as a researcher, observer, professor, mentor, author, colleague, and an administrator.

First and foremost, over many years, Dr. Bruce has listened to students with complex communication needs and has amplified their voices through her keen scholarship. For students with severe disabilities, she described and codified the ways that they were communicating and under what conditions. She described the processes in communication development that allows students with the most complex needs to be recognized as communication partners. Through her observation and thoughtful interactions with students, she not only found ways to increase expressive communication behavior for children, she has influenced educator practices to become more responsive and effective teachers. Dr. Bruce

has also illuminated the foundations of literacy, describing all students as potential readers and writers. Through careful qualitative interventions and scholarship, she has offered our field a window into practical, child-centered approaches that build connections between home and school. Dr. Bruce's trenchant contributions have not only been shared in highly regarded peer-reviewed journals they have been shared for implementation with the national deaf-blind technical assistance network as well as with the international research community.

As Susan has richly contributed to our field as a scholar, she has also been empowering teachers as co-researchers through action research. Using a qualitative lens and refining her skills as an action researcher, she has brought research into the classroom in partnership with teachers who co-create instructional interventions based on data and describe the ways that inclusion, adapted materials, object symbols provide ways for students with multiple disabilities to have better access to learning.

There are few people who write as insightfully or prolifically as Susan. Susan brings her keen wit, her well-honed research skills and her lived experiences as an educator and a mother of an individual with multiple disabilities to her life's work as scholar. In sum, students who are deafblind and we personnel who stand beside them are quite fortunate that Dr. Susan Bruce is in our corner.



The intended purpose of the Spring 2022 convention issue is to provide manuscripts aimed at practitioners about presenter contributions to the CEC 2022 program and work related to the field of visual impairments and deafblindness. This issue 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 (7th Edition)
- 12 point, Times New Roman font
- Author information for title: Name, affiliation, highest degree earned, and email address
- Please identify target audience

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

Deadline for submission: April 1, 2022

Division on Visual Impairment and Deafblindness' Review, Alignment, and Amendment Knowledge and Skills Competencies Sets for Teachers of the Deafblind and Interveners

Amy T. Parker,

Portland State University,

atp5@pdx.edu

Submission of the Concept Paper for Review

The consensual validation process for the review, alignment and amendment of the original Teacher of the Deafblind (TDB) and Intervener competency sets began just over two years ago with the formation of a DVIDB validation team who agreed to coauthor and submit a concept paper to CEC's Knowledge and Skills Subcommittee (KSSC) Committee (Parker, 2020). The Division had recently revised and updated the Teacher of Students with Visual Impairment (TSVI) standards (Rhoads et al., 2017). Concurrently, the Division recognized the current DB competencies required updating and realignment with more current literature. Within CEC, the KSSC, which reports to the Professional Standards and Practice

Committee (PSPC), had also updated and revised the *Initial Practice-Based Preparation Standards for Special Educators*. All CEC specialty sets are considered extensions of the global special educator or paraeducator competencies (CEC, 2020). In other words, it is assumed that a TSVI not only has the knowledge and skills for the specialty area in visual impairment but also all the initial special educator competencies. Our Division was fortunate that within this process, our DB competency revisions were undertaken with the most recently approved global standards. Our DB concept paper, which serves as a rationale and plan of action, was submitted to CEC and DVIDB received approval to begin the revalidation process on November 26th, 2019. A copy of the concept paper (Bruce et al., 2020) was published in the *Visual Impairment and Deafblind Education Quarterly*, Winter, 2020.

Strand Leaders and External Reviewers

To give each of the 7 Standards for the TDB and Intervener sets attention for review and literature alignment, DVIDB invited 14 representatives from the DB community to lead small groups of collaborators, including university faculty, teachers, interveners and family members of deafblind individuals, in considering what competencies should be included. DVIDB also invited external reviewers, including the two original authors of the competency sets, Linda Alsop and Alana Zambone, to review what was eventually produced by the teams and what was

reviewed by the validation team (see Zambone & Alsop, 2009). To increase community engagement and knowledge of the standards creation process, DVIDB also invited representatives from national family organizations in deafblindness, including the National Family Association of the Deaf-Blind (NFADB) and the CHARGE Syndrome Foundation, to offer review and feedback on the competencies.

At the 2020 CEC Convention in Portland, Oregon, DVIDB hosted an in-person and online community forum to engage our membership and conference attendees in our process. Within this meeting, strand leaders began to outline a schedule and plan with their team members. Members of the DVIDB validation team also met with the co-chairs of the KSSC to describe our intentional use of participatory approaches within our Division to create engagement and a more community-validated set of knowledge and skills. The KSSC Co-Chairs approved of the high levels of community involvement as a natural extension of the consensual validation process.

Strand and Validation Team Efforts

Through the Spring, Summer and Fall of 2020, amid the additional stressors faced by changes caused by COVID-19, 14 teams collaborated, reviewed literature and hosted meaningful virtual discussions about competencies for TDBs and interveners. Teams received support in searching the literature from the Perkins

School for the Blind librarians and from the American Printing House for the Blind librarians. Faculty from various universities also provided support in finding and recommending resources. Within the CEC's process, supporting literature is sought for each recommended competency and literature is categorized as research, theory, or practice (CEC, 2017). Members from the validation team met regularly with strand leaders, discussed selections of supporting literature and shared resources. Additionally, to ensure that there was alignment across the TDB and intervener competencies, DVIDB asked that strand leaders review each other's work to create greater cohesion.

In the Fall of 2020 and Winter of 2021, the Validation team reviewed all of the competencies, editing across all of the strands for consistency. Additional efforts were made to identify appropriate peer-reviewed literature to support the recommended competencies. Redundancies across standards were reviewed and removed.

Collaboration with Family Organization Representatives and External Experts

A particularly helpful part of the consensual validation process was the opportunity to review and seek feedback from the original (2009) competency authors. Members of the validation team hosted meetings with Linda Alsop and Alana Zambone to review and clarify the work further. The validation team also

met with representatives from family organizations to improve the set that was submitted to the Knowledge and Skills committee.

Submission and Collaboration with KSSC

In 2021, there was a change in leadership within the KSSC and a new committee had to be formed. Dr. Kevin Miller established communication with the DVIDB validation team and on March 31, 2021, the draft sets for TDB and Interveners were submitted to the KSSC for review. The KSSC completed their review on July 20, 2021 and suggested minor changes. One of the roles of the KSSC committee is to ensure that the specialty sets do not include what is in the broader standards for special education teachers and paraeducators. The KSSC represents the broader field of special education and supported DVIDB by asking relevant and supportive questions.

Creation, Launch and Results of Survey

A member of the CEC executive team collaborated with Kevin Miller and the DVIDB validation team to create and launch surveys using Survey Monkey. The TDB survey was sent to all DVIDB members, the Association of Educators and Rehabilitation Professionals of the Blind and Visually Impaired (AERBVI) and to state representatives of the Deafblind Technical Assistance Network in late August 2021. The survey closed on October 20, 2021. CEC received 66 TDB surveys. With the counsel of the KSSC, the minimum criteria for a standard to be

accepted was that it must be scored “essential” by at least 55% of respondents. All standards ranked above 55%, with the majority scoring in the 80-90% range.

Because of this strong consensus, no changes were recommended for the TDB set.

The Intervener survey was also sent to all DVIDB and AERBVI members, as well as state representatives in the Deafblind Technical Assistance Network. It was also sent to a leader of the National Intervener Association to disseminate. The survey, which was disseminated in late August 2021, closed on October 20, 2021. A total of 30 participants responded to the Intervener survey. All but 3 items were ranked as essential by 55% or more of survey respondents. The DVIDB validation team met with the KSSC to discuss the three items in detail. Two of the three were retained through discussion and consideration of the existing supporting literature for the items.

Next Steps

At this time, a final proposed set with the literature reviews and survey results has been shared with the KSSC and with the CEC headquarters. The final proposed set and the process will be presented by the Chair of the KSSC, Kevin Miller, to the PSPC for a final vote at CEC’s international convention in Orlando, Florida in January 2022.

When DVIDB receives confirmation of the PSPC's support, the specialty sets will be published on DVIDB's website and additional resources will be shared regarding the literature review and survey results. The CEC will also publish the finalized approved set as a part of their recognized specialty sets which are meant to be used for personnel development and systems-based advocacy. In summary, many people engaged in the process of creating the knowledge and skills competencies for our community. To the current and future teachers of the deafblind and interveners, we thank you for your dedication and resolve to support students who are deafblind. You and your students are the impetus behind this collaborative effort. Through this work, it is our hope that you, your roles as educators, and the resilient students that you serve become more universally recognized across educational systems.

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DVIDB Contributors and Partners

DVIDB Validation Team

Susan Bruce, Boston College

Catherine Nelson, University of Utah (Emeritus)

Carlie Rhoads, American Foundation for the Blind

Debbie Sanders, Utah Schools for the Deaf and Blind

Adam Graves, Texas School for the Blind and Visually Impaired

Carol Rimka, Plano Independent School District, Texas

Amy T. Parker, Portland State University

DVIDB Expert Reviewers and Original Competency Authors

Linda Alsop, Utah State University (Intervener Competencies Lead Author, 2009 edition)

Alana Zambone, North Carolina Central University
(Teacher Competencies Lead Author, 2009 edition)

DVIDB Family Organizational Partners

National Family Association of the Deaf-Blind

Patti McGowan, Edgenie Bellah, Jacqueline Izaguirre, Nilam Agrawal
CHARGE Syndrome Foundation

Megan Cote & Samantha (Sam) Teed

DVIDB Library Partners

Perkins School for the Blind

The American Printing House for the Blind

DVIDB Editing Support

Becky Morton, Portland State University

Standard Strand Teams

#	CEC Standard	Teachers of the Deafblind	Interveners
1	Engaging in Professional Learning and Practice within Ethical Guidelines	<p><u>Strand Leader:</u> Leslie Buchanan</p> <p><u>Team:</u> Brooke Barnhill, Lauren Lieberman, Marianne Riggio</p>	<p><u>Strand Leader:</u> Beth Kennedy</p> <p><u>Team:</u> Kristin Knight, Julie Unatin, Stephanie Traudt</p>
2	Understanding and Addressing Each Individual's Developmental and Learning Needs	<p><u>Strand Leader:</u> Phoebe Okungu</p> <p><u>Team:</u> Christopher Montgomery, Deanna Peterson, Heather Withrow, Chinomso Ihenagwam</p>	<p><u>Strand Leader:</u> Cathy Lyle and Michelle Clyne</p> <p><u>Team:</u> Carolyn Monaco, Robbie Blaha, Talia Mango, Tracy Evans-Luiselli</p>
3	Demonstrating Subject Matter Content and Specialized Curricular Knowledge	<p><u>Strand Leader:</u> Marina McCormick</p> <p><u>Team:</u> Rachel Collins, Kristin Pfeiffer, Shannon Dawn Darst, Sheryl Sokoloski, Stephanie Mowery</p>	<p><u>Strand Leader:</u> Carlie Rhoads</p> <p><u>Team:</u> Ceanne Elliot, Beth Kennedy, Lisa McConachie, Brandy Sebera</p>

4	Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making	<p><u>Strand Leader:</u> Susan M. Bashinski</p> <p><u>Team:</u> MaryAnn Demchak, Chevonne Sutter, Andrea Blackwood, Richard Teed</p>	<p><u>Strand Leader:</u> Michelle Clyne</p> <p><u>Team:</u> Emily Britz, Deborah Ewert</p>
5	Supporting Learning Using Effective Instruction	<p><u>Strand Leader:</u> Susan Bruce</p> <p><u>Team:</u> Megan Connaughton, Karen Carl</p>	<p><u>Strand Leader:</u> Beth Brady</p> <p><u>Team:</u> Jodi Reeves, David Wiley, Kathee Scoggin</p>
6	Supporting Social, Emotional, and Behavioral Growth	<p><u>Strand Leader:</u> Sarah Ivy</p> <p><u>Team:</u> Cathy Nelson, Chris Brum, Megan Schmittel</p>	<p><u>Strand Leader:</u> Maurice Belote</p> <p><u>Team:</u> Hilary Travers, Julie Maier, Deb Carlson Foster</p>
7	Collaborating with Team Members	<p><u>Strand Leader:</u> Hillary Keys</p> <p><u>Team:</u> Edgenie Bellah, Lanya (Lane) McKittrick, Judy S. Young, Susie Tiggs</p>	<p><u>Strand Leader:</u> Kristi Probst</p> <p><u>Team:</u> Ira Padhye, Kira Robinson, Chris Russell</p>

2022

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