

DVI Quarterly

Division on Visual Impairments



Back to School

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The Voice and Vision of Special Education



This is a publication of the Council for Exceptional Children's Division on Visual Impairments (CEC-DVI). Advertisements included in this issue are not endorsements of products or services, and individual views of authors are not necessarily the official position of CEC and/or DVI.



Cover Photo

Cover photo of a student heading back to school for the 2014-2015 school year at the Ohio State School for the Blind in Columbus, Ohio. Photograph by Cary Saxton.

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Message from the Editor



Kathleen Farrand

Doctoral Candidate at The Ohio State University

Welcome to the Summer 2014 issue of DVI-Q entitled “Back to School.” This issue focuses on various areas of education as we all gear up for the 2014-2015 school year. The articles provide a range of interesting and motivating topics that provide resources and information as you begin the school year.

The issue begins with an article about the Common Core Standards and a website that provides a venue for sharing information about the Common Core. The second article provides information about online resources available from Perkins eLearning for teachers and parents of students who are blind or visually impaired with additional disabilities. The

third article provides information about the importance of learning media assessment for the development of literacy skills in children. The fourth article is an interview with the founder and coordinator of the Beethoven's Buddies music program for students with disabilities.

This issue continues our new focus piece on a School for the Blind or School for the Deafblind and also begins an additional focus piece on a school of higher education. The second of the new series is the Ohio State School for the Blind located in Columbus, Ohio. Educators at their school provide an overview of three programs that were offered this past summer. The first of the series on schools of higher education begins with the University of Nebraska-Lincoln. If you are an educator that would like to share what your school is doing with the readers of DVI-Q, please submit an article for one of the upcoming 2015 issues.

I hope that this issue inspires you to begin the school year on a positive note! Thank you to everyone who submitted articles and advertisements for this issue. I encourage you all to submit an article and or advertisement for one of the issues for 2015. This is a great way to share the amazing work you are doing in education with others in the field of visual impairments and deafblindness. I have included the submission deadlines for 2015.

Please send all articles and advertisements to farrand.9@buckeyemail.osu.edu.

DVI-Q 2015 Article and Advertisement Submission Dates:

Issue	Submission Deadline
Winter	January 31, 2015
Spring	April 24, 2015
Summer	July 24, 2015
Autumn	October 23, 2015

DVI-Q Committee

Kathleen Farrand, editor
Farrand.9@buckeyemail.osu.edu

Are you interested in becoming a member of the DVI-Q committee? Do you have ideas about advertising and topics for future issues? Would you like to review newly released books in the field of VI and deafblindness? If so, then please email Kathleen Farrand and get involved today!

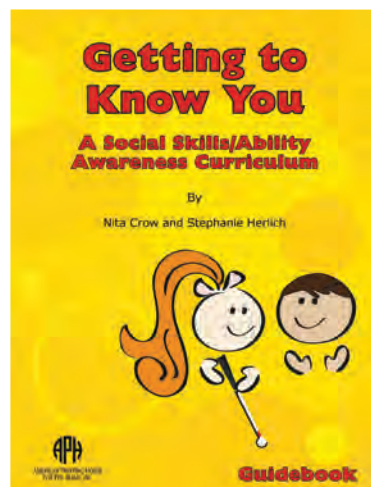
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President's Message

Diane Pevsner



The first day of a school year is always filled with excitement. Students usually arrive in their new classrooms wearing new clothes, carrying a new book bag stuffed with new school supplies. The expectations are high on the first day of school. For a successful school year it is very important to maintain that excitement.

When I think about the opening of schools for teachers I am reminded of a quote my friend Paula Tapia shares frequently (I apologize for not knowing the original author), “some professionals enter their career for the income while teachers enter their career for the outcomes.” Most teachers enter the new school year with the hope of making a difference. The beginning of school is packed with expectations for everyone involved.

As teachers of students who are blind, visually impaired, or deafblind, it is important to recognize that we may be a child's teacher for the majority of their K-12 school career. With this responsibility, we must expect and provide the same magic that Day 1 holds throughout the school year. It is very important for us to work through those guaranteed bad days, and continue to find the magic for our students.

While I was a classroom teacher, I found it easier to maintain the magic for my students if I remembered that it is guaranteed for things to go wrong at some point. My experiences taught me that by staying calm during these times, I could learn from them. I tried to remember that all things could be fixed in the long run. Mistakes and disasters were an opportunity to learn something new, and to become a better teacher. The last thing that I tried to remember school year after school year was that while my job as a TVI/COMS was never complete, I had solace in the fact that it was never boring.

I commend each of you who are so dedicated to making the lives of our students enriched, fulfilled, and successful. Please utilize the DVIDB organization as your sounding board, support system, and collector of ideas as you make a difference in a child's life.

I wish everyone a happy and successful school year.

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Follow the Path to Common Core

Tara Mason, Ph.D., Curriculum Developer,
tara.mason@perkins.org

Rona Shaw, Ed.D., Curriculum Developer, rona.shaw@perkins.org
Training and Educational Resources Program
Perkins School for the Blind

The Common Core State Standards (CCSS) is a national initiative that sets forth academic standards in English language arts/literacy (ELA) and mathematics. The standards outline learning goals that a student should know and be able to apply throughout the K-12 grade levels. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. Forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA) have adopted and are moving forward with the Common Core.

Teachers of the Visually Impaired (TVIs) may wonder how the new standards apply to their work as well as to that of related support service educational team members. Since the standards provide a K-12 roadmap and hierarchy of knowledge that engages students in higher level thinking, application, and generalization, TVIs play a crucial role in developing cognitive, conceptual, and language skills early on that serve as a foundation

for educational growth. As students progress through the grades, interactive classroom activities, such as gallery walks, may prove challenging for students with visual impairments. The TVI, in collaboration with the regular class teacher, will enable the student's participation in all activities. Additionally, the CCSS assessment will be facilitated online with many states working towards one-hundred percent digital learning within the next four years. This shift towards digital learning is in large part a result of the CCSS. TVIs and related educational team members will be charged with ensuring that students are able to access educational materials online for both instruction and assessment.

The ELA content area standards include:

- Reading: Literature
- Reading: Informational Text
- Reading: Foundational Skills
- Writing
- Speaking and Listening
- Language
- Grades 6-12 Literacy in History/Social Studies, Science, and Technical Subjects
- Grades 6-12 Writing in History/Social Studies, Science, and Technical Subjects

The English language arts standards require certain critical content for all students, including classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare. Crucial decisions about what content should be taught are made at the state and local levels. In addition to content coverage, the standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.

The CCSS ELA standards asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Writing is viewed as an important way to assert and defend claims, a way for students to demonstrate what they know about a subject and convey thoughts, experiences, and feelings about it. The importance of speaking and listening in preparation for college and career is addressed.

Achievement in all of the above ELA areas is underscored by the importance of language mastery. CCSS challenges students to be knowledgeable about vocabulary and syntax to comprehend literature

encountered and to then craft their verbal and written responses reflecting research and differing points of view.

The ELA standards follow the National Assessment of Educational Progress, NAEP's, standards for improved reading and writing for K-12 students. The recommended reading by the CCSS follows this pattern:

- Grade 4, 50% Literary and 50% Informational;
- Grade 8, 45% literary and 55% informational
- Grade 12, 30% literary and 70% informational

The recommended writing by the CCSS follows this pattern:

- Grade 4, 30% to persuade, 35% to explain, 35% to convey experience
- Grade 8, 35% to persuade, 35% to explain and 30% to convey experience
- Grade 12, 40% to persuade, 40% to explain, and 20% to convey experience

The Mathematics standards lay a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. Taken together, these elements support a student's ability to learn and apply more demanding math concepts and procedures. The middle school and high school standards challenge students to explain and defend their responses, to analyze instead of memorizing, and to practice applying mathematical

ways of thinking to real-world issues and challenges. The standards set a rigorous definition of college and career readiness not by piling topic upon topic, but by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

Through grade six, math skills focus on:

- Operations and algebraic thinking
- Number and operations
- Measurement and data
- Geometry

In grade seven, ratios and proportional relationships are added.

High school higher order math skills include:

- Number and quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and probability

Many teachers are just starting to learn how to implement CCSS; the challenge of addressing the standards for all students is increased when working with students who have limited or no vision. The Perkins Training and Educational Resources Program at Perkins School for the Blind in MA was awarded a two-year grant from the Bill and Melinda Gates Foundation to utilize the internet to create a national community of teachers of students who are blind or visually impaired who can share materials and strategies that will facilitate achievement of the CCSS.

When the grant period started in July, 2013, two curriculum developers, one in ELA and one in Math, joined the project. Each one recruited a team of experts in ELA and Math respectively to review the CCSS, with a focus on grades 7-12, to identify those standards that present a particular challenge for students with visual impairments. Inter-rater reliability was sought by having each team member review two areas in either ELA or Math; reviewers honed in on almost all the same standards.

With this information available, the construction of the website *Paths to Common Core*, began (<http://www.perkinselearning.org/ccss>). During the past year, content and IT staff worked together to create the site and to start

loading it with lessons in both ELA and Math. Teachers of the Visually Impaired (TVIs) as well as mainstream teachers in ELA and Math were solicited to upload lessons to the site. Currently, there are over 20 lessons available. Whether the lessons are specific or not to what a given teacher, whether TVI, Special Education, or regular class, is teaching, the strategies suggested for addressing the needs of the student who is visually impaired will be helpful in similar lessons.

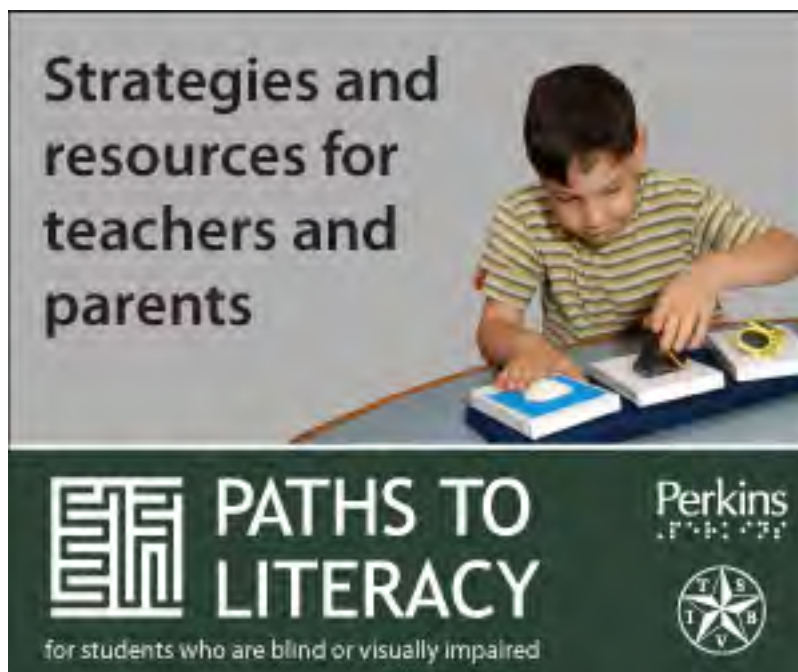
The *Paths to Common Core* website continues to be refined; additional information on AT assessment, general suggestions for strategies, and case studies are in progress.

Community implies sharing. The Paths to Common Core is a place to *share* – your ideas, your materials, and your strategies. The isolation of TVIs can be reduced by having a community in which sharing occurs. Uploading lessons will not only enrich your instructional capacity, but will provide you with credits that can be used to meet your ongoing continuing education requirements.

If you are a teacher in a state that has not adopted the CCSS, you and your students can still benefit greatly not only by the strategies suggested in

the posted lessons, but by the forthcoming information on AT assessment, case studies, and general suggestions for classroom activities that are challenging for the student who is visually impaired. Additionally, there is a question and answer section, a resources section, and a news/events section. Take advantage of the availability of this information.

So, follow the *Path to Common Core* and join the community- upload your lessons using the template provided (and earn continuing education credits), ask a question, share a material and/or strategy, check out what events are coming up, or check out a resource. The *Path to Common Core* is a path to success for your students.





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Perkins eLearning: Sharing the Possibilities at www.perkinselearning.org

Charlotte Cushman
Educational Web Content and Manager
Charlotte.Cushman@Perkins.org

Would you like to earn continuing education or graduate credits? Are you looking for new teaching strategies? Are you searching for background information or ways to help to provide support to families? Perkins eLearning <http://www.perkinselearning.org/> is a portal of online resources for teachers and families, which brings together all of this information in one location. The eLearning site has links to the sites and microsites that Perkins has designed to support teachers and families of children. Some have interactive features, some offer credit for professional development activities, and others are resources that we believe you'll want to bookmark and return to again and again.



Background

Perkins eLearning has grown in just a few short years from a small number of webcasts developed and posted in 2007 to a major initiative that is fulfilling our mission to be a leading source of online professional development and networking for teachers and parents supporting children and students who are blind or visually impaired with additional disabilities. Today, Perkins eLearning logs over 200,000 visitors per year and offers over 170 online content offerings.

Learn: Earn Credit through Professional Development Opportunities

There are numerous ways to receive continuing education credits for teacher re-certification through Perkins eLearning. A broad range of topics is available, from braille literacy to clothing care, and from assistive technology to CHARGE Syndrome. The presenters are experts in the field, parents, and experienced practitioners. The information is presented using a variety of platforms to suit all types of learning goals. Formats include on-demand video <http://www.perkins.org/resources/webcasts/>, self-paced

tutorials <http://www.perkins.org/resources/tutorials/>, webinars <http://www.perkins.org/resources/webinars/>, and asynchronous online classes <http://www.perkinselearning.org/workshops/> that are led by instructors. Many offerings are provided free of charge, although it costs to receive credit. Both ACVREP and continuing education credits are offered for many of these, and graduate or ASHA credits are available for some as well. Participants are encouraged to check the requirements in their own states to be sure that they will be eligible to receive credit.



Teach: Browse and Share Instructional Strategies & Resources

If you are looking for new ideas to try with your students or wondering how to adapt lessons for children with visual impairments, we invite you to visit our online Communities of Practice.

Paths to Literacy www.pathstoliteracy.org, Accessible Science <http://www.perkinselearning.org/accessible-science>, The Activity Bank <http://www.perkinselearning.org/activity-bank>, and Paths to Common Core <http://www.perkinselearning.org/ccss> all offer instructional strategies for students who are blind or visually impaired, while also providing an opportunity for interaction with colleagues in the field. There is an active social media presence and free blogs are emailed regularly to subscribers. Each of these also offers free continuing education credit for strategies that are uploaded to the site.

Search: Find Information on Blindness and Educational Resources

Scout <http://www.perkins.org/resources/scout/> is an online information clearinghouse on blindness and visual impairment with a searchable list of carefully evaluated resources, articles, and websites. Topics include general information on blindness, support for families, and resources for educators and other professionals.



Grow: Family Support for our Youngest Learners

WonderBaby.org is dedicated to helping parents of young children with visual impairments as well as children with multiple disabilities. Read articles written by parents who want to share what they have learned about raising a child who is blind and find ways to connect with other families.

Contact us with questions and comments at elearning@perkins.org.

We look forward to seeing you online!



Do you know parents of children with albinism?

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Please complete a questionnaire online at:

www.surveymonkey.com/s/cchmcalbinismsurvey or we can provide a paper copy in print or in an alternate format, or you may complete it by telephone. No identifiable information will be requested on the Parent Questionnaire.

If you have questions about the study, would like additional information, or to request assistance in completing the parent questionnaire, please contact either of us.

Thank you for your help with this study.

Anne L. Corn, Ed.D. Kelly Lusk, Ph.D.

Research Professor (Volunteer) Assistant Professor

Department of Ophthalmology Division of Pediatric Ophthalmology

University of Cincinnati Cincinnati Children's Hospital

phone: [512-371-9945](tel:512-371-9945) Medical Center

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kelly.lusk@cchmc.org

Note: This study has been approved by the National Organization for Albinism and Hypigmentation (NOAH) and the Institutional Review Board (for human subjects) at Cincinnati Children's Hospital Medical Center.

Importance of Ongoing Learning Media Assessment

Nicole Johnson, Ed.D.
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University njohnson@kutztown.edu

Over the past years, emphasis has been placed on practices to develop literacy skills in all children. United States Department of Education (2002) considers literacy to be the academic cornerstone of education. Early literacy instruction begins during preschool years and provides children with developmentally appropriate settings, materials, experiences, and social support that encourages early forms of reading and writing that flourishes into conventional literacy (NAEYC, 2003). The first significant step in encouraging the development and attainment of literacy is the assessment of learning media (Koenig & Holbrook, 2005). It is imperative that the learning media assessment (LMA) take place at an early age to ensure children with visual impairments are given the correct tools to facilitate learning beginning in the early years

LMA is the process of systematically selecting learning and literacy media for students with visual impairments (Koenig & Holbrook, 2005). The main purpose of a LMA is to evaluate a student's preferred use of sensory

channels, general learning media (visual, tactile, or auditory), and literacy media (print, braille, or print and braille) (McKenzie, 2009). The LMA is meant to be an ongoing process comprised of a variety of instruments, testing sessions, and observations over time. Determination of the student's literacy medium is not an "either/or" decision or a final one. Student's needs change as well as their need for accessing and processing different types of information (Massachusetts Department of Education, 2012), which makes it imperative for the LMA to be continuous. Best practice indicates that the LMA be an ongoing process and after the initial decision is made, the educational team should provide ongoing assessment to continually review the appropriateness of the initial decision (Koenig & Holbrook, 2005).

In the continuing assessment of the LMA the educational team reviews results of any new medical information, reading rates and reading grade levels, academic achievement, and the effectiveness of the student's existing literacy tools. This will determine the appropriateness of the initial decisions and examines the student's need to develop new literacy skills. If it is determined that the student is not making adequate progress, the team

could consider adding supplementary literacy tools or changing the primary literacy medium (Lavigne & Adkins, 2003). The continuous assessment is just as important as the initial assessment due to the fluctuation of vision and the students literacy needs.

The law requires learning media assessment to be conducted on a regular basis. IDEA 2004 includes specific provisions in relation to Braille instruction for students with vision impairments “The IEP Team shall in the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child’s future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child. Section 614 (d)(3)(B)(iii)” (IDEA, 2004). In the IEP Braille is the default learning modality and the team has to demonstrate and document if Braille is needed and include a reasonable expectation if Braille will be needed in the future. The LMA offers the tool to make that determination and monitors it over time.

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Beethoven's Buddies

Engaging students with special needs in music

Students Experience the Joy of Music: An Interview

Interview with Beth Bauer, Ph.D., beth.bauer@wheaton.edu
Community School of the Arts, Wheaton College
By Kathleen Farrand, Doctoral Candidate, The Ohio State University
Farrand.9@buckeyemail.osu.edu

Earlier this year I was reading an article about the first student with visual impairments that enrolled in the Beethoven's Buddies program at Wheaton College in Wheaton, IL. I was inspired by how this student's musical gift was discovered with the instruction of Dr. Beth Bauer. Dr. Bauer is an educator that works tirelessly to include students with disabilities to unlock their musical talents and showcase them for others. Her passion for teaching music to students with disabilities is obvious. This article contains the report of an interview with Dr. Bauer describing the Beethoven's Buddies program and her work with her students.

Q: What is your role in the Beethoven's Buddies music program?

Dr. Bauer: I am the founder and coordinator of the program. I also teach private piano and have a second teacher who teaches piano and runs the chimes program.

Q: How would you describe the Beethoven's Buddies music program?

Dr. Bauer: Beethoven's Buddies is a music program for children with developmental delays. In addition to the private piano lesson program, there is a chimes class. We currently serve students with the following disabilities of Down syndrome, autism spectrum, ADHD, dyslexia, dysgraphia, selective mutism, visual impairments, Fragile X, cerebral palsy, speech impairment, cognitive delay, hydrocephalus, and William's syndrome.

Q: What inspired you to work teaching music to students with disabilities?

Dr. Bauer: During my Master's degree, I was diagnosed with ulnar nerve damage in my left arm. The surgeon said I could get a doctorate in performance and never play again or look into doctoral work in a more academic area. While I was recovering from the ulnar nerve surgery, a girl with Down syndrome moved in next door to me. Her parents had contacted over 20 teachers to teach their daughter piano and no one would take her. I started teaching her piano and that led to further study in music education and special education at Indiana University, Jacobs School of Music. I completed my doctorate in music education with a minor in special

education in May, 2004.

Q: How do you create a learning environment to support your music program for students with disabilities?

Dr. Bauer: Students in Beethoven's Buddies participate in the yearly recitals, perform in nursing homes, and have also participated in our large program events at the Community School of the Arts like piano monster concert, honors recitals, and open recitals. One student placed second in the scholarship competition and another won the area school district concerto competition. Many students have performed at MTNA and NCKP conferences when I speak and several students have gone to state solo and ensemble and National Guild auditions.

Q: Three years ago Beethoven's Buddies had their first student with visual impairments enroll in the program. How would you describe your work teaching music to children with visual impairments?

Dr. Bauer: Teaching students with visual impairments required me to get additional training. I had taught traditional piano for 20 plus years. My boss

suggested I go for Suzuki training to open the program to students who were not capable of reading music or students with visual impairments. It is a very different teaching style; however, the results are the same as my other students: allowing someone to experience the joy of music. It is very exciting to see audience responses to children with visual impairments.

Q: How has Joseph's musical gift impacted you and your belief in the power of music for students with visual impairments and their families?

Dr. Bauer: Joseph and our other students with visual impairments have furthered my belief that ALL people are capable of making music. When Joseph plays, he is motivated by the applause. He has gotten standing ovations when he performs and it is so fun to whisper to him that the audience is standing and clapping for him. He giggles and gets the biggest smile on his face. Another student who is also blind performed for an area competition after one year of study. She received a perfect score.

These stories are the ones I love because often times traditional stereotypes in music are proven wrong. I love it when someone says you can't do that and the students prove it wrong!

Q: What suggestions would you give to other music teachers and programs looking to enhance their music programs for students with visual impairments?

Dr. Bauer: In music, everything seems to be visually oriented. That is the biggest switch that a teacher will have to make. For example, find as many ways possible to make the lesson experience auditory and kinesthetic. For example, make recordings of the pieces the student is learning, play in the lesson and have the student put his/her hand on top of yours while you are playing. The Library of Congress has Braille scores.

Q: What additional information would you like to share with those in the field of visual impairments?

Dr. Bauer: Suzuki training was invaluable to my teaching for students with visual impairments. I do not always use the Suzuki repertoire with the students but the techniques I learned in the training are applicable to teaching other repertoires.

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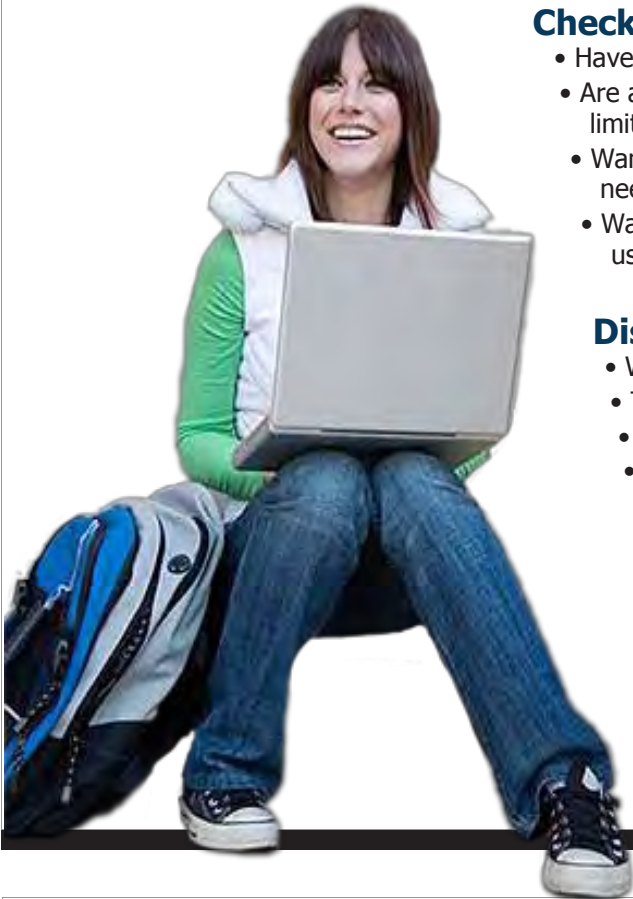
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Summer in Columbus at The Ohio State School for the Blind

Ann Pilewskie, Transition Coordinator
apilewskie@ossb.oh.gov
Karen Koehler, Science Teacher
Ceil Peirano, Teacher



Front entrance to the Ohio State School for the Blind.


The Ohio State School for the Blind offers three specialized programs each summer. Two are camps for school aged students and one is a work program for young adults.

STEM Camp

For the past three summers, the Ohio State School for the Blind has been offering a week long, residential, STEM (Science, Technology Engineering and Mathematics) camp for interested students with visual impairments. The camp is designed and taught by Karen Koehler, OSSB's science teacher and Sarah Moore, OSSB's math teacher. The idea to offer a camp focusing on STEM content originated from recognition that students with visual impairments often do not consider STEM areas as possible career fields and that these students tend to be underrepresented in higher level math and science courses.

The camp is open to any student, ages 13 to 18, who resides in the state of Ohio and has a visual impairment. Past camp participants have been a nice mix of both students who attend the Ohio State School for the Blind and others who attend a traditional public school. Some students have had such a good time that they have returned each summer to reconnect with fellow campers.

The format of the camp includes a mixture of hands-on science activities, field trips and presentations by experts, which revolve around a common theme. Technology and mathematics are woven into the activities, with the emphasis on using them as tools of science. Each summer the camp has focused on a different area of science and all activities and field trips are designed to address specific Next Generation Content Standards. For example, the Ohio Rocks! Camp included activities related to geology and geological processes that are unique to Ohio. Activities included learning about Ohio's common rocks and minerals using rock and mineral kits provided by the Ohio Department of Natural resources, fossil collecting at Caesar Creek State park – a premier site for collecting Ordovician age fossils, and touring the Orton Geology Museum at The Ohio State University. The campers challenged themselves by hiking the rock ledges, recess caves and gorges of Hocking Hills State Park to learn about the amazing power of water to transform the Ohio landscape. This was followed by a trip to Ohio Caverns to investigate subterranean landscapes and was the first time many of these students had ever visited a cave. Each of these trips included




hands-on presentations from naturalists or experts in the field, who provided lots of items for the campers to touch and experience.


The camp also gives students in The Ohio State University's professional preparation program for Teachers of the Visually Impaired the opportunity to engage with students who are visually impaired in a unique camp setting. Each year we are fortunate to have an amazing cohort of future TVI's to assist with the camp and develop lessons for our campers.

The STEM camp can accommodate up to 20 campers and students must fill out an application, which can be found on OSSB's website. The camp is a great way for students to build their STEM skills in a fun and engaging environment, connect with other students who have an interest in STEM and maybe see STEM as an area for further pursuit.

Braille Immersion Camps

The Ohio State School for the Blind, in cooperation with the Ohio Department of Education, Office for Exceptional Children, Center for Instructional Supports and Accessible Materials (CISAM), Braille Excellence






for Students and Teachers Project (BEST) Grant, and The Ohio State University, has been hosting a Braille Immersion Camp for students with visual impairments for the last nine years. It is for students ages 8-12 and in grades 3-7. Due to their collaboration, this educational camp is offered free to all Ohio students and the maximum camp size is set at 20.

The Braille Camp helps students to improve their Braille skills while having a fun filled week of activities. Each summer, the week is based around a different Science theme such as Oceans, Weather, Sound, Electricity, or Magnetism. The students are engaged in Braille reading and writing activities along with science investigations and field trips. These activities include instruction in Braille usage, letter writing, storytelling, poetry and journal writing skills. Students are also given Braille assessments to identify and establish Braille proficiency skills. The Summer Braille Immersion Camp is aligned with Ohio's Academic Standards in the areas of English Language Arts, which include Reading, the Writing process, and Science.

The camp is staffed by teachers of the visually impaired from the Ohio State School for the Blind, Robin Finley and Cecelia Peirano, and assisted by



by student teachers from The Ohio State University program for Certification of Teachers of the Visually Impaired under the supervision of Dr. Tiffany Wild. This gives the student teachers a lot of hands-on experience with direct instruction of Braille. Outside staff has also been brought in such as musicians and science teachers to lend their expertise. The pre-and post-test data have shown improvement in both reading and writing skills of the students' Braille skills.

Summer Work and Learn Program

The OSSB Summer Work and Learn Program began eight years ago as a collaborative effort between the Ohio State School for the Blind (OSSB), the Ohio Rehabilitation Services Commission (ORSC, now Opportunities for Ohioans with Disabilities, OOD) Bureau of Services for the Visually Impaired (BSVI) and a local accredited vendor of vocational services for individuals with visual impairments, Vision and Vocational Services (no longer in existence) in Columbus, Ohio. The program was originally developed to give young adults, ages 18-24, who were blind or visually impaired, who had never worked before or who were going off to college, a residential summer work experience that also included instruction in technology and assistive

technology, activities of daily living, orientation and mobility, and recreation and leisure skills. The original program was 8 weeks long and participants had to be independent with all of their personal hygiene, health and other life skills. The original program was funded (for a few years) with a contract from ORSC/BSVI to OSSB to support the bulk of the program. Job coaches and site development were paid directly to the local vendor, Vision and Vocational Services, by each participant's BSVI Counselor.



Since 2007, many changes have been made over time to the program due to a number of variables including: changes in the state vocational rehabilitation system (ORSC/OOD); local vendor and collaborator is now Functional Training Services, Inc.; 8 week program went to 6 weeks and this

past summer was 5 weeks; social skills training is an added component of the program; participants do not have to be independent with any of their skills—the program serves any young adult in Ohio who receives services through OOD, ages 18-24, who is blind or has a visual impairment, including those with multiple or complex disabilities and those who are deafblind.

The mission and purpose of the program have remained the same which is to provide a meaningful work experience that matches participant interests as closely as possible, with appropriate supports and accommodations in the local Columbus community. Participants also receive individualized assessment and instruction in work and employability skills, technology/assistive technology, orientation and mobility skills, activities of daily living, recreation and leisure, and social skills.

Job sites have included over 20 local employers, including the Ohio Attorney General's Office, local hotels, hospitals, volunteer food banks/call centers, The Ohio State University, dog groomers, and Columbus Parks and Recreation Department, to name a few. The participants are carefully matched to job coaches, with generally no more than two participants to one coach—many who are coached one to one.

All participants receive O&M assessment and instruction, and utilize local public transportation if possible to travel back and forth to their jobs, whether by para-transit, COTA Mainstream, or Columbus' regular bus system, COTA. For the last 4 years, the Summer Work and Learn Program has been very fortunate to have the O&M interns from The Ohio State University COMS program, under the supervision of OSSB COMS, provide O&M instruction to the participants. The participants receive many more hours of instruction than what would typically be provided through other summer programs. It is a win-win collaboration for both the participants and the interns. Besides instruction to and from and on the jobsite, it is also often held at night or on weekends during recreational activities in the community.

OSSB Technology staff led the team of instructors for that part of the program. Participants receive instruction at least twice a week during the program in keyboarding skills, or polishing notetaker or screen reading skills. Some work on an on-line career curriculum, others research colleges and fields of study, while still others work with applications on I-Pads to develop a vocabulary of "feelings" words to support them on the job.

Participants live in the dormitories at OSSB during the program. They are expected to stay at least three of the weekends during the program to plan and participate in weekend recreation activities. The dorms try to follow a college dorm model as much as possible for those participants who are socially independent and can be independent in the community. They may come and go as they please, but they do have to follow dorm and program rules agreed to prior to the program. Support staff are available for participants who are working on independence.

Activities of daily living include assessment and instruction in: meal planning, shopping and food preparation; cleaning living spaces; clothing organization and laundry; banking, budgeting and shopping for personal needs; planning and budgeting for recreation. Participants are paid minimum wage for their 20 hours of work per week. 10% to 15% of their wages are to be budgeted for the weekend rec outings and restaurants.

Participants work together with staff to determine weekend recreation activities. The activities vary from movies to shopping to swimming and attending fairs and festivals in the Columbus metro area. In the past few years the program has tried to emphasize taking part in more physical

activities and utilizing Metro and State Parks as well as taking advantage of the free activities that Columbus has to offer. One of the favorite activities has become kayaking with TAASC (The Adaptive Adventure Sports Coalition). The entire group tries to go at least twice during the program. A few participants have even water-skied! Other activities have included hikes in Hocking Hills and spinning at a local athletic club.

Over 130 young adults who are blind or visually impaired have participated in the Summer Work and Learn Program. Some participants have attended two or three summers to continue learning job skills and acquiring more independence and social skills that will help support their transition from school to community, college or other post-secondary programs. The young adults who participate have a range of experiences and abilities—from those who are neuro-typical and physically able with a visual impairment to young adults who are blind with intellectual or other developmental disabilities, orthopedic impairments, autism spectrum disorders, or who are deafblind. The participants range from college graduates to those still in high school just learning early work skills. All participants live, eat and recreate together and they all work in the

community alongside typical peers/employees.

The program is truly collaborative. Along with OSSB, OOD/BSVI and Functional Training Services, Inc., and The OSU O&M program, The OSU graduate students from the TVI program intern for a few weeks during the summer program, teaching technology lessons, helping with living skills or social skills or wherever they are needed. On Fridays, BSVI provides guests for discussion panels on any topics the participants want to discuss including, appropriate work conversation, travel in the community, dating, how to dress, living independently, etc.

The outcomes from the program have been mostly positive. Many of the participants are employed or actively seeking employment with their BSVI counselors or attending college or other post-secondary programs. Most have gained self-confidence, social skills and have improved their technology skills and skills of daily living.

For more information on the Summer Work and Learn Program, please contact Ann Pilewskie, Transition Coordinator at OSSB.



Master's Degree and Teaching Endorsement in Visual Impairment

Program Description

The Visual Impairment program will prepare you with the skills and knowledge necessary to effectively address the unique educational needs of students with visual impairment or blindness.

This online program is offered through the University of Nebraska-Lincoln and is the result of the collaborative efforts of:

- The UNL Department of Special Education and Communication Disorders at the Barkley Memorial Center
- Nebraska Department of Education
- Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI)
- Kansas State School for the Blind

Special Accreditation

In addition to the Higher Learning Commission accreditation carried by all University of Nebraska degrees, this program is also accredited by the following organizations:

- Council for Exceptional Children
- Nebraska Department of Education
- Teacher Education Accreditation Council

Special Requirement

This program is offered online during the academic year with a few weeks of skill-based courses for two summers at NCECBVI.

Program Benefits

As a student in UNL's Visual Impairment program, you will:

- Learn to read and teach braille.
- Work with students one-on-one in small groups rather than large classes.
- Have job opportunities across the country in early intervention settings, schools, and rehabilitation settings.
- Find a career that really makes a difference in the lives of students.

Tuition

Students who are admitted to the program from Nebraska or Kansas may be eligible for a tuition waiver for the core Visual Impairment courses.

Apply

Contact Jill England for more information about admissions requirements.

jengland@unl.edu

(402) 472-2141

Our application deadline is always January 15.

Contact Us

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Coordinator, Visual Impairments Program

Special Education and Communication Disorders

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University of Nebraska-Lincoln

Visual Impairments Program

Mackenzie Savaiano, Ph.D., Assistant Professor

University of Nebraska-Lincoln

Msavaiano2@unl.edu



Barkley Memorial Center on the East Campus of the University of Nebraska-Lincoln and home to the Visual Impairments Program.

Brief History of the Program:

Since the 1990's the University of Nebraska-Lincoln (UNL) has worked with the Nebraska Department of Education (NDE) to implement an educational program to train professionals in the area of visual impairments and blindness. The program has evolved from a 'workshop-professional development' framework delivered in a summer-only format to a complete master's degree endorsement area and teacher certification program.

When the program began, classes were held at the Nebraska School for the Visually Handicapped, which is now called the Nebraska Center for the Education of Children who are Blind and Visually Impaired (NCECBVI). Most classes at the time were one week in length and counted for one or two credits. The program has evolved to reflect best practices in teaching and evolving standard for the field (e.g. CEC competencies), and coursework has been improved each year based on student outcomes. Over time, NCECBVI has been steady in providing facilities, resources and opportunities for UNL's student teachers and a collaboration with the Kansas State School for the Blind (KSSB) has provided similar resources and opportunities for student teachers from Kansas.

The program is now delivered with innovative distance education technology and supplemental on-site skill based demonstrations in the summer, with resources from UN, NCECBVI, and KSSB. Since the beginning of the UNL-VI program, capacity in visual impairments and blindness has been increased by producing certified teachers of students with visual impairments (TVIs) in Nebraska, Kansas and other states in the Midwest and across the country.

Programs Offered:

- M.A. in Special Education and Visual Impairments teacher endorsement
- M.Ed. in Special Education and Visual Impairments teacher endorsement
- Teacher endorsement only option (non-degree option for those who have previously earned a masters degree in Special Education)



A UNL-VI graduate student working with a student from NCECBVI's 2014 summer camp at Omaha's Henry Doorly Zoo.

Unique Features:

The most unique feature of our program, and the driving force behind our success, is the strong collaboration between UNL, NDE, and NCECBVI. NDE recognizes the need for this training program in our state, and has provided funding, technical assistance and support for the UNL-VI program to continue. NCECBVI takes a strong role in recruitment for the program as well as steady resources, which comes across in the brief history of our program. The UNL Department of Special Education and Communication Disorders has also maintained a commitment to hiring faculty with expertise in visual impairments and providing program support to ensure

that the VI program continues. The distance education technology we use has allowed us to build collaborations with KSSB and agencies in Iowa to provide personnel preparation where it is most needed.



UNL-VI graduate students teaching at NCECBVI.

Program Size:

Currently, the VI program at UNL has 26 graduate students enrolled from Nebraska, Kansas, Iowa, Colorado, and Maryland. Applications are accepted January 15 each year.

Mackenzie Savaiano is an Assistant Professor of Practice in the Department of Special Education and Communication Disorders at the University of Nebraska-Lincoln (UNL). Dr. Savaiano coordinates the graduate program in Visual Impairments. Special acknowledgements to Dr. Ellin Siegel from UNL, Teresa Coonts from NDE, and Sally Gittinger from NCECBVI for their tireless support of the program and their help in writing this article.

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.

For those who do not have a Facebook account, you can find our page by going to the following URL:

<http://www.facebook.com/pages/edit/?id=248244976215#!/pages/Division-on-Visual-Impairments/248244976215>



is on



Introducing CEC's NEW



Membership Options

Coming
July 2014

*You asked for greater options
and more services—we heard you!*

CEC is excited to announce new membership options with expanded benefits and services—and the ability to select the option that best meets your needs.

These exciting new benefits and services are coming your way in July!

All members in good standing on July 1, 2014 will be automatically upgraded:*

- Current Professional and Premier Members will be upgraded to the *NEW* Premier Membership.
- Current Students, Retired, Associates and Life members will be upgraded to the *NEW* Full Membership.

Don't wait to join or renew—if you join before June 30, 2014, you will automatically get upgraded* in July. Members will receive detailed information in the upcoming months.

It's easy to see the Xceptional value of the *NEW* membership options. Experience CEC's Membership and all of the great, *NEW* benefits that CEC has to offer.

Join or renew today! Visit www.cec.sped.org/Xceptional for more information.

*All current Premier and Professional members will be upgraded to the new Premier Membership for the remainder of their membership term. Current Retired, Associate, Student and Life members will be upgraded to the Full Membership and will continue to receive the printed TEC and EC journals through the remainder of their membership term. All members must be in good standing as of July 1, 2014 in order to be upgraded.



CEC's XCEPTIONAL Membership

Coming July 2014

BENEFITS	PREMIER MEMBERSHIP	FULL MEMBERSHIP	BASIC MEMBERSHIP
<i>TEACHING Exceptional Children</i> (TEC) Online 6x per year	✓	✓	✓
<i>TEC</i> Print Journal 6x per year	✓		
<i>Exceptional Children</i> (EC) Online 4x per year	✓	✓	
<i>EC</i> Print Journal 4x per year	✓		
<i>CEC Today</i> e-newsletter	✓	✓	✓
CECommunity Online	✓	✓	✓
<i>Policy Insider</i> e-newsletter	✓	✓	✓
Member Savings on Continuing Education Programs	✓	✓	✓
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Ability to Serve in CEC's Leadership	✓	✓	✓
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NEW – One Division Membership Included (additional charge for any division with dues above \$35)	✓		
<i>CEC Leadership Briefing</i>	✓		
Early Housing Opportunities for CEC Convention	✓		
INVESTMENT	\$205	\$115	\$65

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School/School District Package (\$1,300): This package includes one administrator (Premier Membership with CASE Division Membership) plus five teachers/professionals (Basic Membership) and is designed for purchase at the school level to support and engage classroom teachers. This package offers enhanced benefits such as two convention registrations and three webinars, which are all included in the package price, *a savings of more than \$300!*

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Prefix:	First Name:	Last Name:	Suffix:
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Your Membership Options		
Member Type	Member	Student**
Premier (please select your included division on the back)	<input type="checkbox"/> \$205	<input type="checkbox"/> \$164
Full	<input type="checkbox"/> \$115	<input type="checkbox"/> \$92
Basic	<input type="checkbox"/> \$65	<input type="checkbox"/> \$52

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

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

Division Name	Premier**	Member	Student	International***
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Division on Career Development and Transition • DCDT	<input type="checkbox"/> \$0	<input type="checkbox"/> \$ 20	<input type="checkbox"/> \$ 10	<input type="checkbox"/> \$42
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Division of International Special Education and Services • DISES	<input type="checkbox"/> \$0	<input type="checkbox"/> \$ 29	<input type="checkbox"/> \$ 15	<input type="checkbox"/> \$15
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**Additional charge for CASE and DEC division. Premier membership includes one division (up to \$35).

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

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



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