“Tiptoe thru the T’s: Transition and Technology”
The Outreach Vision Consultants and staff with support from the South Dakota Foundation for the Blind and Visually Impaired would like to invite you to “Tiptoe thru the T’s: Transition and Technology” by attending our 5th Annual Family Weekend on June 13-14. This year it will be held in Sioux Falls at the SD School for the Deaf with the cost of your hotel for Saturday night funded by the SD Foundation for the Blind & Visually Impaired.

We are excited this year to bring Joe Strechay from the American Foundation for the Blind to South Dakota to join us for the weekend. Joe is the Program Coordinator of the American Foundation for the Blind’s CareerConnect® and brings his expertise in Employment, Vocational Rehabilitation, Transition, Post-Secondary Preparation, Education, Mentoring, and Orientation and Mobility.

Look for more information on the SDSBVI’s website, Facebook, or contact your Outreach Vision Consultant.

Note: All families and children of any age are WELCOME to attend — not just those of transition age!

CALENDAR OF EVENTS

Dakotas AER Conference
May 13-15 @ Grand Forks, ND

Youth in Leadership Forum (www.tslp.org/YLF.htm)
June 7-11 @ Aberdeen, SD

Family Weekend
June 13-14 @ Sioux Falls, SD

Transition Week for Students with Visual Impairments
June 14-18 @ SD Rehab. Center, Sioux Falls, SD

NAPVI National Family Conference
July 10-12 @ Chicago, IL

SDSBVI Summer Program (http://sdsbvi.northern.edu)
Aberdeen, SD: June 7-26
July 12-31

SDSBVI Annual Family Swim Party
July 31 @ Aquatics Center Aberdeen, SD

SDSB-SDSVH-SDSBVI All-School Reunion
August 14-16 @ Aberdeen, SD
Everyday Calendar Activities

Children who are visually impaired need to have more hands-on experiences to help them learn. Below are some suggested activities that are simple, inexpensive, and don’t take much time. Activities are taken from everyday events in our lives that are easy to access.

**JUNE**
- Unwrap your own gum, candy, or granola bar.
- Pull stickers off its sheet and put on paper.
- Play simple games like matching things.
- Crush crackers for meatloaf or stuffing.

**JULY**
- Iron something. Feel the warm material.
- Look at things that move on wheels.
- Trace around a plate. Color in the circle.
- Examine things that make music - radios, horns, piano, and toys.

**AUGUST**
- What is dangerous about the hinge of a door?
- What are pills and medicine?
- Go to a potluck supper. Make a “relish tray” to take to the potluck.
- Prepare potatoes for a meal.

**SEPTEMBER**
- Count the number of pockets on family members’ outfits.
- Walk through leaves. If it’s windy, what do the leaves do? Is it wet under the leaves?
- Rake leaves. Bag them. Start a compost pile or put them on a garden.
- Build with blocks. How high can you build?

For more ideas or to borrow the complete set of Everyday Activities Calendar, contact your Outreach Vision Consultant. Everyday Activities Calendar is available from APH (American Printing House).

Summer Reading Program

The Braille and Talking Book Program is offering a six week summer reading program for children of ages birth to 21. All children registered with the Braille and Talking Book Program are eligible. Dates of the program are June 8 to July 17, 2015.

The theme of this year’s program is “Every Hero Has a Story”. There will be four age divisions: 0-6, 7-11, 12-16, and 17-21. Every 20 minutes the participant reads should be recorded on a daily reading chart. This chart should be returned each week. At the conclusion of the program there will be a drawing for a grand prize in each age division. The more weekly reading charts you return the more chances you will have to win. If you return one chart each week, you will have six chances to win the grand prize! Parents may assist their child in recording the minutes if necessary.

Contact Mary Sjerven, Program Coordinator, for a registration form or additional information at 1-800-423-6665, option #1 and option #1 again. Her email address is mary.sjerven@state.sd.us.
Non-Visual Desktop Access (NVDA)
NVDA is a Free Screen Reader for computers running on the Windows operating system.
- Support for popular applications including web browsers, email, internet chatting, and office programs including Word and Excel
- NVDA can be installed directly on to your computer, but it has the ability to run entirely from a USB stick or other portable media
- Built-in speech synthesizer for English and more than 43 other languages
- Reporting of textual formatting where available, such as font name and size, style and spelling errors
- Automatic announcement of text under the mouse and optional audible indication of the mouse position
- Support for many refreshable braille displays
- Easy to use talking installer
- Support for common accessibility interfaces including Java Access Bridge
- Support for Windows command prompt and console applications

Window-Eyes (Free Screen Reader)
Ai Squared, in collaboration with Microsoft, is excited to provide people who are blind, visually impaired, or print disabled with a completely functional and free licenses Ai Squared's Window-Eyes screen reader. Microsoft is offering customers who have a licensed version of Office 2010 or later the ability to download Window-Eyes, a screen reader for Windows PCs, free of charge.
Sudoku Partner 6 x 6
Finally a tactile Sudoku! Like a standard print Sudoku puzzle, the board is an array of small and large rectangles. The small ones are called boxes and the large ones are called blocks. Each block is made up of six boxes—three across and two high. Tactually, the boxes are outlined in smooth raised lines and the blocks in heavier dashed lines. Possible answers can be marked in each box without using hundreds of separate pieces. The board is portable, reusable, and easy to set up.

Touch’ em All Baseball, Game Kit
What a fun way to learn about baseball! This tactile and visual game is for 2 players. It is easy to learn and you may change the complexity for different levels of play. Although you do not need a lot of baseball expertise to enjoy this game, it does help to know the basic rules for counting balls, strikes, and outs and for advancing runners and scoring.

Slide, Twist, ‘N Solve: Tactile Brain Teaser
This is a fun way to challenge students while at the same time improving their sensory development and shape identification. The attached pieces of this accessible puzzle easily slide and twist. Raised tactile patterns make it easy to identify various patterns and high contrast colors make it ideal for those with low vision. There is a solution key attached to the back to compare results.

These products are available from the American Printing House for the Blind (APH) for purchase and can also be borrowed from your area Outreach Vision Consultant. For more information on APH products, look on their website at http://www.aph.org or contact your Consultant.

Paths to Literacy - Book Making Party!
The Aberdeen Lioness Club generously donated $200 for book supplies and both the Lioness and NSU Lions Clubs members gave of their time to help make 24 different tactile concept books to be loaned out to students around the state who are blind or visually impaired. Five copies of each book were made so that a copy can be put in the loan library of the four Outreach Vision Consultants and one copy at the school library. Pizza, snacks, and fellowship were enjoyed while crafting the books. Members also learned a bit about the tools used to make paper tactile. A special “thank you” to Lori Gellhaus, Outreach Secretary, for all her help preparing, organizing, and finalizing the books.

Audio Description
With the release of an audio-described version of Marvel's Daredevil, Netflix announced that it will begin providing movies with audio description on http://blog.netflix.com/. Learn "How to Enable Audio Description on Netflix for iPhone, Android, and Apple TV" at http://blindbargains.com/bargains.php?m=12652

Save the Date—Transition Week
The South Dakota Rehabilitation Center for the Blind will host Transition Week June 14-18, 2015 in Sioux Falls. The focus this year will be CareerConnect®, a website hosted by the American Foundation for the Blind that gives students an insight into career choices available to people with vision loss. Joe Strechay, Program Manager for CareerConnect®, will be one of the Guest Speakers for Transition Week this year! Mr. Strechay has experience in all areas of transition planning: employment, post-secondary preparation, vocational rehabilitation, and orientation and mobility, to name a few. You can check out Strechay’s profile at this address: http://www.afb.org/info/about-us/press-room/experts-guide/employment-experts/joe-strechay/12345. For more information contact the SDSBVI.
Expanded Core Curriculum: Independent Living Skills—Cafeteria Dining

In the article “Cafeteria Skills for the Blind/Visually Impaired Student” by Rebecca Sherman, from the Washington Department of Services for the Blind, she instructs students on recommended methods of navigating a cafeteria. Her prevailing comments are to be as independent as possible, ask questions as needed, enjoy the time with friends, but don’t go hungry just because it is somewhere new! Sherman states that if this is a cafeteria that will be used on a regular basis by the student, he or she should learn the layout when it is empty, then can feel confident in maneuvering through the area when it is occupied by others. But if this a one-time visit, a friend or employee can give a verbal description of the layout and assist where needed. Sherman encourages the student to listen for clues: noise of where the silverware is picked up (beginning or end of the line) and to listen for voices to indicate how many people are in line. There are also various methods that a tray can be carried even while using a cane in one hand by either using the arm over or arm under method. These can be viewed on the video. To view this video or other useful blindness video tips, go to the Washington State School for the Blind website: http://www.wssb.wa.gov/Content/quicklinks.asp

*********************************************************************

Books Featuring Characters with Visual Impairments

Bettina the Bold: A Blind Butterfly Discovers How to Make Friends by Fiona Page

In the woods of Georgia, a Queen butterfly emerges from her chrysalis into a world of darkness. What she doesn’t understand is that no matter how hard she tries, her eyes don’t see. Bettina is so frustrated that she pushes a hungry bee and insults a friendly grasshopper. She wishes she could go back to being a caterpillar. In an amazing transformation Bettina finally sheds her unfriendly ways and becomes the social Queen butterfly she was born to be. Preschool-Grade 2

Rugby & Rosie by Nan Parson Rossiter

Rugby, the family's beloved Labrador retriever, finds himself unhappy with the new house guest, Rosie, a puppy brought home to be trained as a guide dog, but they soon become the closest of friends, until she has to leave to do the important work for which she is trained. Grades 1-3

The Heart of Applebutter Hill by Donna W. Hill

Abigail is in a new country with her camera, best friend, and her dog. Together they uncover a secret and are instantly in danger. Corporate giants want the Heartstone and have placed a spy in their school to discover who knows about it. Challenges sidetrack Abigail and her friend as they struggle to reveal the truth, find the Heartstone, and stop the bullying of their new friend Christopher. Grades 8-12

*********************************************************************

NOAH, in partnership with Lighthouse Guild International, has developed a free parent support teleconference program as another way to bring the albinism community together. Parent Connections is an opportunity to talk with others who understand what you are going through as a parent of a child with albinism. The teleconferences are facilitated by a licensed professional and consist of a limited number of parents. This provides a safe and comfortable environment for you to voice concerns, ask questions, share your experiences, and hear from professional guest speakers.

Upcoming Sessions

The teleconference series has expanded to support more families of children with albinism. All parents are invited to take a look at the schedule, and make plans to join us.

気軽に May 21, 2015 - Open Discussion on Parenting in the Early Years
Junie June 11, 2015 - Albinism and the Eye with Dr. Rick Thompson
Junee June 25, 2015 - Open Discussion on Parenting in the Grade School Years

For more information, look on the NOAH website at http://www.albinism.org
“Learning Outside of the Box” - Balls

Incidental learning is learning that takes place without any structure, objective, or intent to learn, and is usually done by visually observing. This method of learning is very difficult for children who are blind or visually impaired, and concepts need to be taught through hands-on learning experiences.

If you are like most of us this time of year, you have a touch of Spring Fever. And one of our favorite activities outdoors is to play ball!!! For many of our students, playing ball is difficult because of the fast pace of the games. Exposure to various balls and ball games is important. Students can feel and look at characteristics of various balls and separate them into different categories. For example solid vs. filled with air, or bouncing vs. non-bouncing. These are important qualities to learn in order to know what type of game is played with what type of ball.

In order to make a game more manageable, some students need different types of balls. Using a balloon or beach ball slows down the speed of the ball for such games as tennis or volleyball. Using brightly colored balls will make the balls easier for a low vision student to see. And auditory balls are available for low vision and blind students. Now think of phrases that incorporate “ball” but have virtually nothing to do with playing a ball game. Challenge each other to see who can use these common phrases the most in a day.

Does your student know the meaning of the following phrases?

- Having a ball
- The whole ball of wax
- The ball is in your court
- That's the way the ball bounces
- Behind the eight ball
- Throw someone a curve ball
- A ballpark estimate
- To snowball out of control
- Ball and chain
- Belle of the ball
- (To be) on the ball
- A real fire ball
- Do a cannonball (into the water)
- A real goofball
- Look into your crystal ball
- High ball / low ball an offer

Easy Popcorn Balls

Ingredients
1: Popcorn (1/2 cup kernels or one 3.5-ounce package plain microwave popcorn)
2: Marshmallows (1 10-oz bag)
3: Butter (1/4 cup)

Mix it up
1: Pop popcorn. Scoop or pour it out into a big bowl to get rid of the kernels and burned bits at the bottom. By popping the corn on the stove while microwaving the other ingredients you will cut down the time needed for cooling.
2: Melt butter in a large bowl in the microwave (about 50 seconds). Add marshmallows and microwave for two minutes, stirring after one minute.
3: Fold popcorn into mixture and form into balls (this can take a few extra minutes, but it’s crazy fun, so who cares!) It makes about twenty two 2" balls from this. *tip: grease your hands well before forming popcorn balls, and be sure to get in between those fingers!

Fun things to add to the popcorn balls: Candy Corn, M&Ms, Rolos, chocolate, and caramel corn! Yum!
Did you know........

Marla Runyan was the first legally blind athlete to compete in the Olympics. At the age of nine Marla was diagnosed with Stargardt’s Disease, the juvenile form of macular degeneration. Always athletic Marla’s track career began at Carmarillo High School in California. She was then recruited to San Diego State University, where she transitioned to the heptathlon. She continued to pursue her career as a heptathlete after graduation and competed in the 1992 and 1996 Paralympic games. During this stretch she won one silver and five gold medals. In 1996 she finishing 10th at the Olympic games in Atlanta. From here she was encouraged to pursue racing at longer distances and so she did. In addition to her many accomplishments on the track, Marla has earned a B.S. in Education of the Deaf and Master’s Degrees in Special Education and Education of Deaf-Blind children. She teaches assistive technology at Perkins School for the Blind in Massachusetts and co-authored and published her autobiography. To learn more about the many successes of Marla check out her autobiography at No Finish Line: My Life as I See It or follow her at: www.marlarunyan.com, http://www.howtobefit.com/marla-runyan.htm#sthash.hS94nFdH.dpufm, or www.usatf.org/athletes/bios/.

The Role and Value of a Teacher of the Visually Impaired

A webcast about Marla Runyan as she walks through her experience as a child with a visual impairment and the impact of the Teacher of the Visually Impaired in her education. As a teacher herself, Marla discusses the importance of making the curriculum not only accessible but also meaningful for the child with a visual impairment. It can be viewed at https://www.youtube.com/watch?v=7rzMiiT3A0&feature=youtube.

---

Garden Art Ball

Spring and summer are garden seasons and many people like to spruce up their flower and vegetable gardens with lawn art. In recent years the gazing balls have been a favorite. Here are easy steps for creating your own garden globes for your lawn or as a gift.

Material

- Lamp globe. Look for globes that have strong, thick glass. Old sports balls such as a soccer ball or football have also been used.
- Flat-bottom marbles, coins, round glass flat stones, river rocks, broken pottery, dishes or decorative accent glass, beads, necklaces, aquarium stones. Quantity will depend on the size of your ball or globe.
- Outdoor silicone sealant/adhesive. Use clear (not white or any other color). It must be waterproof and made for outdoor use. GE Silicone II sealant is sold as a sealant but works as an adhesive when you apply it fairly thick. GE Silicone II is the one that has been tested that works. Caulking gun (if you’re using a tube cartridge).

Instructions

- Start with clean, dry lamp globe.
- Apply a generous amount of GE Silicone II sealant.
- Apply the first row of flat marbles with the globe upside down. Press each marble snugly into the silicone and let the silicone ooze out around it. This will hold the marbles in place as the silicone dries. Use a bowl to hold the glass globe in place while you’re applying the silicone sealant. Work in sections. You want the sealant at least 1/4" thick.
- After applying the first row, beginners should turn the globe over and work from the bottom up so that each new row of marbles rests on the row below. Let the marbles touch each other, they should stay firmly in place.

---

![Garden Art Ball](image)
**Zoom**

Apple has enhanced the Zoom screen magnification feature in iOS 8 to provide even more flexibility and customization. In previous versions you could only zoom in on the entire screen. Users of iOS 8 now have the ability to turn on a window mode where only part of the screen is magnified while the rest of the screen remains at its default magnification. Furthermore, a number of lens filters are available to customize the appearance of the zoomed in area of the screen.

Lens filter options include:

- Inverted (similar to the Invert Colors feature available in previous versions which reverses the colors for contrast),
- Grayscale (for removing all color and replacing with shades of gray),
- Grayscale inverted (similar to inverted but with only shades of grayscale), and
- Low Light (which dims the screen somewhat for those with light sensitivity).

Another option is being able to adjust the zoom level with a slider, rather than relying on a somewhat tricky gesture in previous versions of iOS. That gesture (which requires the user to double-tap and hold with three fingers, then slide up or down to adjust zoom) can be too difficult for new users. A maximum magnification level for this zoom slider can be set in the Zoom settings. Many of the options for customizing Zoom are available from a popover menu that can be accessed in a number of ways:

- triple-tap with three fingers,
- tap the handle on the edge of the window in window mode, or
- tap a new controller similar to the one available with Assistive Touch. As with AssistiveTouch, you can move this controller around the screen if it gets in your way, and there is even an option to reduce its opacity. A tap and hold of the controller turns it into a sort of virtual joystick for panning around the screen with the Zoom window.

The keyboard is much easier to use with Zoom with a new Follow Focus feature that allows Zoom to follow the keyboard focus as you type, and you can also choose to have the keyboard remain at the default 1X magnification while the rest of the screen is magnified.

---

**Black Hills Regional Ski for Light**  By Lela Holcomb

Four students from the School attended the 36th Annual Black Hills Regional Ski for Light event held January 26 – 30, 2015 at Terry Peak Ski Resort. The students that attended were Jordan Harkless, Michael McMillen, Kendra Terkildsen, and Marcus VanDam. They were accompanied by SDSBVI staff Ardell Fiedler and Lela Holcomb. Ski for Light and similar programs are held in several locations throughout the U.S. to give blind, visually impaired, and persons with physical challenges the opportunity to experience downhill and cross country skiing as well as snowshoeing and snowmobiling. For many, this is the first experience they have had with skiing. Each skier has their own guide that teaches them the basics as well as giving them the motivation and confidence to try activities they may have felt were unachievable.

The positive atmosphere of Ski for Light gives each participant the confidence to overcome obstacles that may have limited them in the past. Most people that attend this event consider it to be a “life changing experience.” This was the first year of attendance for Jordan, Michael, and Kendra. Marcus has attended Ski for Light for five years. Each student stated that the week was an extremely positive and fun experience and they are looking forward to attending again in the future both as a student and as adults in the future!
FOCUS ON THE EYE RETINAL DETACHMENT

The retina is the neurosensory tissue that lines the back wall of the eye. Like the film in a camera, the retina is responsible for creating the images that one sees. The center of the retina is called the macula and is the only part capable of the fine detailed vision we use for reading and recognizing faces. The remainder of the retina, the peripheral retina, is used for side vision and makes up more than 95% of the retina. It is not capable of fine detailed vision. When the retina detaches, it separates from the back wall of the eye and is removed from its blood supply and source of nutrition. If it remains detached, the retina will degenerate, lose its ability to function, and central vision will be lost.

There are three major ways for the retina to become detached:
1. A retinal break or tear allows the liquid vitreous that fills the center of the eyeball to pass through the break or tear and detach the retina. This is the most common type of detachment.
2. Leakage from under the retina creates fluid that detaches the retina. Tumors and inflammatory disorders can cause this kind of detachment.
3. Another cause can be a pulling on the retina usually from fibro-vascular tissue within the vitreous cavity. Diabetic retinopathy is often associated with this type of detachment.

Common symptoms of retinal detachment are floaters (dots, spots, or curly lines) which appear suspended in front of your vision and move with the eye. As the retina is pulled from the eye, you might see flashes of light. It is possible for your vision to have a red tint or for there to be a large dark blob in the visual field.

If a retina is only torn, immediate treatment may prevent detachment. Laser photocoagulation can be used to create small burns around the edges of the tear. The burns produce scars that seal the retina to the underlying tissue and prevent fluid from passing through the break and detaching the retina. Cryopexy is another treatment that uses extreme cold to scar and seal the edges of the retinal tear.

Once a detachment occurs, it is almost always too late to use the laser or cryopexy treatment. Thus, it is very important to be examined immediately if there are symptoms of blind spots, blurred vision, floaters or flashes of light. Over 90% of retinal detachments can be repaired. Without treatment for a torn retina, the detachment will eventually involve the entire retina and all vision will be lost in the affected eye. An individual who has undergone laser or cryopexy treatment for a detached retina will have a loss of vision at the point where the treatment was performed. This is commonly called a scotoma. Visual prognosis depends mainly on the pre-existing status of the retina before it detached. If the macula has not detached, the pre-existing vision will usually be retained. However, if the macula is detached and central vision is impaired by the detachment, there may be a permanent loss of central vision, even if the retina is successfully repaired. The longer the macula is detached, the more likely there will be a loss of vision due to irreversible damage to the photoreceptor cells.

ADAPTATIONS AND TEACHING STRATEGIES
- Ensure all staff are aware of the visual impairment and educational implications.
- Ask the ophthalmologist if exertion or contact sports should be avoided.
- Minimize copying of materials if visual fields have been reduced.
- The student may require magnification of reading and graphic material. This can be achieved by bringing the material closer to the eye or by using prescribed magnification aids (stand or hand-held magnifiers, reading glasses for near work, monocular/telescope for distance viewing) or a video magnifier. Although it may be necessary to enlarge the student’s work, teaching a student to use a stand or hand-held magnifier competently is a skill that will assist the student to operate independently with other out-of-school tasks.
- Good lighting is important for reading tasks. A lamp may be necessary.
- Bold lined paper or yellow acetate filters may be helpful.
- Use a clean chalkboard or an interactive white board with a black marker.
- Use a consistent layout when presenting information on a board.

(continued on page 11)
**Story Box**
The purpose of a Story Box is to create hands-on literacy experiences for your child. It is a collection of items that correspond to those mentioned in the story and can be stored in a box. This gives children with visual impairments the opportunity to experience a story, build on concept development, learn how things relate, and develop early literacy skills.

*Ruby in Her Own Time* by Jonathan Emmett, illustrated by Rebecca Harry
Mother Duck and Father Duck are worried about Ruby. As the littlest duckling of the family, she learns to eat and swim long after her four sisters and brothers. Father Duck frets that Ruby will never catch up, but Mother Duck calmly reassures him that Ruby will flourish - "in her own time." Readers of all ages who have ever felt like the biggest or the littlest, the slowest or the fastest, or somewhere in between, will root for Ruby as she takes wing toward independence, at last. Once you've met Ruby, you'll never forget her!

Ruby offers so many concepts that can be taught to students through reading the book and playing games.  
**Vocabulary:** howling, broad, among, distance, waddle, bill, drake, hen, duckling, spoil, clumsy, float, oval  
**Counting:** have a collection of plastic eggs for counting activities  
**Sequencing:** index cards with writing or braille on them for putting in the correct order  
**Games:** Racing game - use a collection of rubber ducks, do an egg hunt using your plastic eggs or auditory/beeping eggs, play Duck, Duck, Goose. Make a duck nest from sticks, grass, leaves, twigs, pine needles, pebbles, mud.

For the complete article of fun ideas and activities referring to *Ruby in Her Own Time*, submitted by Diane Brauner, go to [www.pathstoliteracy.org/blog-roll](http://www.pathstoliteracy.org/blog-roll). For additional Story Box ideas go to: [http://www.pathstoliteracy.org/suggested-list-story-boxes-young-children](http://www.pathstoliteracy.org/suggested-list-story-boxes-young-children)

---

**Librarian Adapts for her Students**
Pat Geditz has been the librarian at the School for 15 years and said there’s nothing about her job that she doesn’t like. Geditz learned to adapt to her surroundings and, more specifically, her students. She combines her love of books and teaching others to help facilitate enjoyable learning. She incorporates many modified learning materials to help children who are visually impaired, and her library has become a pretty popular place. For the full story go to the Aberdeen American News at [http://www.aberdeennews.com/entertainment/videos/sdsbvi-librarian-adapts-for-her-students/video_d7379ff0-abe8-11e4-a4b1-6733975807ec.html](http://www.aberdeennews.com/entertainment/videos/sdsbvi-librarian-adapts-for-her-students/video_d7379ff0-abe8-11e4-a4b1-6733975807ec.html)

---

**Accessible iBook**
*Reach for the Stars: Touch, Look, Listen, Learn* is a FREE interactive, fully accessible iBook available on the iPad. This astronomy book is geared for all 4 - 7th grade students and was specifically created for students with visual impairments. This book showcases accessible multi-touch images with imbedded sonification (sounds). Example: The Hertzsprung-Russell Diagram, a scatter plot, uses pitch to help indicate the brightness relative to the sun - the pitch increases from the bottom to the top of the Y axis; the X axis uses left to right stereo sound to help demonstrate the temperature. Sounds heard in the left speaker are hotter than sounds heard in the right speaker. To view the Reach for the Stars promotional video, go to: [https://www.youtube.com/watch?v=5uJVX4i1haU&feature=youtu.be](https://www.youtube.com/watch?v=5uJVX4i1haU&feature=youtu.be).

---

Follow SDSBVI  
**Website:** [http://sdsbvi.northern.edu](http://sdsbvi.northern.edu)  
**Pinterest:** [http://pinterest.com/sdsbvi](http://pinterest.com/sdsbvi)  
**Facebook:** SD School for Blind and Visually Impaired
FOCUS ON THE EYE  RETINAL DETACHMENT

 وهنا: Reading material may need to be modified—tactual diagrams, Braille, large print.
 وهنا: Utilize high contrast materials.
 وهنا: In P.E., use large balls high in contrast to the surrounding walls and floor and teach others to call the student by name before throwing the ball.
 وهنا: Student may need orientation and mobility training by a Certified Orientation and Mobility Specialist® (COMS®).
 وهنا: Student with patchy fields may need to look at something using the less affected area of their retina. This is called eccentric viewing.
 وهنا: Strategies for reducing visual fatigue should be considered.
 وهنا: Reading strategies (i.e. visual memory and the ability to “chunk” information) may need to be developed to compensate for a narrowed field of view. With a reduced field, the student will see only a few words or letters at a time.
 وهنا: Assistive technology with accessibility features including voice output and reading/writing support can be beneficial. Individual assessment of the student’s needs is essential. Keyboarding skills should be taught in elementary grades.

SOURCES

Compiled by SDSBVI Outreach Vision Consultant Staff, January 2007 Websites Updated January 2015

Consultants' Contact Information

North Central
AMY SCEPANIAK
SDSBVI Outreach Vision Consultant
423 17th Avenue SE, Aberdeen, SD  57401
605-626-2580 or 1-888-275-3814
605-228-8742 (cell)
amy.scepaniak@sdsbvi.northern.edu

South Central
INDIRA DILLON
SDSBVI Outreach Vision Consultant
PO Box 1046, Mitchell, SD  57301
605-995-8191
605-770-7466 (cell)
indira.dillon@sdsbvi.northern.edu

Eastern
JULIE VANDOVER
SDSBVI Outreach Vision Consultant
423 17th Avenue SE, Aberdeen, SD  57401
605-626-2580 or 1-888-275-3814
605-380-8926 (cell)
 julie.vandover@sdsbvi.northern.edu

Western
SUSAN EGGING
SDSBVI Outreach Vision Consultant
211 Main St, Suite 101,
Spearfish SD  57783
605-717-0301
605-269-1405 (cell)
susan.egging@sdsbvi.northern.edu
The theme for our 2015 Summer Program is "Celebrating South Dakota 125 Years" so time will be spent learning about the history of our great state. During "Week 3" a trip to the State Capitol in Pierre is being planned. Summer is just around the corner so the SDSBVI Summer School Program is fast approaching!

<table>
<thead>
<tr>
<th>Session I</th>
<th>Session II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: June 7</td>
<td>Week 4: July 12</td>
<td></td>
</tr>
<tr>
<td>Week 2: June 14</td>
<td>Week 5: July 19</td>
<td></td>
</tr>
<tr>
<td>Week 3: June 21</td>
<td>Week 6: July 26</td>
<td></td>
</tr>
</tbody>
</table>

DATES LISTED IN LAST THE PIONEER NEWSLETTER WERE INCORRECT FOR SESSION II - THESE ARE THE CORRECT DATES

The Summer Program specifically addresses and provides opportunities for students with visual impairments to focus on the Expanded Core Curriculum (ECC). Areas of focus include the following learning areas.

- Assistive Technology
- Compensatory Academic Skills, including communication modes (Braille)
- Sensory Efficiency Skills (Auditory, Tactile, and Visual)
- Self-Determination (Advocating for Self)
- Orientation and Mobility (Cane and Travel Skills)
- Social Interaction Skills
- Independent Living Skills
- Recreation and Leisure Skills
- Career Education

For more information contact Dawn LaMee at 605.626.2580 or toll-free at 1-888-275-3814.