

CONSULTANTS'

OR SPRING 2013

Volume 15 Issue 3

Editorial Staff: Indira Dillon,
Susan Egging, Dawn LaMee, Amy
Scepaniak, and Julie VanDover

ER

TABLE OF CONTENTS

Page 1

- Family Weekend
- Calendar of Events

Page 2

- Everyday Calendar Activities
- Lollipop Flowers

Page 3

- How One Student is Successful
Using Technology in 4th Grade!

Page 4

- Books Featuring Characters with
Visual Impairments
- APH Educational Materials

Page 5

- Dakotas Chapter AER
Conference
- Transition Week

Pages 6

- Learning Outside of the Box

Page 7

- Mini Bird Nests
- Outreach Forum Auction

Page 8

- Adapting Art Activities

Page 9

- Focus on the Eye - Glaucoma

Page 10

- How One Student is Successful
Using Technology in 4th Grade!
(continued)
- Technology Tidbits

Page 11

- Do You Measure Up?
- Consultant Contact Information

Page 12

- Summer Fun & Learning
- Annual Family Swim Party



SD School for the Blind
and Visually Impaired

FAMILY WEEKEND - JUNE 8-9, 2013

"Dancing To The Beat Of A Different Drummer"

Mark your calendars! We have a great weekend planned at the Ramada in Aberdeen that will provide your family with opportunities to connect with old friends and meet new ones. This year we will be focusing on recreation and leisure activities; so be prepared to play ball and show your best dance moves! Registrations are in the mail and need to be returned by May 1, 2013.



CALENDAR OF EVENTS

SDSBVI Summer School Application Due
April 15, 2013

SDSBVI Family Weekend Registration Due
May 1, 2013

AER Dakotas Chapter Conference
May 8-10, 2013: Grand Forks, ND

SD Foundation for the Blind & Visually Impaired Board Meeting
May 21, 2013: 4:00 PM Aberdeen, SD

SDSBVI Advisory Council Meeting
May 22, 2013: 10:00 AM Aberdeen, SD

SDSBVI Family Weekend
June 8-9, 2013: Aberdeen, SD

SDSBVI Summer Program (<http://sdsbvi.northern.edu>)
Aberdeen, SD: June 9-June 28, 2013
July 7-July 26, 2013

SDSBVI Annual Family Swim Party
July 26, 2013: 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

- ☞ Pull the shades down and play in the dark room. Use a flashlight.
- ☞ Poke a small hole in an empty milk carton. Fill it with water and see what happens.
- ☞ Go to shady spots under trees, by houses, and sheds.
- ☞ At the store, find two big potatoes and one little potato.



JULY

- ☞ Blow up a ring to float on. Then float at the beach or pool.
- ☞ See a parade. Look for clowns.
- ☞ Look at a candle that was left in the sun.
- ☞ Make some popcorn and share it with others.



AUGUST

- ☞ Go to a sporting goods store. What kinds of things are there?
- ☞ Visit a vegetable garden. What's growing there?
- ☞ What is in a phone book? Find your number and write it down.
- ☞ Make a roast. Look at fat, meat, bones before and after cooking.



SEPTEMBER

- ☞ Plan a scavenger hunt. How many things on the list can you find?
- ☞ Wash some apples, celery, cauliflower, and other fruits or vegetables.
- ☞ Look at cartons of milk in the store. Inspect the different shapes, sizes, and materials.
- ☞ What is broken glass? Why is it dangerous? What do you do if you are cut?

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

Lollipop Flowers

These Lollipop Flowers are a fun kids craft for spring or anytime. Make a whole bouquet and give it as a gift! These would also look great on top of a gift!

Here's what you'll need...

- ☞ Small round coffee filters
- ☞ Food Coloring
- ☞ Cups of Water
- ☞ Paint Sponges
- ☞ Lollipops
- ☞ Pencil
- ☞ Scissors
- ☞ Scotch Tape



Here's how you make them...

1. With the paint sponges dampen the coffee filters with water.
2. Apply food coloring onto each filter. You'll need 3-4 circles per lollipop.
3. Allow to dry.
4. Poke your lollipop into the center of each circle and slide up to the top. Secure your tissue paper with a small piece of scotch tape underneath.



How One Student is Successfully Using Technology in 4th Grade!

Meet **Schelbie DeHaai** a 4th grade student at Miller Elementary School. Schelbie has been using a variety of devices and technology both high-tech and low-tech at school, home, and in the community. She has been very creative and successful with the help of her teachers, parents, and the Outreach Consultants from both the School for the Blind and Visually Impaired and the School for the Deaf.



She currently uses:

- ☞ a hand-held magnifier (for near viewing)
- ☞ a monocular telescope (for distance viewing)
- ☞ a video magnification system called the Acrobat at school and a VisioBook at home
- ☞ an iPad to access her textbooks and an Accelerated Reader (AR books) with a program called *Bookshare*
- ☞ an iPad to access a Smartboard with an application called *JoinMe*
- ☞ dark line paper (for contrast) and the Pilot Frixion (erasable pen)
- ☞ a Digital Player from the State Library to listen to books
- ☞ a white cane for mobility and identification
- ☞ a FM system to help her hear what is being said in the classroom

The following questions were asked of Schelbie's parents, Schelbie, and her teacher.

What devices, materials, and tools are you using to help Schelbie access the curriculum? Schelbie uses the VisioBook to help magnify her homework papers, and also the iPad enlarges and reads her textbooks and AR books which allow her to read anywhere.

Do you as a teacher/parent/student favor one device over another? We have found that one device does not work best for all of Schelbie's needs. Her Acrobat/VisioBook works good for enlarging materials, but the iPad works best for reading books, and the magnifiers work best for smaller quick items Schelbie needs to see, according to mom. Schelbie states the tool she uses the most in school is the Acrobat. Her classroom teacher notes that "A variety of tools are needed as one tool cannot do it all."

What is Schelbie's favorite feature of any of the devices she is using? Schelbie likes the *JoinMe* app as she can now see and follow what the teacher has on her Smartboard, especially when they are using it to study for the Dakota STEP Test. Her mom said her favorite is the iPad/Bookshare because it enlarges the books enough for her to read and when she gets tired the iPad will read to her.

Does Schelbie seem more confident in school/home? Schelbie seems much more confident this year now that we have more assistive devices to help her with school and everyday activities. I think using a white cane has also helped Schelbie gain a little more independence, although she still is hesitant to use it when we go to stores or in public; she doesn't like looking different than other kids. Her teacher indicates that Schelbie has been a good advocate for herself and will ask her teacher to initiate the *JoinMe* application .

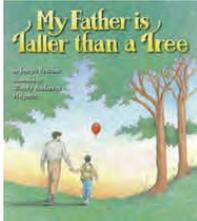
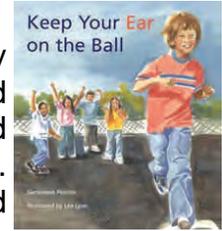
Has her independence increased with the use of technology? Schelbie's independence has increased some; we are hoping to get her an iPhone to help her feel more secure about being mobile in public when she is by herself. The teacher remarked that Schelbie knows how to use her technology and if the teacher needs help working the iPad, Schelbie is able to make it work.

(Continue on page 10)

Books Featuring Characters with Visual Impairments

Keep Your Ear on the Ball by Genevieve Petrillo

Everybody wants to help Davey. "Let me open that." "Do you want to hold my hand?" Davey has one answer for all, "Thanks, but no thanks." Davey is blind and while he can do most things for himself, kickball presents a challenge. Based on a true story, his classmates respect his independence and desire to fit in. Working together, they figure out a way for Davey to play ball. This is a short and easy to read story with an uplifting and powerful message. Grades 1-3



My Father is Taller than a Tree by Joseph Bruchac

Meet thirteen unique father-and-son pairs who come from diverse backgrounds, have various abilities, and live in different places. Although they are not all the same, their relationships show us an important truth: Even the simplest and most familiar activities become special when dads and kids do them together.

Pre K-Grade 2

The Seeing Summer by Jeannette Everly

Carey has never been with a blind person before and when she meets Jenny she has to learn that blind people are not weak and helpless. Jenny is fiercely independent despite her blindness. Their friendship continues to develop and then Jenny gets kidnapped! This book will hopefully clear up some misconceptions the reader may have about people who are blind. Grades 4-5



APH Educational Materials - Fine Arts



Paint Pot Palette – Creating Art Through Touch: includes a set of custom-made, whimsical drawings -- by San Francisco artist Debi Harrison -- titled Color SENSEation. The pictures are printed and embossed on heavy paper; each picture is titled in print and braille. The embossed lines make it easy to trace the subjects with the fingers and then follow with a crayon or paint brush -- this makes it easier for beginning artists to learn to color and paint.



Time for Art: Art Projects and Lessons for Students with Visual Impairments A handbook for teachers and parents that explains how to instruct visually impaired students in art, how to handle the media being explored, and points to consider in art program planning. Companion lessons are offered for each project and often include science, history, or mathematic components.

Quick-Draw Paper: Create instant tactile graphics that are useful for a wide variety of art, O&M, diagramming, and educational activities! Simply draw on the paper surface with a water-based marker and the lines will swell instantly and become tactile. Some suggested activities: produce simple maps, allow children and adults to draw, practice handwriting, make graphs, and teach beginning tactual skills.



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 these products or other APH products, please contact your area Outreach Vision Consultant.

Dakotas Chapter AER Conference—Empowering Lives

May 8-10, 2013 at North Dakota Vision Services/School for the Blind in Grand Forks, ND. This conference features topics of interest to parents and professionals in the field of vision and other related disciplines.

FEATURED TOPICS INCLUDE:

- 👁️ Cortical Visual Impairment
- 👁️ Technology
- 👁️ Social Skills
- 👁️ Orientation & Mobility
- 👁️ Technology
- 👁️ Adapted Art Activities



Special Guests:

- ⇒ **Dr. Christine Roman-Lantzy** on behalf of the American Printing House for the Blind will present on Cortical Visual Impairment. Dr. Roman-Lantzy is an internationally recognized expert on cortical visual impairment. She completed her undergraduate degree in Elementary Education and Special Education/Visual Impairment at Michigan State University. She received her Masters in Orientation and Mobility and her Ph.D. at the University of Pittsburgh where she also served as a Research Assistant in Vision Studies. She is currently a member of the Advisory Group for Cortical Visual Impairment at the American Printing House for the Blind and serves as the Project Leader of the CVI Project. Dr. Roman-Lantzy has authored numerous publications including CVI: An Approach to Assessment and Intervention by AFB Press.
- ⇒ **Lou Tutt** - Executive Director of the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER)
- ⇒ **Dr. Joseph Miller** - University of North Dakota

We welcome and encourage Parents, Teachers, Special Education Teachers, Teachers of the Visually Impaired, Occupational Therapists, Orientation and Mobility Specialists, Rehabilitation Therapists, and anyone working or interested in the field of vision to attend this conference.

Location: A block of rooms has been set aside at The Guest House Inn in Grand Forks ND. Room reservations can be made by calling 701-746-5411 or toll free: 1-800-214-8378. Registration and Conference information are available on this website at www.ndvisionservices.com or contact Paul H. Olson at 701-795-2700 or polson@nd.gov for more information.

Transition Week

An exciting transition event will take place this summer and your student can be a part of it! The annual Transition Week will be held at the South Dakota Rehab Center for the Blind June 17-21. This fun-filled week brings together students with visual impairments from across the state to learn leadership and advocacy skills, practice independent living skills, and improve work skills. The students will participate in social activities, have a chance to make new friends, and experience “world of work” activities. The week is open to any transition-age student (ages 15-21) who is a Service to the Blind and Visually Impaired (SBVI) client. All you have to do is contact your SBVI Counselor and ask for a referral to attend Transition Week. If your student is not an SBVI client, don't worry, they may still be eligible for the week. Contact Karen Gerety, SDSBVI Transition Specialist, for more details at 605-626-2995 or toll free at 1-888-275-3814 or by email at karen.gerety@sdsbvi.northern.edu.



Learning Outside of the Box

Incidental Learning is learning that takes place without any intent to learn. The participant is not aware that he or she is learning. It has no curriculum and is not professionally organized, but rather originates accidentally or sporadically in association with specific occasions. This method of learning is very difficult for children who are blind or visually impaired. Therefore, these children need to be taught about their environment through hands-on learning experiences.

There are many concepts that these children do not learn if they are not given direct hands-on experiences. And these experiences should start with self and progress to others. To learn a concept, it should be taught first on or with the child's own body, then their body related to an object, then an object related to another object. Some concepts are more difficult to learn because they have multiple meanings. For example, "on" can mean to turn something "on" or set something "on" it. And you can hold something "up" or fill something "up". You can do a concept each day to teach children through experiences about the differences.

Directional or Positional Concepts

- ☛ up, down
- ☛ over, under
- ☛ above, beneath, below
- ☛ in, out
- ☛ inside, outside
- ☛ beginning, end
- ☛ off, on
- ☛ far, near
- ☛ top, middle, bottom
- ☛ closed, open
- ☛ go, stop
- ☛ low, high
- ☛ behind, in front of
- ☛ right, left, middle
- ☛ to, from
- ☛ here, there
- ☛ front, back
- ☛ forward, backward
- ☛ toward, away from
- ☛ center, corner
- ☛ straight, crooked
- ☛ through, around
- ☛ coming, going
- ☛ beside, next to



Quantitative Concepts

- ☛ little, big
- ☛ short, long
- ☛ short, tall
- ☛ slow, fast
- ☛ some, none
- ☛ empty, full
- ☛ least, most
- ☛ less, more
- ☛ thin, fat, thick
- ☛ narrow, wide
- ☛ few, many
- ☛ light, heavy
- ☛ shallow, deep
- ☛ small, medium, large
- ☛ half, whole



Compiled from Brigance Diagnostic Inventory of Early Development (yellow edition) and Brigance Diagnostic Inventory of Basic Skills (blue and green editions)

Follow us on Pinterest at <http://pinterest.com/sdsbvi>

Mini Bird Nests

These Mini Bird Nests are an easy edible spring craft for preschoolers on up! This is a perfect treat for kids to make this spring, and works great as a party favor!

Here's what you'll need.

- 12 oz. package of semi-sweet chocolate chips
- 3 ½ cups of chow mien noodles (6oz)
- 1 cup of peanuts
- ½ cup coconut (optional)
- Small jelly beans or other egg shaped candy



Here's how you make them:

- ☞ Melt your chocolate chips in a double boiler or large sauce pan. Stir in noodles, peanuts and coconut until they are coated with chocolate. Drop HEAVING spoonful's of the mixture onto wax paper, about 3 - 4 inches in diameter.
- ☞ With a spoon, hollow out the middle of each nest. Younger children may find it easier to make these holes with a finger or two fingers wrapped in plastic wrap or wax paper.
- ☞ Place your jelly bean eggs inside the nest.
- ☞ Leave your nests out to set, after which you can eat them, or store them in the refrigerator for later!

If you are using a regular sauce pan it's important to remove the pan from the heat as soon as all the chips are melted. This way the chocolate won't "cook" and get really hard.

Outreach Forum Auction - Money For Fine Arts

This Forum was held in Aberdeen last May and the auction raised nearly \$2,000 which was ear marked for "fine arts" activities at the SDSBVI. The Forum is comprised of Outreach staff from schools for the blind across the United States that are members of the Council of Schools for the Blind (COSB). The group meets annually. Some of the funds



were used to have Nikki Kriz, Music Therapist, do an artist in residency at the SDSBVI on April 2-4.



Funds were also used to purchase many needed art supplies and will help cover the cost of the upcoming Parent Weekend on June 8-9.

ADAPTING ART ACTIVITIES

What is Art? Art is the expression or application of human creative skills and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power (Oxford Dictionary).



Tactual Art Definition: Art is the manipulation of materials to make objects which are interesting, beautiful, and/or fun to feel and handle. There is no right or wrong way to produce art. Here are some simple ways to include the blind or visually impaired child in an art class.

General Guidelines For Your Work Area

1. Keep the space well organized to allow for easy access and mobility.
2. Allow time to adequately prepare and organize materials and equipment for students who are blind or have low vision, and then provide sufficient time for them to explore, select and experiment. What every sighted student takes in at a glance and makes a decision about may take a student who is blind or is visually impaired half a session to cover.
3. Organize smocks, wet area, bench, and equipment areas in ways that make for logical sequencing and efficient movement. Work space on a bench also needs to be arranged for easy scanning and maneuverability.
4. Where possible, store materials in containers with an example of the contents on the exterior so they can be easily touched and identified. Arrange materials for a specific session in open containers so they can be easily pursued and considered. Where and when possible, involve the student in demonstrations of techniques to the rest of the class or have them close enough so that they can see or feel what is happening.
5. Have damp sponges available for cleaning hands as students who are blind use their finger tips to access the world.
6. Decide what you want the child to get out of the lesson. Are you teaching a particular style of painting, perspective, depth, colors, blending, lines, or shapes, etc.?
7. Incorporate materials visually impaired children would find interesting to the touch. Since art is an expression of emotion, having materials the child likes as well as those s/he does not like, expands the range of emotions that can be expressed.
8. Provide sculptures and relief art for students to feel.

General Adaptations to Art Projects

1. Outline pictures with dark bold marker for the child with low vision to color. Use glue and let it dry for children who are blind.
2. Color on textured mats to give tactile feedback both when coloring and after project is complete.
3. Outline in a high contrasting color the lines the child will cut on to make it easier to see. Children who are blind can cut along a dried glue line.
4. Talk to the child about how different textures make them feel. Some may think of smooth, slick textures as being cool (ice tends to be smooth) while rough, prickly textured are warm (the natural reaction to touching something hot is to pull your hand away quickly).
5. Tacky glue or carpenter's glue is thicker than regular white glue. This prevents slipping of pieces.
6. Add a few drops of food coloring to the glue to provide contrast to white paper.
7. Include aesthetics (quality and characteristics) of materials during discussions of art.
8. Use pastry bags and cake decorating tips with light weight spackle to make cool raised lines.

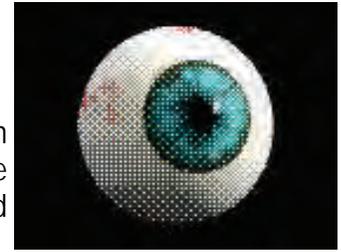
Resources:

<http://www.tsbvi.edu/arts-education/56-art-ideas>
<http://www.incredibleart.org>

<http://www.artbeyondsight.org>

FOCUS ON THE EYE

GLAUCOMA



DEFINITION / SYMPTOMS

Glaucoma is an eye disease in which the fluid that keeps your eyes healthy does not drain properly and pressure in the eye builds up. Glaucoma usually affects both eyes, and it is the leading cause of blindness in the world. It can be hereditary, it affects people of all ages, and is more common in African Americans.

There are different types of glaucoma. *Angle closure glaucoma*, also known as *acute or narrow angle glaucoma*, occurs when the angle of the canal is blocked by part of the iris. This kind of glaucoma can only be treated by laser surgery. Another type of glaucoma is *congenital glaucoma*. This is a rare type of glaucoma that is generally seen in infants. In most cases, surgery is required. *Open angle glaucoma* is the most common type and comprises about 90% of all cases of glaucoma. There are no symptoms for this glaucoma. With this type, structures of the eye appear normal, yet fluid builds within the eye, causing pressure to become elevated. Left untreated, open angle glaucoma may result in permanent damage of the optic nerve and retina and may cause blindness. Another type of glaucoma is *secondary glaucoma*, which occurs as a result of another disease or problem within the eye. Such problems may include inflammation, trauma, previous surgery, diabetes, tumor, and certain medications. For this type, both the glaucoma and the underlying problem must be treated.

Because glaucoma does not cause symptoms in most cases, those who are 40 or older, should have an annual examination that includes a measurement of the intraocular pressure. However, certain types of glaucoma, such as angle closure glaucoma and congenital glaucoma, do cause symptoms. These symptoms are sudden decrease in vision, blurred vision, eye pain, red eye, dilated pupils, headache, nausea, glare and light sensitivity, tearing, and enlargement of the cornea.

TREATMENT

Most patients with glaucoma require only medication to control the eye pressure. Sometimes, several medications that complement each other are necessary to reduce the pressure adequately. Surgery is indicated when medical treatment fails to lower the pressure satisfactorily. There are several types of surgical procedures. Some involve laser treatments and can be done in the office; others must be performed in the operating room. The objective of any glaucoma operation is to allow fluid to drain from the eye more efficiently.

EDUCATIONAL IMPLICATIONS

Some educational implications of glaucoma may include decreased visual acuity, lack of ability to accommodate, enlargement of the eyeball, defective night vision, and peripheral field loss. Also, glaucoma may be progressive in nature.

TEACHING STRATEGIES

- ☞ Wearing sunglasses and visors to accommodate light sensitivity
- ☞ Avoiding glare from windows, white boards, and desks
- ☞ Magnification
- ☞ Low vision devices for distance viewing
- ☞ Adjustment for lighting needs
- ☞ Large print or Braille
- ☞ Dark lined paper
- ☞ Black felt pen for marking or writing
- ☞ Shortened reading sessions

RESOURCES

- ☞ www.aapos.org
- ☞ www.aoa.org
- ☞ www.glaucoma.org
- ☞ www.nei.nih.gov
- ☞ www.preventblindness.org
- ☞ www.rnib.org.uk
- ☞ www.tsbvi.edu

How one Student is Successfully Using Technology in 4th Grade!

(Continued from page 3)

How has technology affected Schelbie's grades? Schelbie's grades have improved greatly this year with the use of the iPad.

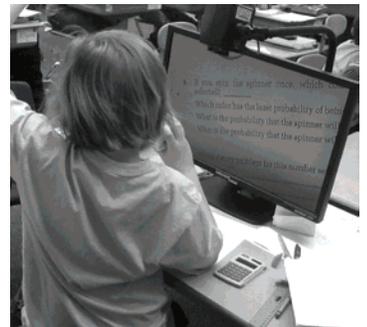
Has the amount of homework changed and is she able to access homework at home? Since Schelbie is in 4th grade this year her homework has increased considerably but the school has provided extra aides to assist Schelbie with her school work. Schelbie is able to complete all her homework at home with her assistive devices. Parents have also noticed that Schelbie has become more independent and has not required as much one-on-one help with her homework.

How were technology items obtained for at home and school? The school purchased an iPad and video magnification system (Acrobat) for Schelbie and the SDSBVI is loaning us a VisioBook for at home. Schelbie qualifies for a grant to purchase an iPhone and we purchased an iPad for Schelbie to use at home.

Have Schelbie's classmates had any comments? Schelbie has a very good small class and they enjoy helping Schelbie and learning about her assistive devices. Schelbie states "Everyone thinks it's pretty cool." And her teacher adds that other students also like her FM and microphone system and will ask for it even if Schelbie is absent. Students like to partner up with Schelbie to share her video magnification system and the iPad.

What are some low tech items that work well for Schelbie? The Pilot Frixion pens work very well for Schelbie as she is able to see them and erase with them. Schelbie also uses dark line paper and notebooks.

How difficult was it to incorporate devices/materials into Schelbie's routine? Schelbie never has to be reminded at school to use her equipment and she continues to learn more efficient ways of getting her work done. The school has been wonderful in implementing any suggestions the Outreach Vision Consultant has recommended. According to mom, Schelbie does not like using assistive devices and we sometimes have to encourage her to use them: truthfully, I don't think she realizes that her vision is that bad, she doesn't know that most people can see better and if she would use some of the assistive devices it would make things easier for her.



Schelbie's parents would also like to add that the Miller school and SDSBVI have been so good about purchasing equipment and providing assistance for Schelbie. I have talked to other parents who do not have as good of support from the school and we are very blessed to have a school that is so easy to work with. Parents also believe that receiving Orientation and Mobility training has really helped improve her independence and provide her with assistive devices to use in public.

Technology Tidbits

New Optelec Magnifier Application for iOS devices (iPad or iPhone) is free.

http://www.optelec.com/en_GB/products/Handheld-video-magnifiers/optelec-magnifier-app

Quick Reference Guide for voiceover on iOS from SAS Institute

<http://support.sas.com/misc/accessibility/education/ios/quickref.html>

The Oklahoma School for the Blind has composed a helpful booklet: "iPad Accessibility" by Robert Miller, CTVI & AT Instructor and Miranda Anderson, AT Lab Assistant. This booklet is designed to help you access or teach others how to access the iPad if you are blind or visually impaired. It can be accessed at <http://osb.k12.ok.us/education/assistive-technology/assistive-technology-resources/>

DO YOU MEASURE UP?

Whether at school or at home, there are many activities where a student needs to “measure up”. He may need to measure ingredients for cooking at home or measure the length of a board for shop class at school. There are devices and tools for almost every situation. There are features that should be taken into consideration when deciding on appropriate measuring tools.



- ☞ Color Contrast
- ☞ Size
- ☞ Ease of Use
- ☞ Design

Measuring cups and spoons can be purchased in a variety of colors. Depending on the color of the food, use the contrasting color of measuring tool. For flour, use a black measuring cup. For vanilla, use a white measuring spoon. Making sure measuring tools have contrasting lettering and numbering is also important.

Tape measures and rulers can be purchased that are tactile, bold print, and even Braille. There are also talking models available. Students can use large digit or face clocks or timers. Talking and vibrating timers are also available. Scales are used for weight measurement. Both kitchen and bathroom scales have talking models as well as large number displays. Some kitchen scales have special tactile markings. Occasionally an “out of the ordinary technique” can be used. For example, bending a metal measuring spoon into an L shape can be helpful. That way it can be submerged into a liquid for measuring instead of trying to pour the liquid into the small spoon.



Items like those mentioned above can be purchased from these companies.

- ☞ Maxi Aids (www.maxiaids.com)
- ☞ L S & S (www.lssproducts.com)
- ☞ Independent Living Aids (www.independentliving.com)

With these tools and devices, your child can “measure up” to his or her responsibilities and be more independent in the activities of daily living as well as assignments at school.

Consultant 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
605-380-8927 (cell)
Amy.scepaniak@sdsbvi.northern.edu

South Central

INDIRA DILLON

SDSBVI Outreach Vision Consultant
PO Box 1046, Mitchell, SD 57301
605-995-8191
605-941-3868 (cell)
indira.dillon@sdsbvi.northern.edu

Eastern

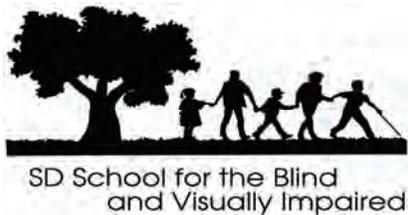
JULIE VANDOVER

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
%SDSMT, Devereaux Library
501 E St. Joseph St, Rapid City, SD 57701
605-269-1405 (cell)
susan.egging@sdsbvi.northern.edu



SD School for the Blind
and Visually Impaired
423 17TH AVENUE SE
ABERDEEN SD 57401-7699

NON PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
PERMIT NO. 17

Change
Service
Requested



CONSULTANTS' CORNER, SPRING 2013 Volume 15, Issue 3. Published three times during the school year by the SD School for the Blind and Visually Impaired, 423 17th Ave SE, Aberdeen, SD 57401. Printed by the SDSBVI at a cost of 47 cents per issue.



Summer Fun & Learning

Summer is just around the corner and our snow is melting! The deadline for the SDSBVI Summer School Program is fast approaching...April 15! Get your registration form in soon. The dates include the following:



Session I

Week 1: June 9 - 15

Week 2: June 16 - 22

Week 3: June 23 - 28

Session II

Week 4: July 7 - 13

Week 5: July 14 - 20

Week 6: July 21 - 26

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

- ☞ 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

Information and applications have been mailed. If you need an application, contact your Outreach Vision Consultant or go to our website at <http://sdsbvi.northern.edu> for the forms.

Annual Family Swim Party

After summer programming is over we invite families to swim together the afternoon of July 26 at the Aberdeen Aquatics Center. If you would like more information about this event, contact Amy Scepaniak at 605-626-2580 or toll-free 1-888-275-3814, or by email at amy.scepaniak@sdsbvi.northern.edu. RSVP is required.

