

Fall 2017



**Visual and Deafblind
Education Quarterly**
Accessing the General Education
Literacy Curriculum
Volume 62 Issue 4

The Voice and Vision of Special Education



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Message from the Guest Editor



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I would like to introduce the Winter 2017 issue of the *Visual Impairments and Deafblind Education Quarterly* journal by applauding our editor, Dr. Kathleen Farrand, for her organization and dedication to this publication. This issue focuses on access to the general education literacy curriculum – something that has often been a challenge for itinerant teachers of students with visual impairments. Students with VI are included in general education more and more, with the number tripling in the last ten years, and it is necessary for them to have appropriate access to the class reading and writing curriculum at the same time as their peers. Collaboration between the general education teacher and the TVI is implied, but it isn't always as consistent or as collaborative as we would like.

This issue shares two articles about adaptations to the general literacy curriculum. First, a look at the McGraw Hill *Wonders* curriculum, which is widely used in Nebraska. Second, a case study of working with a child with CVI in a summer tutoring center. This issue also includes an overview of the Nebraska Center for the Education of Children who are Blind and Visually Impaired (NCECBVI) and the services they provide to students, parents, professionals, and the state.

I hope you enjoy this issue, and I am looking forward to the CEC Convention coming up in Tampa this February. I hope to see many of you there!



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Email the editor- Kathleen Farrand
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President's Message



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Dear DVIDB Members,

My term as your president is ending in just a few short months. It has been a busy two years, packed with many professional achievements for this organization. As I reflect back on the past 2 years many things come to mind both professionally and personally. I started my term busy preparing for the conference in St. Louis, a conference I could not attend since I was awaiting the arrival of my daughter. I want to thank board members for stepping up and lending me their computers to SKYPE into the board meetings and listen into the social on Facetime. We also began working on the new standards for teacher training programs in visual impairment. Deborah Hatton, Sandy Lewis, Holly Lawson, Carlie Rhoades, and Stacy Kelly worked during that first year gathering input, working with leaders in our field during numerous meetings, and putting together a document of our recommended standards to present to CEC. THANK YOU! That first year also was full of work with the larger CEC organization and ensuring that our division voices were heard.

The second year continued the work of the standards. Deborah and her committee elected strand leaders to coordinate with volunteers to create literature reviews of all the

standards. Carlie Rhoades and Deborah spent hours formatting our standards and our literature review documents to present to the larger CEC organization. During the conference in Boston, the work all came together as the documents were presented to the knowledge and skills committee for review. After that meeting, numerous phone calls were made to continue to refine and polish our documents. They have now been presented to the larger CEC professional standards committee for review and preparation for a validation survey.

In addition, this last year also saw the fruition of 2 years of work on the constitution and bylaws. Constitution committee chair, Lou Tutt, lead the effort to clean up the structures of the committees and define roles of committee members. This motion passed in our last election and the new structures will be in place as president-elect Amy Parker begins her work with the organization. The updates are now part of the constitution that will be on file with CEC along with additional legal paperwork that was finalized to ensure that our division had a good foundation and guidance for the work that we do.

Looking back at the work, I celebrate the contributions that so many have made. Without the effort of our board and volunteers, our socials and convention would not be possible. So many stepped up to make sure that the proposals were reviewed, the membership table had displays and information about our organization, the social location was scouted, meeting locations were found, awards given, and sponsors identified. The board has been amazing. I thank Nicole Johnson and her students for their work on so many convention events. The Visual Impairment and Deafblind Education Quarterly has been published on time the past 2 years thanks to our editor, Kathleen Farrand. The “Q”

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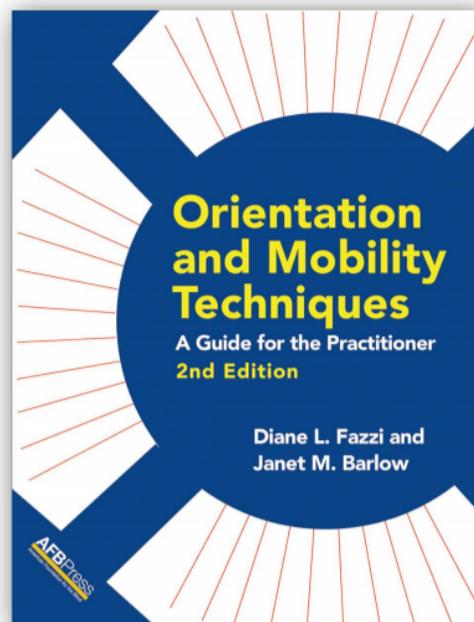
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Adapting a General Education Literacy Curriculum

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One role of a teacher of students with visual impairments (TVI) is to assist in facilitating learning for students with visual impairments (VI). The TVI is part of a team that also involves the student with VI, parents and family, and other educators and service providers to coordinate appropriate access to the general education curriculum. An area that we often focus on is access to the reading curriculum, because reading is critical to student success (Graham & Hebert, 2011). But, teaching students how to write can improve their overall reading performance, and increasing how much students write can improve reading comprehension (Graham & Hebert, 2011). While reading and writing often go hand in hand, there has been, in general, less research in and less written about how we provide access to the writing curriculum. Therefore, we need to make sure students with VI have the same opportunities to write as their peers. For this to happen, the team needs to collaborate and provide appropriate accommodations to the general education writing curriculum.

To explain different ways to provide access, I will be using examples from the *Wonders* (2017), curriculum, a commonly used curriculum in grades K-6. Examples used come from Grade 1 and Grade 4 Work Station Activity Cards, available from the

McGraw Hill Education website (<https://www.mheducation.com/prek-12/program/microsites/MKTSP-BGA04M0/samples.html#wonders>).

The first example comes from the first-grade curriculum. Students are asked to complete a Venn Diagram to demonstrate the details about the story that are alike and different. Venn diagrams can be problematic, because they are a visual representation that needs to be made tactile for braille readers. When the curriculum calls for a Venn Diagram, a potential adaptation for a braille user is to have three oversized index cards. The student can braille different attributes on two cards, and braille alike attributes on one card placed between the two differences cards. Place Wikki Stix around the information as appropriate, to create a tactile representation of the overlap (see Figure 1).

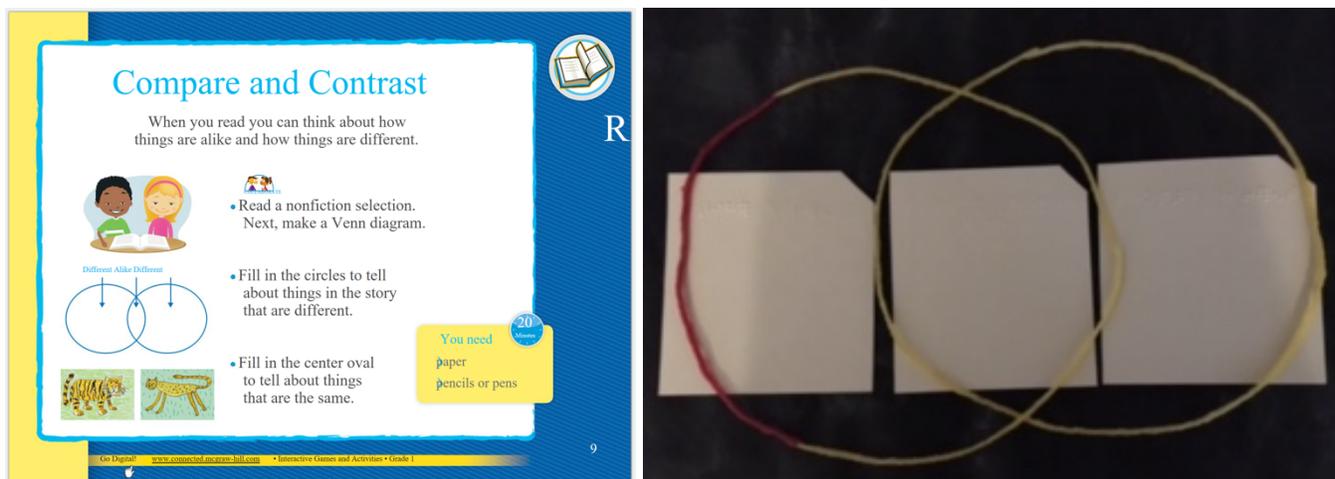


Figure 1. Left: compare and contrast example from *Wonders*, Right: braille adaptation.

Another task in the *Wonders* (2017) curriculum is to draw illustrations of a concept being taught, such as drawing a sequence of pictures of a plant to show that it grows bigger (from the first grade curriculum). When the curriculum calls for drawing, it would be most appropriate to have real objects, or models of real objects to show the concept for a student with visual impairments. If this is not possible, then a tactile drawing could be created for the student to explore the concept. Then, the student would create his/her

own tactile images. This could be done using crayon or Quick Draw paper, or more complex tactile graphing tools can be introduced, like the Draftsman or the Tactile Graphics Kit.

When the curriculum calls for a foldable (see Figure 2), you can have a creased template ready for the student to fold independently. The student should create the braille labels herself, cut the labels apart, and glue them in the appropriate places.

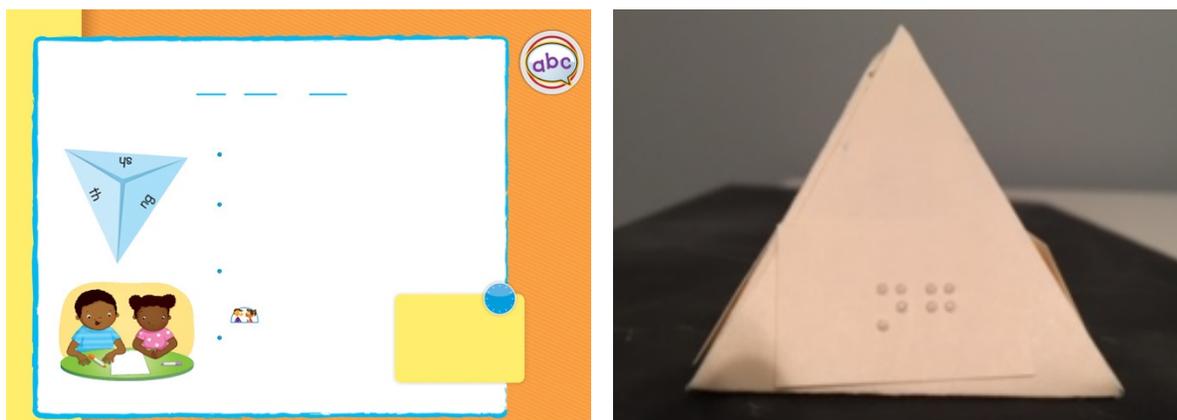


Figure 2. Left: example of foldable from *Wonders* curriculum, Right: braille adaptation.

A common strategy for teaching writing is to think about sequence, and to re-organize short sentences to be in the correct order (see Figure 3). As long as the student workbook is provided in braille, no adaptation may be needed – the student can read the sentences and rewrite them on a separate piece of paper. But some students, with and without visual impairments, may have difficulty with sequencing and could benefit from having sentence strips available, to allow hands-on manipulation of the sentences. If sentence strips are used, a braille version should be provided for the braille reader.

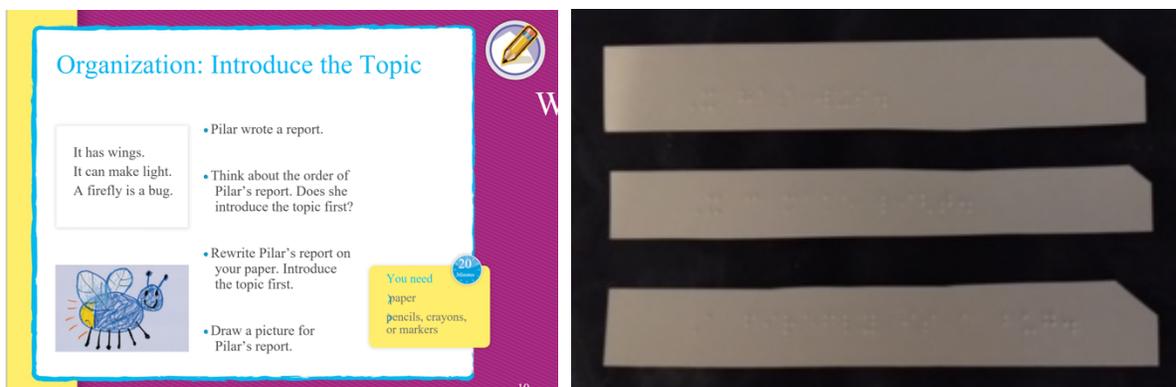


Figure 3. Left: sequencing activity from *Wonders*, Right: braille sentence strips adaptation.

Many general education literacy curriculum, *Wonders* (2017) included, require students to practice high frequency words using flashcards. These cards will need to be in braille. The American Printing House for the Blind (APH) sells a product, All Aboard! The Sight Word Activity Express, that would be a great material to use for high frequency flashcards. The student can also make her own braille sight word and high-frequency word flashcards, storing them in a

The fourth-grade curriculum of *Wonders* (2017) continues the use of flashcards to practice word skills. In this case (see Figure 4), to practice diphthongs. There are a couple of APH products that could be used to support these activities: Word Playhouse and Wilson Reading System Instructional Materials. Both products include letter tiles with blends in contracted and uncontracted braille. Collaboration with the general education teacher is key for an activity related to sound-spelling combinations, because we want to make sure students using braille are made aware of the contracted and uncontracted form of the blend, to support future literacy skills. If access to commercially available products are not available, braille labels can be added to classroom materials or an individual set of braille card can be made.

Diphthongs

A diphthong is two vowel sounds blended together. For example, the *o* and *i* in *join* make the /oi/ sound. The *o* and *u* in *loud* make the /ou/ sound.

- Use Word-Building cards to show the spelling patterns *ow* and *oy*.
- Take turns forming words by adding one letter to each pattern. Say the words aloud. Then write them on a two-column chart with the headings /ou/ and /oi/.
- Next, form words by adding two or more letters to each pattern. Add these words to your chart.

You need

- Word-Building cards
- paper
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Figure 4. Diphthongs activity from *Wonders* (2017) fourth grade curriculum.

While these examples were pulled from a specific curriculum and grade levels, the accommodations would carry-over to other curriculums and grades that would allow the student with visual impairment much needed, and expected, access to the curriculum. Students with visual impairment have the desire and ability to learn alongside their peers. It is the role of the TVI to assist in providing appropriate access to students with visual impairment.

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Working with CVI in Reading and Writing

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This past summer I had the opportunity to work with Alice, a nine-year-old girl diagnosed with cerebral visual impairment (CVI) since birth. Children with CVI often have other disabilities and learning delays in addition to their visual impairment and Alice was no different. She was within phase 3, but had recently progressed to a total loss of vision. When I started working with Alice, her mother informed me that Alice had not reached her “educational plateau” and was still capable of comprehending and retaining information, this was very exciting but I still did not know enough about CVI to know how important that was. Alice did have some functional vision that we used to our advantage during instruction. She was reading at a kindergarten level, but this did not affect her love of learning and great sense of humor.

Reading Program

The University of Nebraska-Lincoln (UNL) requires a course for anyone at the undergraduate or graduate level wishing to earn a teaching endorsement in elementary (K-6) or secondary (7-12) education **and** special education. This course has a practicum experience in the *Kit and Dick Schomker Reading Center*. The university students use explicit instructional strategies to provide tutoring two times per week to students from a

local school district who are at least two years behind grade level in reading, under the supervision of their professor and experienced reading teachers. Some students have diagnosed disabilities and others do not. Very few have multiple disabilities. Before I was paired with Alice, she had attended the *Kit and Dick Schomker Reading Center* for three sessions starting in the summer of 2016.

Learning about CVI

As a first-year graduate student, studying to be a teacher of students with visual impairments (TVI) and a teacher of the deaf and hard of hearing (TOD), I was eager and nervous about my new adventure. My professors assisted me in finding resources on students with CVI and successful instructional strategies. The main resource I found was the book *Vision and the Brain* (2015), specifically Chapter 15 (Barclay, 2015).

Like many students with CVI, Alice has preferences when working on academic skills or instruction. When presenting materials Alice used a slant board. Alice also has a color preference for presenting materials; she preferred yellow paper, with black colored font, sized 72. Also, when presenting reading materials the pictures were to be on a different page than the text to help decrease her distractibility (see Figure 1).



**The fun
hat.**

Figure 1. Image of a cat in a fruit hat with the adapted text “The fun hat.”

Instruction

Alice had attended the reading center before I started working with her. From previous reports I was given, Alice could identify the letters *m*, *n*, *a*, and *n*, in their lowercase form. Alice was also able to spell three keywords: *on*, *can*, and *Alice*. Since Alice needed such individualized instruction and accommodations, the previous tutor could not evaluate Alice's growth using the standard assessments used by the rest of the class.

When I first met Alice in the Summer of 2017, she had not attended the reading center since the Fall of 2016. I was not sure what she had learned or forgotten in that time. I spoke with her mom, and was told that her academic level was close, but not consistent, with a kindergarten student. It took a while, and some trial and error, to determine the content that she already knew and what educational growth had occurred since her last tutoring sessions.

Phonological awareness. With little background knowledge, I started the lessons by giving Alice a dark blue magnetic letter, placed on a yellow sheet that was taped to a baking sheet (so the magnet would stick). I asked her to identify the letter name and sound. Depending the targeted skill, I would either give Alice the sound and ask for the letter name or vice versa. I also had Alice focus on the letter's oral formation, and if she did not know the name of a letter I would associate it with an animal name and the letter sound (i.e., /p/ panda). This combination of strategies helped Alice with letter-recognition.

At the end of my instruction Alice could identify 11 new letters by sight: *d*, *b*, *t*, *g*, *u*, *s*, *l*, *i*, *O*, *A*, *v*. Alice also started to identify the letters *R*, *K*, *Y*, and *W*, but not with consistency. She could name 14 letters when matched to their sounds: *d*, *m*, *b*, *e*, *k*, *o*, *u*,

t, s, f, g, a, h, c, and i. To ensure consistency with matching letter sounds to the actual letter I would often give Alice three different magnets to choose from, but only giving her the sound of the letter I was looking for. She consistently chose the correct letter for the 14 letters listed above.

Since working with students with CVI was new to me, I looked for more resources. My instructors showed me Elkonin Boxes (see Figure 2) to help simplify and focus the instruction on each letter or letter sound. The Elkonin Boxes also simplified the visual space. For instruction, I said the word aloud and Alice had to find the letter magnets that matched the sounds in the word. She always had a choice of three letters in front of her, of which only one was correct. I provided 2 minutes of wait time while she sounded out the letter choices. Alice picked up on this exercise quickly, and was very adamant when a letter was an incorrect choice, sounding it out and saying, “Nope!” Through these activities, I saw Alice progress and I started to change my instruction to continue to challenge Alice and have high expectations.

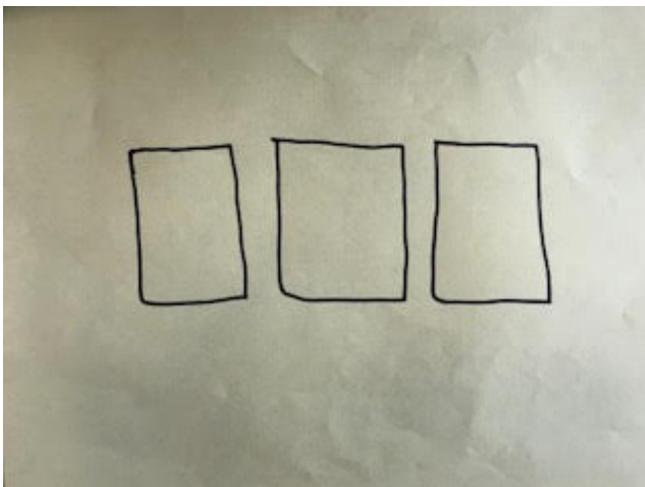


Figure 2. Elkonin boxes used to hold letters for blending and segmentation of sounds.

I continued to use the Elkonin Boxes, adding some visual complexity by placing the vowel magnet within the box (see Figure 3). This way, I could say the word “cat” and she could identify the consonants from their sounds. But we could change “cat” into “bat” using the same vowel and final letter. We worked mostly with words ending in “at”. Those words included *bat, sat, hat, pat, rat, cat, mat, fat*. But we also worked on *map, mom, at, far, bet, met, net, get, set, if* and *it*. By the end of the summer, Alice could sound out or blend the words listed above. She could also spell all the words with verbal assistance except *if, it, rat, get,* and *net*. Her favorite word was *fat*.

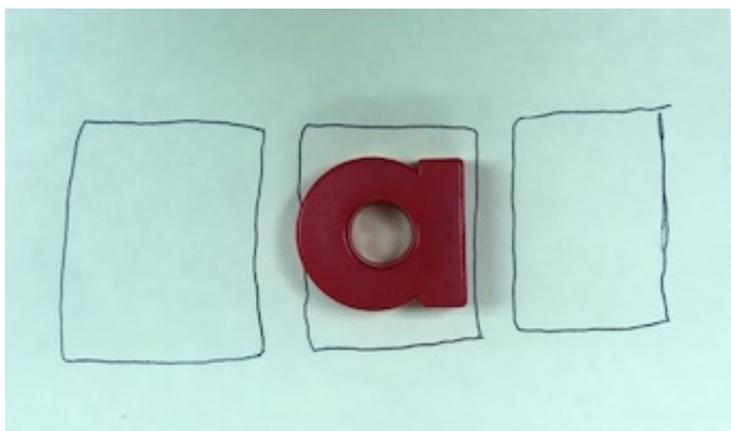


Figure 3. Elkonin boxes with added visual complexity.

Reading instruction and book mechanics. Alice had a great understanding of what print/book mechanics was and how to use a book. She could name many parts of a book and knew that reading takes place from left to right and top to bottom. She also took charge of page turning, and did so appropriately. She was able to answer or demonstrate the following questions, “Which way do we read? Where do I start when I start reading? How should I hold the book? Where is the front of the book? Which way do I turn the pages?”

Through previous tutoring, Alice was exposed to the book *It Looked Like Spilt Milk* and could recite it by memory. My impression was that previous tutors did not know what to do with Alice and didn't understand what she could learn, so they read this book every session. Alice really liked the book, but I could tell she wasn't really reading, and she would incorrectly match the animals with the visuals; she thought everything was an owl. I noticed when Alice was reading that story that she would quickly run her fingers underneath the words, instead of pointing to each word as she read them aloud. To work on this, I modified a book from the *Reading A-Z* website (<https://www.readinga-z.com/>), called *The Funny Cat*. I selected this book because it was composed mostly of consonant-vowel-consonant words. In her adapted book, I simplified the title to *The Fun Cat*, and I placed big black dots of puffy paint under each word to encourage her to point and read (see figure 4). After placing the black dots under each word, I noticed that the strategy was successful and Alice touched each word as she read them or as we read them together.

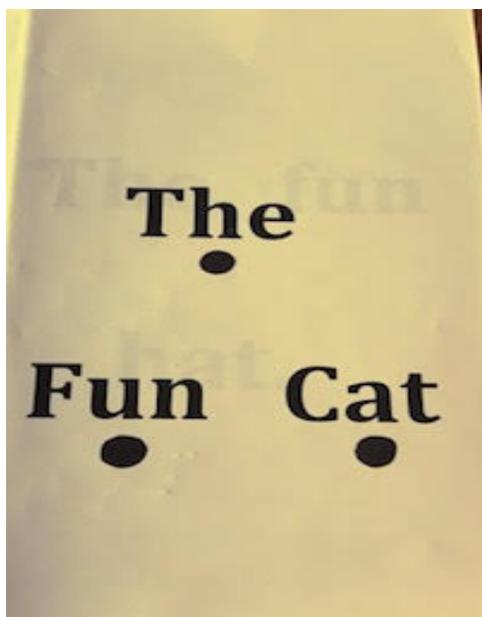


Figure 4. The Fun Cat book, enlarged and placed on yellow paper with back puffy dots.

For fun and to work on listening skills and visual efficiency skills, I found some very large (desk-sized) books. I would read to her, making sure to fluctuate my voice to show expression and keep her interested. We would then use the pictures and the information I read to make inferences. Alice did struggle with this because I sometimes made the questions too complex, I later simplified them and her answers became more accurate.

Writing instruction. Alice had little writing ability (see figure 5). A professor at the reading center, but not in the Department of Special Education, advised me to focus more on reading instruction rather than writing instruction, because Alice might rely more on assistive devices because of her additional disabilities. I followed his advice for a while, but I felt like I was missing an opportunity so I asked other professors in the Department of Special Education whether I should attempt to teach writing to a student who may never master the skill. Those professors then advised me to keep up writing instruction, because every child should have the opportunity to learn how to write their name, at the very least.

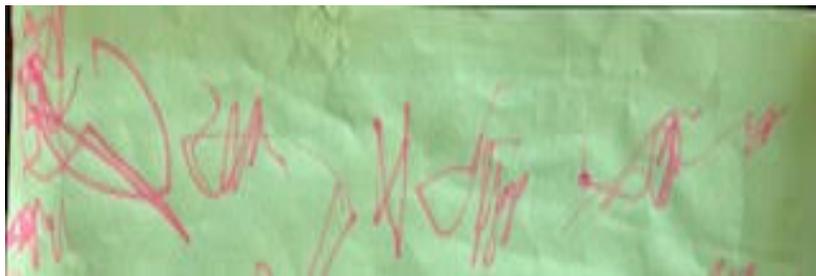


Figure 5. Alice's attempt at writing out a sight word without guidance.

We did not have a lot of time for writing instruction because I didn't follow my gut from the start, so only a little progress was shown, I know Alice is capable of more. Her occupational therapist (OT) was working on writing her name and they had specific terminology for the direction Alice was writing. For example, when writing the letter "l" the OT would say "*Big zip down!*" For writing the letter "i" the OT would say "*little zip down,*

boom!” I used the same terminology when instructing Alice in writing her sight words. I also introduce a “dot” system to pair with the terminology used in school (see figure 5). In this system, I drew a dot for each key stop of a letter and directed Alice verbally to connect the dots. I used minimal hand-over-hand instruction when introducing the skill, keeping a most-to-least prompting hierarchy in mind. Alice really liked this and would often ask, “*Dots please!*” when I asked her to write a sight word. We worked on writing the following sight words, “CAN”, “MOM”, “Alice”, CAT, DAD, HAT, and one day she wrote “Emily” the name of her babysitter because she wanted to show her, “I’m learning.”

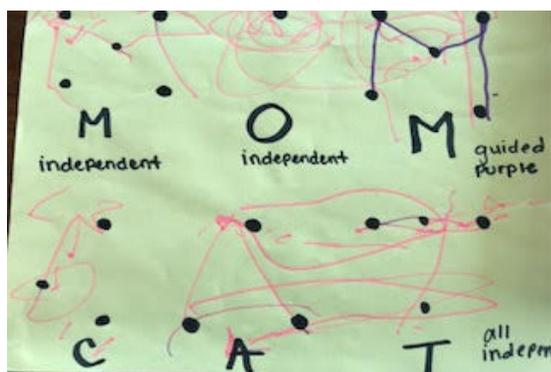


Figure 6. Writing two sight words with verbal guidance and “connect the dot” strategy.

Overall

I saw a lot of progress in one summer session - a total of 8 weeks. Alice learned more letters, more words, more sounds and from what her mother says, her curiosity and love for reading has grown as well. Her mother shared with me everyday how excited Alice was to go to “reading school” and Alice used my name in conversation, instead of “teacher”. When working with Alice I had to be flexible but structured, she would want to go off task or “play” but allowing her some flexibility helped the rapport between us. There were lots of hugs and high-fives and although Alice accomplished more than some people

expected her to, I know there is room for me to improve; after all, Alice was the first student with CVI I have ever worked with.

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Nebraska Center for the Education of Children who are Blind or Visually Impaired: Past and Present

Sally Schreiner

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Figure 1. Front of the current school built in the 1950s.

History

Founded in 1875, the Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI) sits on a 9-acre campus full of trees and beautiful landscaping in Nebraska City which is known as the Home of Arbor Day, a community with a rich tradition of tree planting.

Samuel Bacon, our founder, was stricken at the age of 11 with scarlet fever that left him blind himself. Mr. Bacon was born in Courtland, Ohio, on March 10, 1823. He

was well known for his knowledge of the woods, birds, animals, math and his skills in swimming and running. As an adult, he did not let his blindness slow him down with the activities in which he excelled as a child.

When he was 15 years old, he entered the Institute for the Blind in Columbus, Ohio, where he demonstrated his remarkable abilities in mathematics but objected to learning reading and writing. He later learned to read with the “point system” and advocated this strongly.

In 1847, at only 24 years old, Mr. Bacon moved to Jacksonville, where he established the school for the blind in Illinois that opened in 1848. By 1852, Samuel Bacon was married to his wife, Sarah, and they moved their efforts to Iowa where a school for the blind was created there under his leadership.

Mr. and Mrs. Bacon called Nebraska their home in 1874, and he quickly put forth his efforts to the Nebraska Legislative sessions until he succeeded in gaining an appropriation for yet another school for the blind.

As stated in the Nebraska Legislature on February 19, 1875, as the law was passed: “Here shall be maintained in Nebraska City, in the county of Otoe, an Institution for the Blind. And there is hereby appropriated for that purpose the sum of \$10,000, for erection of a building and furnishings of same. Provided that the citizens of Nebraska City shall raise \$3,000 and pay it to the Board of Trustees either in money or property. Said institution cannot be less than 10 acres and not to exceed one mile in distance from the courthouse.” Following much controversy and public opposition, the citizens of Otoe County voted to raise the \$3,000 for the institution.

The first school opened on March 10, 1875 (on Mr. Bacon's 52nd birthday), which was a small rented house in Nebraska City. The school began with three students, all sisters, from neighboring Johnson County. On what is now the current campus, the first building for the Nebraska Institute for the Blind opened on January 13, 1876, and Mr. Bacon served as the Principal. Students were enrolled up to the age of 65. After the final building was added, the grounds were planted, and sidewalks and drives were finished, the school was complete in 1890.

With a rich history of educating individuals who are blind or visually impaired, the school was named and often renamed and identified various programs and services over the years according to the needs at the time. Over the years, regardless of the changes, the motto remained the same. "Not just a living, but a life," was branded by Mr. Bacon all those years ago and still holds true today. The continued focus of the school is to improve the learning of children who are blind or visually impaired so they can reach their highest level of independence.

**Historical information provided by various historical documents at the school.*

NCECBVI Today

In the late 1990s, the Nebraska Department of Education (NDE) challenged the then so-called Nebraska School for the Visually Handicapped (NSVH) to broaden the scope of the school to include outreach programs and services for students, families and educators statewide. The school staff welcomed this idea as they were already addressing some needs when teachers, administrators and parents called looking for answers on how best to educator the students.

In 1998, NDE and NSVH put together a planning team of stakeholders to develop a statewide plan. The planning team members were selected to represent parents, consumers, teachers endorsed to teach the visually impaired, and special education directors. In addition, they represented small, medium and large school districts and educational service units, the Nebraska City community, and adult service agencies. An appropriate geographic representation of the State of Nebraska was considered in the selection of the planning team members. The planning team developed the state plan for vision services in 1997-1998. The Nebraska State Board of Education approved the original plan in December, 1998.

Historically, the staff at NSVH were employees of the State of Nebraska/Department of Education. As the plan was in the final stages, the Nebraska Department of Education made the decision to contract the newly defined school and

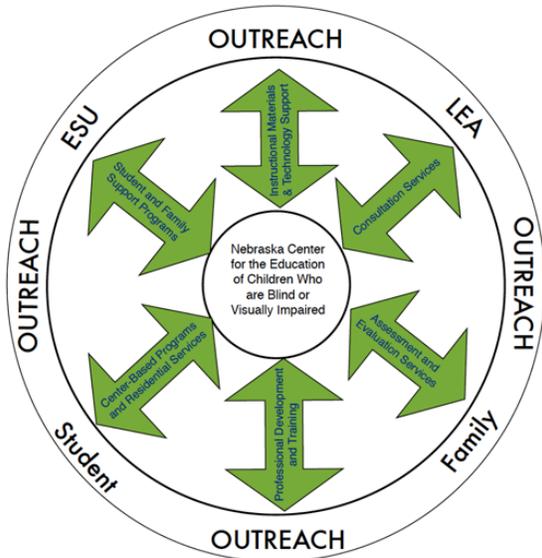


Figure 2. Nebraska state plan for vision services.

outreach programs to the Educational Service Unit 4. ESU4 would be in charge of implementing the newly approved state plan for vision services, identify and hire the staff required to do so.

In Nebraska, there are 17 educational service units (regional cooperatives) throughout the state.

These service units provide a variety of programs and services to school districts in their region. ESU4 provides professional development, technology, health services and

special education services. Therefore, the partnership of the newly named Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI) with the Nebraska Department of Education and ESU4 made sense as school districts in Nebraska already work with their nearby ESU to provide a variety of special education programs and services.

Today's statewide plan for vision services include the following: Center-Based Program and Residential Services, Instructional Materials, Student and Family Support Programs, Assessment and Evaluation Services, Consultation Services, and Professional Development and Training.

The center-based program continues to serve as an option for providing school-aged students with instruction in academics, functional skills, transition programming and the expanded core curriculum. NCECBVI works closely with local school districts to determine course credit, assessment tools, and individual student programs. The residential services provide a comprehensive program with extended training opportunities for social skills, community participation, and independent living. NCECBVI provides a variety of options for students such as part-time enrollment options with some time back in the local district, day services, and full-time residential services.

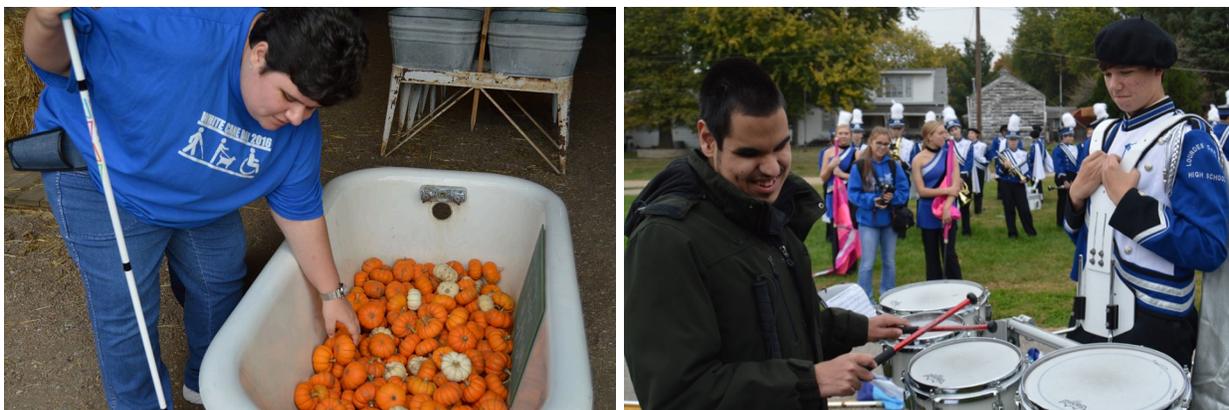


Figure 3. NCECBVI students; left: Emily checking out a tub of pumpkins at the pumpkin patch on a fall field trip, right: Guillermo playing the drums of a marching band member from a school in Nebraska City, NE.

In addition to the center-based program, NCECBVI provides a variety of Student and Family Support Programs. These offerings provided throughout the school year and summer include camps for kids, parent training and networking opportunities, braille competitions and family weekends. Students and families from across the state call NCECBVI their “home-away-from-home” for these extended learning opportunities.

The Nebraska Instructional Resource Center (NIRC) is housed at NCECBVI and supports the local school districts and teachers of the visually impaired in providing students statewide with large print and braille curriculum and instructional materials. The NIRC staff oversee and implement the APH Federal Quota Program, serve as Trustees to APH, and locate and provide the needed curriculum for students in the appropriate format. At the time of this writing, NIRC provides materials and services for approximately 800 students in Nebraska.

Outreach staff assist local school districts in with determining appropriate programming for students by providing Assessment and Evaluation Services. These assessments may be provided in a variety of locations: in the local schools district, in the student’s home or community, and/or at NCECBVI. The assessment team also

coordinates with other professionals to provide comprehensive evaluations. Included with this service is the Nebraska Children's Low Vision Clinic. These clinics are held on campus twice per year and students from across the state participate along with their parents and teachers in order to determine the best educational strategies according to their vision loss.

NCECBVI also provides consultation, advisory and technical assistance services. These may include: assist with appropriate educational programming recommendations, student-family networking, classroom observations, ongoing support for families, participation in IEP and MDT meetings, teacher mentoring and statewide initiatives.

Professional development and training is provided for teachers, related service providers, parents, and agency personnel. Each year, two statewide conferences are held to provide the opportunity for staff on campus and teachers from all over Nebraska to come together to receive education, training and networking. National experts are brought to NCECBVI each year to present these conferences. In addition to staff development offerings, NCECBVI collaborates with the University of



Figure 4. A parent is wearing a blindfold while baking a cake at a parent workshop.

Nebraska-Lincoln to support and promote the graduate program for visual impairments. Over time, Nebraska has greatly increased their number of teachers of the visually impaired due to this collaboration.

We are very proud of the relationships, collaboration and partnerships that exist between all those who are involved in educating our students in Nebraska. As our state is large with many miles from east to west, we are fortunate to work with others in more a “small town” way. There is a strong connection with NCECBVI staff and all of our local school district administrators, teachers of the visually impaired, and certified and orientation and mobility specialists. This statewide plan was intended to make NCECBVI a “go to” resource for many. We have accomplished this in more ways that we imagined in 1998. Regardless of the program or service, “Not just a living, but a life” continues to fit our mission.



Figure 5. Summer camp students being given a behind-the-scenes tour of Memorial Stadium in Lincoln, NE - the home of the Nebraska Cornhuskers.



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The Division on Visual Impairments and
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Division on Visual Impairments and Deafblindness



Special Event



Thursday, February 8th, 2018 at 6:30-10:00 PM EST

DVIDB BUSINESS MEETING & DVIDB SOCIAL

Jackson's Bistro
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Where we all connect, despite our varied interests and responsibilities!

- The social begins immediately after the business meeting until 10:00 p.m.
- A time to gather, mingle, and celebrate with professionals in the fields of visual impairment and deafblindness from across the nation.
- Sponsors are encouraged to share information.

The voice and vision of special education



*Sponsorships for display tables available.

Please contact:

Amy Parker: parkeamy@gmail.com

Nicole Johnson: njohnson@kutztown.edu

Link to register for convention and seek professional development hours:

<http://www.ceconvention.org>

Division on Visual Impairments and Deafblindness



Special Forum



Friday, February 9, 2018 at 8:00-9:30 AM EST

“Preparation Standards Review:
What should we teach our future TVIs?”

by

Tiffany Wild and Deborah Hatton

In this session, presenters will provide an update on the revised initial licensure standards for teachers of students with visual impairments that are currently under review by CEC’s PSP Committee, as well as the process used to assure input from the field. Implications for personnel preparation programs and for professional development will be discussed, and participants will provide input on suggested revisions of standards that emerge from the validation process.

The voice and vision of special education



*FORUM is FREE to all DVIDB Members and just \$15.00 for non-members!

Link to register for convention and seek professional development hours:

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Are You Presenting at CEC's 2018
Convention In Tampa, FL?

Submit an article about your presentation to VIDBE-Q for the Spring 2018
Convention Issue!

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