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Fall 2005

*Volume XLVIII, No. 3*

WHAT'S INSIDE:

Braille Challenge 2006

CTEVH Call for Nominations

Nemeth Code: Continued Fractions

CTEVH Conference 2006

**JOURNAL**

The official publication of the  
California Transcribers and Educators of the Visually Handicapped

## *Message from the Editor*

The count down to Conference begins. Our 2006 Conference Chairs, Jane Vogel and John Zamora, have big plans for a great conference in the "Happiest Place on Earth." This year's conference will also be followed by a meeting of BANA (Braille Authority of North America). Contact Sue Reilly, CTEVH's BANA Representative, to obtain registration materials.

### *THE CTEVH JOURNAL*

<b>Editor:</b>	Lisa Merriam
<b>Print Proofreader:</b>	Julia Moyer
<b>Braille Transcription:</b>	Joanne Call
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Editorial office for the *CTEVH Journal* and all other CTEVH publications is:

**Lisa Merriam**  
**CTEVH Publications**  
**10061 Riverside Drive #88**  
**Toluca Lake, California 91602**  
**E-mail: editor@ctevh.org**

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# CTEVH JOURNAL

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## Table of Contents

<b>Inside Story</b>	
President's Message - <i>Paula Lightfoot</i> .....	4
CTEVH Conference 2006 News.....	5
<b>Gifts &amp; Tributes</b> .....	8
<b>Announcements</b> .....	9
<b>Call for Nominations</b> .....	9
<b>Our Specialists Say...</b>	
Pokadot - <i>Len Dozier</i> .....	14
Textbook Formats: "Make Sense of These Sentences" - <i>Patty Biasca</i> .....	15
Mathematics: "Continued Fractions" - <i>Mary Denault</i> .....	18
Foreign Language: "The Title Page of a Foreign Language Textbook" - <i>Lisa Merriam</i> .....	21
Education - <i>Sheila Bonito</i> .....	22
Business: "It's all about the CASH" - <i>Bob Walling</i> .....	25
<b>Donna Coffee Scholarship Application</b> .....	28
<b>Katie Sibert Scholarship Application</b> .....	30
<b>CTEVH Membership Application</b> .....	32
<b>CTEVH Specialists</b> .....	33
<b>CTEVH Executive Board</b> .....	34
<b>CTEVH Board of Directors and Committee Chairs</b> .....	35

# PRESIDENT'S MESSAGE

Plans are well underway for our 2006 conference in Anaheim. Jane Vogel & John Zamora, co-chairs, are trying some new ideas under their theme, "Focus on the Future, Preparing for Life". BANA (Braille Authority of North America) will be meeting immediately following our conference. Carol Morrison (BANA representative from Braille Institute) & Sue Reilly, (BANA representative from CTEVH) will be acting as hostess for the BANA meeting. Since BANA members will also be attending our conference it will be a bonus to be able to network with their members. In our conference program we will indicate how you can identify BANA members.

I will be attending the annual meeting of the American Printing House in October. The CTEVH board voted to send a representative since we are one of the largest organizations serving the blind (954 members as of March 3, 2005). This will be the first time we have had a representative from CTEVH and I am honored to be the pioneer. This will be the 137th Annual meeting of the Ex officio trustees and special guests. The theme for the three days will be "Learning Across A Lifetime". California has four Ex officio trustees as we serve 11% of the nation.

It is time to apply for scholarships. The applications, information, deadlines, etc. are in this JOURNAL. Please encourage people to apply before the deadline.

Remember to visit our web site at [www.ctevh.org](http://www.ctevh.org).

*Paula Lightfoot*

# CONFERENCE 2006

47<sup>th</sup> Annual CTEVH Conference  
March 10-12, 2006  
Anaheim Marriott

## “FOCUS ON THE FUTURE: PREPARING FOR LIFE” CONFERENCE UPDATE

Conference plans are going well as we near the 2006 CTEVH Conference. You can go on the CTEVH website to register for the conference (\$80 for basic registration) or to find out how to make room reservations at the Anaheim Marriott (\$109). Also check out the bargain registration rate on the website. (Last year if you took advantage of this bargain rate you saved \$85!) There are also special rates for families and students (see website). Pre-conference registration packets with details about registration, reservations, program, workshops etc. should arrive at CTEVH member's homes early in 2006.

You can also take advantage of our special airline reservation rate with American Airlines. Our discount code authorization code is A8536AR. Make the reservation online on the American Airline website or for \$8.00 charge per ticket you can call the “meeting services desk” at 1-800-433-1790. You will get 5% off the lowest published rate, including zone fares. American flies out of most major cities except Sacramento. Orange County Airport is designated as the primary airport, but people can also fly into LAX, Burbank, Ontario, and Long Beach and still get the discount.

We've had tremendous response to our topic “Focus On The Future: Preparing For Life”. Record numbers of proposals have been submitted in all areas (transcriber, educator, orientation and mobility, parent, transition/vocational/career). We were able to re-negotiate our hotel contract and now have more workshop space available than ever before. People are coming from all over the country to present the best workshops possible. We believe that attendees will leave the conference having a better understanding of how to help students who are blind or who have low vision prepare for their future in a more meaningful and realistic manner.

In addition to the terrific workshops there are several pre-conference activities that include trips to Therapeutic Living Centers for the Blind (a residential facility for adults who are blind with multiple impairments), Blind Children's Learning Center (a school serving children birth through age 6), Marriott Call Center (a center employing many adults who are blind who are top reservation takers for the Marriott Hotel

chain), and the Braille Institute of Orange County (for 2 different technology workshops and other activities of interest). There will also be opportunities for attendees to visit Disneyland, Knott's Berry Farm, and the other amusement areas nearby (before, during, and after the conference). See the website and pre-conference registration packet for details.

On Friday, March 10<sup>th</sup>, you will enjoy "Lunch and Learn". In addition to a delicious lunch you will be able to dine with others who share an interest in a topic of your choosing. A table facilitator, with expertise in the topic area, will make sure that everyone has a chance to express themselves, share information, and ask questions in a friendly, constructive atmosphere. Popular topics will be discussed at more than one table, so people will be able to get their first choice of topics.

Early Friday evening will be the time for the President's Reception. It will take place earlier than in the past, to allow people time to go "out on the town" and take advantage of all that the resort area has to offer. In addition, the President's Reception will be held in a reception area that opens into the Exhibits Hall. This will be a way to honor our wonderful exhibitors and visit with them during the reception.

Due to request from both exhibitors and attendees at last year's conference, the Exhibits Hall will be open earlier Friday and Saturday from 8-5, and until noon on Sunday. The Exhibits Hall will also be open during the President's Reception. On Friday and Saturday morning coffee will be served in the Exhibits Hall. (Try to visit the exhibits on Friday or Saturday because many exhibitors leave early.)

Saturday night is the time for the "Dinner Party", with a combination of inspirational words, entertainment, and music. This event, as well as all the others at the conference, celebrates Orange County and "the beach". Decorations, music, and "attitude" are intended to make everyone feel relaxed, and ready for a good time. Come in your favorite casual chic attire. This evening will have something for people of all ages.

Don't miss the Sunday morning breakfast. The theme of this breakfast is "The Magic of Braille". Come and find out what this means. You will enjoy this innovative event, speaker, and surprise entertainment.

NOTE: When CTEVH business is conducted during part of the Friday Lunch and Learn and Sunday Breakfast, there will be lots of chairs available for people to use who are not planning to eat.

We have had great input from parents as to what they want to know (in workshops), and what they want to help them enjoy the conference. Parent workshops will be held on Saturday in one primary location (there may be a few others held elsewhere, depending on space). This primary location is next to the room where free childcare will be provided all day. The hotel has special meal provisions for children in the coffee shop, to help make attendance at this conference more affordable.

There are many fast food restaurants and family restaurants in the area, within a few blocks of the hotel. A special Resort Shuttle will take people all over the resort area (to Disneyland, Downtown Disney, other hotels, restaurants, etc.) for \$3 a day per person (unlimited use).

Parents and other conference attendees will enjoy seeing the creativity of the students that we all serve. Many will be participating in a special ART CONTEST. Young artists who are blind or who have low vision, between the ages of 4-19 years of age, are invited to create artwork depicting this year's theme of "Focus On The Future: Preparing For Life". Artists are encouraged to use any media (no larger than poster size) that can be mounted on a wall. Students will be challenged to channel their perception of the future through artistic creativity. Artwork will be judged and will be available for viewing at the conference. Winner recognition will take place on Saturday, March 11<sup>th</sup>. See the CTEVH website for contest rules and application.

Be sure to visit the CTEVH website to learn more about the conference and visit the Anaheim Marriott website to learn more about all that the hotel has to offer.

If you have any questions that cannot be answered by going to these websites contact 2006 CTEVH Conference Co-Chairs:  
Jane Vogel ([jrvogel@earthlink.net](mailto:jrvogel@earthlink.net)) or John Zamora ([jzamora@brailleinstitute.org](mailto:jzamora@brailleinstitute.org))

We look forward to seeing you at the conference,

The 2006 CTEVH Conference Committee

# GIFTS AND TRIBUTES

Contributions to the  
CTEVH Gifts and Tributes Fund  
will be used to improve services to  
persons who are visually impaired.

Donor's Name, Address, ZIP

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In honor of: \_\_\_\_\_

In memory of: \_\_\_\_\_

Name, Address, ZIP for acknowledgement:

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\_\_\_ Please direct contributions to THE CTEVH-KATIE SIBERT  
MEMORIAL SCHOLARSHIP FUND

\_\_\_ Please direct contributions to THE DONNA COFFEE MEMORIAL  
SCHOLARSHIP FUND

All contributions to CTEVH are tax deductible.  
FEID number available upon request.  
Make checks payable to CTEVH and mail them to:

CTEVH Gifts and Tributes  
Iona Luke  
1301 Ashwood Court  
San Mateo, CA 94402

# ANNOUNCEMENTS

Contributions made during the  
Fall Quarter:

## *GENERAL FUND*

Estate of June Tate

## KATIE SIBERT FUND

Kathleen Shaw

in memory of Elinor Savage

## CTEVH

### CALL FOR NOMINATIONS

The election of new members of the CTEVH Board will be held at a general session during the 2006 Conference in Anaheim.

There are openings for two educators from the north, one transcriber from the south.

Please mail or e-mail your suggestions to one of the members of the nominating committee.

Please include:

Name

Address

Email

and qualifications of nominee(s).

Nominating Committee:

Carol Morrison

11922 Kling Street #203

North Hollywood, CA 91602

dot5carol@aol.com

Jeanne Brown

2127 Moonstone Circle

El Dorado Hills, CA 95762

jea75bro@comcast.net

Julia Moyer

5971 Chula Vista Way Apt. #8

Los Angeles, CA 90068

jkmoyer3@earthlink.net

Marilyn Westerman

719 Boyer Road

Marysville, CA 95901

mwesterman8@aol.com

Liz Barclay

500 Walnut Avenue

Freemont, CA 94536

lbarclay@csb-cde.ca.gov

Bonnie Grimm

17336 Owen Street

Fontana, CA 92335

bgrimm@brailleinstitute.org

# ANNOUNCEMENTS

## **Teachers' Ideas Welcome!**

### **Help Us Write a Book about the Expanded Core Curriculum!**

The American Foundation for the Blind, Dr. Carol Allman, and Dr. Sandra Lewis would appreciate your comments and help.

Dr. Allman, previously Program Director of Exceptional Student Support in the Bureau of Instructional Support and Community Services at the Florida Department of Education, and Dr. Lewis, Coordinator, Program in Visual Impairment, Florida State University in Tallahassee, are working with AFB Press to develop materials on the expanded core curriculum for teachers of students who are blind or visually impaired. Activities, strategies, and information on assessment and program planning for all areas of the curriculum, spanning all age groups, will be compiled in a user-friendly, practical resource targeted to help busy teachers work effectively with their students.

The authors want to include information about instructional activities that have worked for you and that your students have enjoyed. Are you cooking in your classroom? Having students use magnifiers to explore interesting objects around the school? Running a games table at recess? Do your students operate a mini-business? Think about what special lessons you have planned that focus on the expanded core curriculum and share them with us.

Specific credit and attribution of contributions will be included in any published resource. Anyone wishing to share information may complete the form found online at <http://www.afb.org/Section.asp?SectionID=44&TopicID=189&DocumentID=2797> (www.afb.org: home, professionals, teachers, teachers' ideas) or you may print the form, complete it, and mail to Dr. Carol Allman, 236 Aerie Drive, Tallahassee, Florida 32312.

If you have questions, please contact Dr. Allman at [allmanc@prodigy.net](mailto:allmanc@prodigy.net) or Dr. Lewis at [lewis@coe.fsu.edu](mailto:lewis@coe.fsu.edu).

Thank you for your time and interest.

## **UNIVERSITIES AND BLIND STUDENTS**

California State University, Northridge, Welcomes Blind Music Majors!

No matter how prestigious the reputation of a music school may be, a blind student is at serious academic risk without specialized and dedicated support - support specifically tailored to his or her needs. Sadly, blind students graduate every year, musically illiterate, and are too often left with only the debts from their student loans.

The Braille Music Division in West Hills California is located only minutes away from California State University at Northridge, and has pledged its library resources, music braille training, transcription services, and academic preparatory support to blind music majors at Cal State Northridge.

Although SCCM is not authorized to grant college credit of any kind, the special preparatory and braille music literacy skills developed and taught there are available to all blind students.

Cal State Northridge offers full dormitory and resident facilities. Guest tours and pre-college counseling on the campus are available for students and their families. The Center on Disabilities welcomes inquiries and visits by appointment.

For contact information, please call SCCM - West Hills at 818-704-3819. Or, call the Center on Disabilities at 818-677-2684.

# ANNOUNCEMENTS

## Sign Up Now to Take the 2006 Braille Challenge™

Registration forms will be available from October through early December for teachers and their students interested in taking this year's Braille Challenge™. This will be the fifth year this unique academic contest will be offered to students throughout North America. It is a program designed by Braille Institute of America and implemented by an array of academic and community partners to motivate school-age braille readers to excel in this vital medium.

More than 325 contestants from 40 states and 7 Canadian provinces took part in the preliminary round last winter. The chance to participate in The Braille Challenge™ can be a great motivator for all braille-reading students. Many contestants improved their score from the year before; others had a great day of competition and fun at one of the six regional events held at schools and agencies across the country, such as the one hosted annually by The Carroll Center for the Blind in Massachusetts.

The 60 top-scoring contestants earned a three-day trip to Los Angeles as finalists last June, vying for top honors, savings bonds and adaptive technology prizes, provided by Freedom Scientific.

Christine Parsons from House Springs, Missouri took home first place in the high-school age group. This is her second win, having placed first in 2003 in the junior high group. Robert Jung from Mississauga, Ontario, earned first in the junior high division. He was one of four Canadian finalists. Aleeha Dudley from New Paris, Ohio, placed first in the 5th through 6th grade group. Two-time finalist Marisa Parker from Mattapoisett, Massachusetts reclaimed her title in the 3rd and 4th grade division, and first-timer Benjamin McKinsey won in the youngest age group. As part of the festivities, Anna Swenson of Virginia was honored as the first Mangold Teacher of the Year, named in honor of a longtime friend of Braille Institute and national leader in the field, Sally Mangold. Anna is a recognized author and innovator of curriculum for blind students.

The preliminary-round contest period for the upcoming year will be from January 1 to March 6, 2006 and is open to all braille readers from first grade through high school. The final round will be held again in Los Angeles on June 24, 2006. Teachers may register online at [www.braillechallenge.org](http://www.braillechallenge.org) to receive contest packets, or may have order forms sent to them by calling 1-800-BRAILLE.

Contestants are divided into 5 age groups and asked to complete a series of exercises demonstrating proficiency in braille reading and writing, reading speed and comprehension, spelling, proofreading and use of tactile graphics.

The preliminary-round contest may be individually proctored for students by their teacher, or given as part of a regional daylong Braille Challenge event. Teachers of visually impaired students and agencies are instructed on how to administer the contest and host an event. Braille Institute provides all the support, including the contest and program materials.

Completed contests are scored by volunteer transcribers and proofreaders from guilds and agencies across the country.

As a national event, The Braille Challenge™ also raises public awareness about the importance of braille skills to a blind student's academic success and future employability. The use of standard materials for this contest also will help researchers examine the development of literacy skills for students who are highly effective braille users.

Members of the national advisory committee for The Braille Challenge include Nancy Niebrugge and Sally Jameson from Braille Institute; Frances Mary D'Andrea, author and teacher of students with visual impairments; Cay Holbrook, Ph.D., University of British Columbia; Janie Blome, American Printing House for the Blind; and Karen S. Ross, Ph.D., Carroll Center for the Blind.

Teachers must order their Preliminary Contest Packets by December 9, 2005 and return their students' completed contests to Braille Institute by March 6, 2006. Call 1-800-BRAILLE for more information, or visit our website at [www.braillechallenge.org](http://www.braillechallenge.org). Parents are also welcome to contact us directly for information on how to have their child participate.

# Pokadot

## Free Braille Transcribing Software

### How to Minimize Your Investment Before Certification

Your first objective should be to get certified for literary braille by the National Library Service. That requires that you submit a manuscript which has been prepared using either a mechanical braille or a six-key input computer braille program. After certification you can get assignments where you will be permitted to use automatic translation programs which can speed up your output. Since the translation programs usually cost several hundred dollars you may want to postpone that investment until you are sure that you have achieved certification. Free transcribing programs fill a major need, especially during the learning and precertification period.

Since Pokadot is a six-key input program rather than a translation program it is approved by the National Library Service for use in certification manuscripts. It differs from other free braille programs by having all the functions of a word processing program such as word wrap, cut and paste, reformat of paragraphs, search, and immediate flagging of many types of errors. It produces braille files in the standard code which can be emailed as needed in distance learning programs. Another free program named BrlProof is now provided along with Pokadot. It is used to check your braille by back-translation into regular English text.

Both Pokadot and BrlProof have been available for free for a long time by downloading from the web site [www.braille-pokadot.com](http://www.braille-pokadot.com). In addition the National Braille Association has recently begun offering a single CD that contains both of these programs instead of the floppy disks previously offered. The price is only \$5 to cover shipping and handling. The CD makes it easier to load the programs into laptops and other computers that do not have floppy disk drives. Also the CD is handy for those who do not have access to the internet or are reluctant to download. In some cases new tighter firewalls and anti-virus programs can refuse to download executable programs or expand zipped programs if the user has configured the program to do so, perhaps without realizing it. The above NBA CD provides a simple alternative source in such cases. The address is National Braille Association, 3 Townline Circle, Rochester, NY 14623-2513. Their telephone is 585-427-8260.

Help: I offer free personal help via e-mail at [lend@braille-pokadot.com](mailto:lend@braille-pokadot.com) or phone (360) 574-6167 after 9 AM Pacific time.

Len Dozier  
CTEVH Pokadot Specialist

# Textbook Formats

## Patty Biasca Textbook Format Committee

### Making Braille Sense of Sentences

Do the following sentences you might find in a grammar book make your head spin? Is the first thought that comes to mind what kind of comfort food or drink you need? I put together this list as a handy reference guide for myself after some of these configurations started me running for chocolate. I plan to leave a copy in my Formats book for future use. Look at the sample sentences first. If you're really brave, have nothing better to do, or are a glutton for punishment, try brailleing them before you look at the answers.

1. Media messages may influence a person's \_\_\_\_? \_\_\_\_.
2. Media messages may influence a person's \_\_\_\_2 \_\_\_\_.
3. In many ancient lands people proudly grew long hair as a mark of honor.
4. In many ancient lands people \_\_\_\_proudly\_\_\_\_ grew long hair as a mark of honor.
5. Dr. Charles Drew made advances in the study of blood plasma.  
S V C
6. Hitting a home run, the crowd cheered.  
D
7. **I think**  
**Maybe** you should study French before you go to France.
8. If it rains, the tennis team **practices** indoors.  
if clause main clause
9. We were very \_\_\_\_ to have \_\_\_\_ for dinner.  
(v.) (n.)
10. My family could not decide whether to visit Boston or Philadelphia.  
5
11. My family could not decide whether <sup>5</sup>to visit Boston or Philadelphia.

OK. Now for some answers. In the rule citations that follow, the ellipses means I've deleted some words. Read the rule to get the full wording.





# Nemeth Code

Mary Denault  
CTEVH Mathematics Specialist

## Continued Fractions

I have found more continued fractions in textbooks lately and thought you might have too. They are really a spatial arrangement and are easy to do. The rules for spatial arrangements apply to placement of continued fractions.

The rule below is from *The Nemeth Braille Code for Mathematics and Science Notation 1972 Revision*:

**Rule XII, Section 69.** Continued Fractions; A continued fraction is one in which each denominator, except possibly the last one, is the sum of a whole number and a fraction. A spatial arrangement must be used for each fraction. In this case, each fraction line must have proportionately the length shown in print, and fraction indicators of any kind must not be used with a continued fraction.

**SOLUTION** We can simplify our work somewhat if we notice that the first term  $1 + \frac{1}{1+1}$  is the larger denominator in the second term and that the second term is the largest denominator in the third term:

$$\text{First term: } 1 + \frac{1}{1+1} = 1 + \frac{1}{2} = \frac{2}{2} + \frac{1}{2} = \frac{3}{2}$$

$$\text{Second term: } 1 + \frac{1}{1 + \frac{1}{1+1}} = 1 + \frac{1}{\frac{3}{2}} = 1 + \frac{2}{3} = \frac{3}{3} + \frac{2}{3} = \frac{5}{3}$$

$$\text{Third term: } 1 + \frac{1}{1 + \frac{1}{1 + \frac{1}{1+1}}} = 1 + \frac{1}{\frac{5}{3}} = 1 + \frac{3}{5} = \frac{5}{5} + \frac{3}{5} = \frac{8}{5}$$



Braille header line on a yellow background.

Main body of Braille text with red chevrons on the left margin and a yellow footer block at the bottom right.

# Foreign Language

## Lisa Merriam Foreign Language Specialist

### The Title Page of a Foreign Language Textbook

Title Pages in Foreign Language Textbooks follow the guidelines found in Braille Formats, Rule 2, Section 2.2. There are a few details specific to Foreign Language that we need to address: capitalization, foreign accent marks and whether or not to contract. (FL refers to NBA Interim Manual for Foreign Language Braille Transcribing)

**Capitalization.** Follow print.

"In most foreign languages capitals are used much more sparingly than in English for the names of publishers, institutions, places, organizations, and so forth. Follow the print copy for capitalization, ..." (FL 2.2a)

**Foreign Accented Letter Symbols.** Follow print.

"... and use foreign accented letter symbols only where accented letters are shown in print." (FL 2.2a)

### TO CONTRACT OR NOT TO CONTRACT

**Book Titles and subtitles:** if the book's title and/or subtitle is in a foreign language "they must be transcribed in uncontracted braille using the appropriate foreign alphabet symbols and following the print copy for the use of foreign accented letters." (FL 2.2b(1))

**Authors, Publishers, and Publishers' cities:** if the book is produced by a non-English language publisher, "the names of authors, publishers, and publishers' cities must be transcribed in uncontracted braille using the appropriate foreign alphabet symbols." (FL 2.2b(3))

With the exceptions of these instances the material on the title page of a foreign language textbook is brailled using contracted English braille.

# Education

## Sheila Bonito CTEVH Education Specialist

As I wrote today's date on yet another form, I was struck by the fact that I have now been in the field of education for 30 years. I began as an itinerant teacher of visually handicapped the week after Labor Day, 1975. Tonight I called a friend with whom I worked the first 7 years and from whom I learned more than I can say. We reminisced about the past 3 decades in California special education of students with visual impairments.

When we began working for a county office of education in the greater San Francisco Bay Area, we had 'won' the positions while competing for the jobs with at least 35 classmates who had all earned our credentials to teach visually handicapped students within a 2 year span from San Francisco State University. Our mentors, Pete Wurzburger, Phil Hatlen, Georgie Lee Abel, Edna Laudenslager, and others had prepared us to provide services to students who were visually impaired and integrated into their neighborhood schools. The students we taught had no additional handicapping conditions. Students who were not easily able to keep up with the pace of a graded classroom at their home school had the option of attend-

ing 'Resource Rooms' for students with visual impairments (they had been called 'sight saving classes' only a few years before). Students who lived in very rural communities could be educated at the California School for the Blind in Berkeley where integration into Berkeley High School was possible. Our caseloads were limited by state mandate: we were allowed to work with only 8 students if we had one or more legally blind (20/200) students age 8 or under. When a new student was identified, a new teacher of visually handicapped was hired! We had an excellent, full-time transcriber, Lee Nullmeyer, who was ever ready to produce materials for our students in Braille, large print, or in tactile modes. We were ably supervised by a head teacher for itinerants who was herself an itinerant teacher of students with orthopedic handicaps. Patricia Hoggatt was that wonderful professional who supported us to do whatever was needed to educate our students. If she didn't have the answer, she would respond: "I don't know – I'll get back to you on that" and then get back to us promptly with a number of possible solutions. She believed that administrators had the task of supporting the teachers to support children to learn.

If a child needed a book, we called Fred Sinclair. If a braillewriter or another piece of equipment was required, we called Fred. (That was actually an answer I gave during my oral examination for my Masters – and it was the correct response!) Materials could be ordered on APH Quota funds through Fred (not over the Internet on IMODS). If a piece of expensive equipment (an Optacon or a low vision aid such as the newly developed CCTV) would be beneficial to a student, the VH teacher would find ready sources for funding through local social or fraternal organizations or by talking to people such as Walt Langosch who could always seem to find a way to get the materials to the student.

There were some classes for ‘mentally retarded students,’ some in rooms at local churches and some in specially designed buildings. Developmental Centers for the Handicapped existed to provide services to students with very severe needs. The Master Plan had not been developed and there were no IEPs. Although parents and the professionals who worked together for the education of the children had always met and designed programs to meet the unique, individual needs of the students, the processes became more formalized and more legalized.

As medical advances made it possible to save the lives of babies at increasingly

low birth weights, more children with severely handicapping conditions needed appropriate education. Graduate students at SFSU and other training programs for our field learned new techniques to work effectively with these students. Sally Mangold, Nancy Akeson, Lois Harrel, Sandy Rosen and many others helped develop new ways of teaching. Many of us who were already in the field attempted to use the skills we had to support the teachers of these students to help the children compensate for their visual impairments.

The changing population of students transformed the field. There are many former VI teachers who have left to pursue other careers within education – in regular education classrooms, program administration, resource specialist programs. Many have left education altogether for the private sector. One wonderful teacher told me today that she left the VI field when she encountered a child whose severe needs were such that she had no idea of what to do to serve the child appropriately. The student’s mother also realized this fact and demanded a different teacher, making a challenging situation even more uncomfortable. This excellent VI teacher is now just as thorough and professional as a high school resource specialist – and an asset to her school community and to her students. She is equally adept at working with students with learning disabilities as she is in assist-

ing students with various visual, orthopedic, language, emotional, or hearing impairments. This is due to her continuing drive to be the best teacher she can be – for all students at her school.

And so it seems that what goes around, comes around. We continue to be dedicated professionals, and we are becoming the mentors to the newer teachers. We have developed and taught each other new ways of effectively teaching students with an ever-increasing number of challenges. And each spring, the people who provide the education and the materials for all of the students in our state meet together to continue this learning.

The CTEVH Conference provides all of us the opportunities to

- share formally by presenting techniques and programs we have devised to meet the needs of our present day students;
- share informally by talking with our colleagues – both our well-known mentors in the field and our newer friends who are doing the jobs we do in their own communities – over coffee or a glass of wine between sessions. (It seems not that long ago that I went up to Jack Hazekamp, our wonderful state consultant, and invited him to join me for a glass of wine and help with a particular problem I was having professionally. He provided me with sage advice and I returned to my district on Monday, solution in hand.)
- Listen to and learn from others who have been where we are as people new to an area within our field (cortical visual impairment, infants, Transition into adulthood, etc.)
- Experience for ourselves and our clients which products especially designed to meet the needs of all ages of people with visual impairments would be best to use with students on our caseloads.
- Meet and thank the transcribers who continue to be the life blood of our programs.
- Support parents and family members to learn skills to help their own children, and give them the hope that they are not alone for the future!

I invite each of you to consider where you have been in our field, where you are now, and where you might be in 10 or 20 or 30 years – what will be the challenges our replacements will need to meet?

Please write to me with any thoughts (or memories) about these ideas.  
See you in Anaheim.

# Business

by Business Column Contributor – Bob Walling

## **It's all about the CASH**

Jeff Stone is the Business manager where I work. A couple of years ago Jeff came up with the CASH model for business and it seems a perfect fit for the transcriber. CASH stands for Customer Service, Automation, Self-sustaining and Honesty.

Customer Service is the core of the transcribing profession. The golden rule (do unto others as you would have them do unto you) is a good start. But good customer service takes an additional step. You have to try to see the situation from the customers' point of view. Typically, the teacher tells the administrator they need a Braille book for a student. The administrators don't know Braille, but they do know Braille is expensive and there is no more budget for "special" needs. Don't get me wrong, the teacher and administrator are dedicated to helping the student, but with current budget reductions there just isn't enough left to cover the needs. Wait a minute...isn't Braille a volunteer service? The administrator starts going through the list of volunteer groups. They don't exist anymore or are already full to capacity. The administrator requests a new updated list from National Library Services. The new list comes and it is no help. Several weeks have passed, with no luck. The student is now in class. The teacher becomes anxious and starts pressing the administrator. Totally frustrated, the administrator eventually calls you. They don't care how your day has been. They don't care what deadlines you are up against. They only know you are going to charge them more money than they have for a book that might come too late to help. Now is the time for excellent Customer Service. If you don't give good Customer Service, the next time the administrator will call a different transcriber.

The next letter in our acronym stands for automation. Automation was the subject of the last business article in the Summer 2005 CTEVH Journal. Briefly, automation enables you to become more prolific. The more productive use of your time means more Braille pages. More Braille pages means more money and money is one of the measures of a successful business.

Our next letter is for self-sustaining. This is a start-up business with virtually no overhead. I continually recommend conservative expansion. Be sure to pay your own salary first and then only buy brailleing equipment with the profits generated by Braille. If your operation has expanded to where you really need an embosser, then you should have already made the money that would cover the capital ex-

pense. Keep in mind this is not a hobby to invest in but a business to make money.

That brings us to the H for Honesty. With all the precision in our business, if something you said could be taken the wrong way, it will be. Among transcribers I have found more “value judgments” than business ethics. This is where I should state the Ethics Code for transcription, published by the National Braille Association, November 2003.

1. Prepare Braille materials in an accurate, timely manner, without personal interjection.
2. Refrain from using any information obtained in the performance of my duties in a manner that would be detrimental to the agency or person for whom the material was transcribed.
3. Treat all material transcribed as confidential unless the material is publicly available or an agreement has been obtained in writing that the information may be disclosed.
4. Conduct business in a professional manner with dignity, respect and courtesy.
5. Accept assignments as dictated by my knowledge of the subject matter, Braille skill competency level, and ability to complete the assignment on a mutually agreed upon date.
6. Continuously develop the highest levels of knowledge and skills through professional development in my chosen specialty.

The code is a good start. Now if we could just broaden the code to cover our interactions with each other. I know none of you would intentionally give false information, like “The Braille in the mail” when you haven’t transcribed it yet. But you would pass on information that may be of a dubious nature.

Remember the three fastest forms of communications are: telegraph, telephone and tell a transcriber. For the sake of honesty the policy to follow might be “If you have nothing good to say then say nothing at all.” In business a positive environment is a powerful tool.

Just remember good business is all about the CASH.

# National Braille Association

3 Townline Circle, Rochester, New York 14623-2513

585-427-8260 / FAX 585-427-0263

Professional Development Conferences and Workshops

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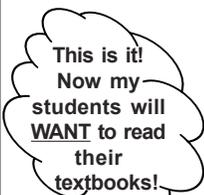
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# DONNA COFFEE YOUTH SCHOLARSHIP APPLICATION

CTEVH Sponsors the Donna Coffee Youth Scholarship in honor of Donna's exceptional service to the organization and to visually impaired individuals in California. The scholarship is for the use of the winner as specified in their application. Generally, it may be used to promote the academic and social development of the student. An award up to \$1000 will be given to the successful applicant. The Donna Coffee Youth Scholarship Committee will select the recipient based on the criteria approved by the Board. Applications for the 2006 scholarship must be received by January 15, 2006 and must be sent to:

**Stephen A. Goodman, Chair  
CTEVH Coffee Youth Scholarship  
500 Walnut Avenue  
Fremont, CA 94536  
Sgoodman@csb-cde.ca.gov  
(510) 794 3800  
FAX (510) 794 3993**

**Electronic submission of the application is preferred but is not given any advantage in determination of the winner. Use the following segments to guide you in preparing an application.**

## **DONNA COFFEE SCHOLARSHIP 2006 APPLICATION TEACHER/TRANSCRIBER/ ORIENTATION & MOBILITY SPECIALIST**

**Name of Student:  
Student's Address:  
Student's Telephone Number:  
Student's Date of Birth:  
School/District  
Grade Level of Student:  
Student is visually impaired or blind.  
Name of Teacher/Transcriber/O&M Specialist:  
Address:  
Phone Number:  
Email:  
School/District:**

The application and use of funds has been approved by the student's parent/guardian (attach signed statement of approval by parent/guardian): Please let us know why you believe the student will benefit from his/her proposed project/activity. Limit your comments to two double-spaced typewritten pages.

**DONNA COFFEE YOUTH SCHOLARSHIP  
2006 APPLICATION STUDENT FORM**

**Name:**

**Address:**

**Phone Number:**

**Email:**

**School:**

**School Address:**

**Teacher of the visually impaired:**

**Transcriber:**

**Parent(s) Name(s):**

**Address:**

**Phone Number:**

**Email:**

**Name of Teacher/Transcriber/Orientation & Mobility Specialist:**

**Tell us why you want the Donna Coffee Scholarship in an essay of no more than two double-spaced typewritten pages. The Committee must receive your application no later than January 15, 2006. Applications should be sent to: Stephen A. Goodman, Chair (see facing page for contact information)**

Donna Coffee Youth Scholarship Criteria

**Award:** The Donna Coffee Youth Scholarship will be awarded in the amount of \$1000 per year. One or more applicants may participate in the award. Award recipients shall have their names and the year of their award inscribed on the permanent plaque.

**Process:** Applications materials will be distributed through the JOURNAL and the website, [www.ctevh.org](http://www.ctevh.org). Applications are due to the committee no later than six weeks prior to the Annual Conference. The winner will be selected by consensus of the Committee.

The inscribed plaque and cash award will be presented at the Conference.

- a. The award recipient and parents shall be invited as guests.
- b. Those who nominated the winner will take part in the presentation.
- c. The award will be presented at a general meeting selected by the Conference Chair.

**Selection:** Criteria for selection will be based solely upon:

- a. The submitted application of the nominations, letters of support, and the student's application. (applications may be submitted in the media or medium the student chooses.)
- b. The consensus of the committee that the student created a plan that is complete and executable and will further her/his individual growth. Duties of The recipient(s): recipient(s) shall report the outcome of their proposal at the succeeding Conference.

# 2006 APPLICATION CTEVH KATIE SIBERT MEMORIAL SCHOLARSHIP

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip \_\_\_\_\_

Telephone: Day \_\_\_\_\_

Evening \_\_\_\_\_

## PLEASE RESPOND TO THE FOLLOWING:

1. List your affiliations with transcribing groups, agencies, or school systems:
2. (Educators only) Please give the number of units to be completed for VH credential. If work has not begun, state "All."
3. Check the items below to show how you intend to use the scholarship. If appropriate, describe other expenditures not listed.

- Transportation to inservice training sessions  
(e.g., CTEVH Conference, other local/area workshops)
- Lodging at inservice training sessions (e.g., CTEVH Conference)
- Tuition/registration fees
- Books, materials and equipment necessary for training.
- Other (specify):

4. The amount of the scholarship may vary and might not completely cover the total costs. However, please indicate the **TOTAL** cost of the training you have described.

## COVER LETTER:

Each applicant must include a cover letter. This letter should:

- Briefly cover the applicant's qualifications and/or experience in transcribing or educating the visually impaired.
- Describe how the scholarship will be used.

## **LETTERS OF RECOMMENDATION:**

TRANSCRIBERS must have two letters of recommendation from their group or agency.

EDUCATORS must have two letters of recommendation from the education field (i.e., principal, college professor, etc.). The letters should address the following points, if applicable:

- Professional and/or volunteer experiences of the applicant including those with visually handicapped or other disabled persons.
- Community involvement of the applicant.
- Certificates or Credentials held by the applicant.
- Personal interests, talents, or special skills of the applicant.
- Honors or awards received by the applicant.

**ALL ITEMS MUST BE POSTMARKED NO LATER THAN JANUARY 15, 2006. Send application to:**

Stuart Wittenstein  
Katie Sibert Committee  
500 Walnut Avenue  
Fremont, CA 94536

## **FURTHER INFORMATION:**

If applicants have questions, please direct them to Stuart Wittenstein, Chair of the Katie Sibert Scholarship Committee at (510) 794-3800 ext. 201.

# CTEVH Membership Application

CTEVH membership dues are for the calendar year. **Any dues received after October will be applied to the following year.** Membership includes the *CTEVH Journal* as well as annual conference materials.

## CTEVH MEMBERSHIP DUES

Annual Dues \$25                       Renewal                       New Member   
Life Membership \$300       Foreign Membership \$35       Institutional Membership \$100

Donation:

General Fund \$ \_\_\_\_\_

Katie Sibert Memorial Fund \$ \_\_\_\_\_

Donna Coffee Scholarship Fund \$ \_\_\_\_\_

TOTAL AMOUNT ENCLOSED \$ \_\_\_\_\_

Please make checks and money orders payable in US dollars to **CTEVH** and return payments with this form. Transactions can also be processed on-line at **www.ctevh.org**.

Check for address change on renewals.

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ COUNTRY \_\_\_\_\_ ZIP \_\_\_\_\_

TELEPHONE (optional) \_\_\_\_\_

E-MAIL \_\_\_\_\_

Do you consider yourself primarily (*circle one*)

**TRANSCRIBER**    **EDUCATOR**    **PARENT**    **OTHER (*specify*)** \_\_\_\_\_

If you require specialized media, do you want **CTEVH** publications in: (*circle one*)

**BRAILLE**    **TAPE**    **TAPE w/BRL Examples**    **RTF FLOPPY DISK**    **VIRTUAL**  
(e-mail required)

Return application and payment to:

CTEVH Membership Chair  
741 North Vermont Ave  
Los Angeles, CA 90029-3594  
323-666-2211 (*messages only*)

# THE CTEVH SPECIALISTS

## BRAILLE

Computer Assisted:	JIM CARREON 500 Walnut, Fremont, CA 94536	510-794-3800 ext. 237 jcarreon@csb-cde.ca.gov
Music:	RICHARD TAESCH 23500 The Old Road, 79, Newhall, CA 91321	661-254-0321 taeschr@ix.netcom.com
Literary:	NORMA L. SCHECTER 8432 Northport Dr., Huntington Beach, CA 92646	714-536-9666
Mathematics:	MARY DENAULT 1319 University Ave., Grand Forks, ND 58203	701-775-0869 marybraille@gra.midco.net
Pokadot:	LEN DOZIER 4400 NW 151 <sup>st</sup> Street, Vancouver, WA 98685	360-574-6167 lend@braille-pokadot.com
Computer Generated Tactile Illustration:	RAFAEL CAMARENA 741 N. Vermont Ave., Los Angeles, CA 90029 Attn. Universal Media Services	323-663-1111 ext 1384 tactile@brailleinstitute.org
Hand-Drawn Tactile Illustration:	ARTURO BENITEZ 5612 Rocky Ravine Ave., Las Vegas, NV 89131	artbrldots@earthlink.net 702-656-6162
Textbook Format:	PATTY BIASCA 1139 Westmoreland Circle, Walnut Creek, CA	925-937-9413 patbiasca@aol.com
Foreign Language:	LISA MERRIAM 10061 Riverside Drive #88, Toluca Lake, CA	818-760-8535 lisa@readmydots.com

## EDUCATORS

Itinerant/Resource Room/ Special Day Class:	SHEILA M. BONITO 217 Rex Ave., Jackson, CA 95642	209-257-5372 sheilabonito@hotmail.com
Infant/Preschool:	RUTH ROSNER 4750 Poe Ave., Woodland Hills, CA 91364	ruthdavid@sbcglobal.net
Handicapped/ Multi-Handicapped/ Severely Handicapped:	KATHY GOODSPEED 18542-B Vanderlip Ave. Santa Ana, CA 92745	714-573-8888 kathy.goodspeed@blindkids.org

## LARGE TYPE & ENLARGED DRAWING:

JOAN TREPTOW 15440 Toll Road, Reno, NV 89521	775-353-5948 jvalencia@washoe.k12.nv.us
JOAN HUDSON-MILLER 14214 South Figueroa St. Los Angeles, CA 90061	800-255-5002 lrsjhm@aol.com

### Executive Board 2005

President:	Paula Lightfoot	2006(3 <sup>rd</sup> )	743 Harper St., Simi Valley, CA 93065 email: pmbrownl@yahoo.com
Vice President:	Bonnie Grimm	2006(1 <sup>st</sup> )	17336 Owen St., Fontana, CA 92335 email: bgrimm@brailleinstitute.org
Secretary:	Stuart Wittenstein	2008(2 <sup>nd</sup> )	500 Walnut Ave., Fremont, CA 94536 email: swittenstein@csb-cde.ca.gov
Treasurer:	Sharon Anderson	2008(1 <sup>st</sup> )	9401 Westminster Ave., Garden Grove, CA 92844 email: sande8181@yahoo.com
Member-at-Large	Jeanne Brown	2007(2 <sup>nd</sup> )	2127 Moonstone Circle, El Dorado Hills, CA 95762 email: jea75bro@comcast.net
Member-at-Large	Ann Hinshelwood	2007(1 <sup>st</sup> )	400 Hoover Lane, Nevada City, CA 95959 email: anniehinshelwood@yahoo.com

### Committee Chairs 2005

Access	Donna Wittenstein
Awards	Jeanne Brown
BANA Representative	Sue Reilly
Conference Handbook	Carole Ann Davis
CSMT Representative	Rod Brawley
LIDAC Representative	Stewart Wittenstein
Gifts and Tributes	Iona Luke
Historian	Cath Tandler-Valencia
JAC Representative	Jane Vogel
Journal	Lisa Merriam
Katie Sibert Scholarship	Stuart Wittenstein
Membership	Christy Cutting
Nominating	Carol Morrison
Bylaws/Policies & Procedures	Grant Horrocks
Sitefinding	Steve Goodman (Northern)
Specialists	Bonnie Grimm
Website	Christy Cutting
Donna Coffee Youth Scholarship	Steve Goodman
2006 Conference Chairs	Jane Vogel and John Zamora

**Board of Directors and Committee Chairs**

Liz Barclay	2006(1 <sup>st</sup> )	500 Walnut Ave., Fremont, CA 94536 email: lbarclay@csb-cde.ca.gov
Rod Brawley	Ex officio	P.O. Box 944272, Sacramento, CA 94244-2720 email: rbrawley@cde.ca.gov
Christy Cutting	2007(1 <sup>st</sup> )	379 Claremont St., Boulder City, NV 89005-2640 christy.braille@cox.net
Theresa Duncan	2007(2 <sup>nd</sup> )	1980 Sutter St. #205, San Francisco, CA 94115 email: tduncan@guidedogs.com
Steve Goodman		2 La Serena Ct., Alamo, CA 94507 email: sgoodman@csb-cde.ca.gov sagoodman@aol.com (yes, 3 o's)
Ann Hinshelwood	2007(1 <sup>st</sup> )	400 Hover Lane, Nevada City, CA 95959 email: anniehinshelwood@yahoo.com
Grant Horrocks	2007(1 <sup>st</sup> )	7407 Quakertown Ave., Canoga Park, CA 91306 email: siloti@sbcglobal.net
Donna Wittenstein	2006(2 <sup>nd</sup> )	10 Liberty Lane, Petaluma, CA 94952 email: dkobrin@scoe.org
Iona Luke		1301 Ashwood Ct., San Mateo, CA 94402 email: ionasl@aol.com
Carol Morrison	2005(2 <sup>nd</sup> )	11922 Kling St. #203, North Hollywood, CA 91607 email: dot5carol@aol.com
Julia Moyer	2006(1 <sup>st</sup> )	5971 Chula Vista Way Apt. #8, Los Angeles, CA 90068 email: jkmoyer3@earthlink.net
Sue Reilly		4100 Normal Street Annex 7, San Diego, CA 92103 email: sreilly@sandi.net email: sreilly@cox.net
Lisa Merriam	2007(1 <sup>st</sup> )	10061 Riverside Drive #88, Toluca Lake, CA 91602 email: lisa@readmydots.com
Peggy Schuetz	2008(1 <sup>st</sup> )	10675 Harris Road, Auburn, CA 95603 email: peggys@juno.com
Fred Sinclair	Emeritus	4271 Euclid Ave., Sacramento, CA 95822 PV 22312-70, 435 Calle Mina, Puerto Vallarto, Jalisco, Mexico
Cath Tandler-Valencia		1036 Olympic Lane, Seaside, CA 93955 email: eyebabe@aol.com
Jane Vogel		35 Granada, Irvine, CA 92602 email: jrvogel@earthlink.net
Marilyn Westerman	2007(2 <sup>nd</sup> )	719 Boyer Rd., Marysville, CA 95901 email: mwesterman8@aol.com
John Zamora		527 North Dale Avenue, Anaheim, CA 92801 jzamora@brailleinstitute.org

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