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AND SO VERY MUCH MORE!!
Hello Readers,

Beginning with this issue we are now using our new name CTEBVI. All the necessary papers have been filed and are being processed.

There are a couple of items I would like to draw your attention to: The CTEBVI Conference Call for Papers, and Silent Auction information. Please be sure to read these.

Also, please note that there is a phone number listed on the right side of this page. This number is for LEAVING MESSAGES ONLY, and getting recorded information about the upcoming 2010 CTEBVI Conference. Messages will be reviewed regularly, but please be patient if a response from us is needed. When leaving a message, please be sure to speak clearly and slowly when stating your name, contact information (phone number or email address), and your question, so that we are able to get back to you with an answer.

Happy reading,

Marcy Ponzio
On September 4, 2009, the California Secretary of State ratified a Certificate of Amendment to our Articles of Incorporation. *California Transcribers and Educators of the Visually Handicapped* is now officially *California Transcribers and Educators for the Blind and Visually Impaired*.

This change can be as substantive as we make it. This fall I plan to represent CTEBVI at both the APH annual meeting in Louisville and the “Getting in Touch With Literacy” conference in Costa Mesa. ([www.gettingintouchwithliteracy.com](http://www.gettingintouchwithliteracy.com))

Last July we took our equipment “on the road,” providing all AV workshop needs for the “Families Connecting with Families International Conference” in Costa Mesa, and will be doing so again for the upcoming Literacy Conference. This was my first opportunity to attend a NAPVI conference, and to meet so many families from outside of California.

Congratulations to Susan LaVenture and all of those responsible for producing such a successful and informative event – I encourage all who can to attend their next conference in 2011.

Personal contact with parents and children is truly where our rubber meets the road. We are currently planning for extended day care and a repeat of last year’s successful CampAbilites program at our upcoming conference – *Imagine* – April 23-25, 2010.

Last month a young colleague in the Braille Music Division at SCCM made a passing comment which prompted my recollection of an extraordinary story. After completing construction of a music studio in his garage, he imagined how much more difficult the project might have been without the use of power tools, or further, if he were blind.

One of my student’s great-grandfathers, a Mr. Francis A. Burdett of Wayne, New Jersey, was a jeweler by trade in the early 1900s. After losing his sight at age 50, Mr. Burdett spent the next decade constructing small chairs, dressers, and tables for children, which he often sold or gave away. At the age of 63 and with little money, he embarked on a two-and-a-half-year project, which to this day remains a testament to his determinate will and the power of imagination. In 1927, Mr. Burdett single-handedly – with the exception of the labor required to dig the cellar and lay the foundations – completed construction of a three-story Dutch Colonial house, which he alone designed and built from the ground up. No power tools. The home remains standing today, as solid and true as the man himself.

Imagine…

“I always felt that cheerfulness is an asset to success and is needed to reach a goal, whether a man can see or not, and is that encouraging sound that is heard by himself in his humming tune as he works.”

– F. A. Burdett

*Grant Horrocks*
In Memoriam

MARY KATHERINE ARCHER

Mary Archer, longtime Nemeth braille transcriber, died on September 15, 2009, in Minnesota. She was active in braille since 1975: first as a member of Volunteer Braille Services, the Braille Supervisor for the Minnesota Communication Center, State Services for the Blind; then as past President of National Braille Association; and NBA Representative to the Braille Authority of North America.

CTEBVI and the rest of the Braille Community have lost a dedicated worker and a tireless advocate. She will be missed.
CTEBVI 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 winning student as specified in his/her application. Generally, it may be used to promote the academic and social development of the student. An award up to $1,000 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. The criteria are as follows:

Award: The Donna Coffee Youth Scholarship will be awarded in the amount up to $1,000 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: Application materials will be distributed through the JOURNAL and the website, www.ctebvi.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. The nominating person 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 his/her individual growth.
  c. Duties of the recipient(s): recipient(s) shall report the outcome of their proposal at the succeeding Conference.

Applications for the 2010 scholarship must be received by January 15, 2010, and sent to:

Liz Perea
CTEBVI Donna Coffee Youth Scholarship
9401 Painter Avenue
Room IE 202
Whittier, CA 90605
(562) 698-8121, ext. 1437
FAX: (562) 907-3627
Liz.Perea@wuhsd.k12.ca.us

Electronic submission of the application is preferred, but not required.
I. APPLICATION REQUIREMENTS for the Nominating Teacher, Transcriber, and/or Orientation and Mobility Specialist

1) In less than two double-spaced typewritten pages, explain why you believe the student will benefit from his/her proposed project/activity.

2) The application and use of funds must be approved by the student’s parent or legal guardian.

3) Fill out the application form completely, sign and date.

Student’s Name: __________________________________________________________

Student’s Address: _______________________________________________________

Student’s Telephone Number: _____________________________________________

Student’s Date of Birth: ___________________________________________________

Student’s Grade Level: ____________________________________________________

Student is visually impaired or blind: _________________________________________

Parent’s(s’) Name(s): _____________________________________________________

School/District: ___________________________________________________________

School Address: __________________________________________________________

Name of Teacher of the Visually Impaired: _________________________________

Nominator’s Name: _______________________________________________________

Nominator’s Email: _______________________________________________________

Nominator’s Signature: ____________________________ Date: ___________________

II. APPLICATION REQUIREMENTS for the Student

1) Explain why you want the Donna Coffee Scholarship in an essay of no more than two double-spaced typewritten pages.

2) Parent must approve the application and the use of funds by signing the application.

I approve of the Donna Coffee Youth Scholarship – 2010 application and use of funds for the project/activity that my child has proposed.

Parent’s Signature: ________________________________________ Date: ____________

Completed application must be received by January 15, 2010.
Katie Sibert was a charter member of CTEBVI. She began teaching elementary grades in the 1930s before becoming a resource room teacher and coordinator of programs for students with visual impairments for Stanislaus County. During the summers, Katie prepared teachers at San Francisco State, University of Minnesota, Columbia University, and Portland State. She published and presented in many venues. In 1960, she was awarded the Winifred Hathaway Teacher of the Year Award for the National Society for the Prevention of Blindness. Katie retired from teaching in 1971. After her retirement, she consulted with many schools in the U.S. and internationally (including Denmark and Portugal), and developed materials for APH.

The Katie Sibert Memorial Scholarship was first awarded in 1985. The purpose of the scholarship is to foster the acquisition and improvement of skills necessary to provide high quality educational opportunities to visually impaired students in California. In a typical year, the Katie Sibert Committee awards $3,000, divided among qualified applicants. These scholarships may be used to attend CTEBVI conferences, provide training, purchase books, materials and/or equipment.

**QUALIFICATIONS**

• All applicants must be current members of CTEBVI.
• Transcribers must be actively transcribing.
• Educators must have a credential in the education of students with visual impairments or be enrolled in a program to earn such a credential.
• Paraeducators must be actively supporting the educational and literacy needs of children with visual impairments.

**APPLICATION REQUIREMENTS**

• Completed application packet.
• Cover letter describing the applicant’s qualifications and/or experience in transcribing or educating the visually impaired. Include a description of how the scholarship will be used.
• Two current (within the past 12 months) letters of recommendation as follows:
  - Transcribers must have two letters of recommendation from their group or agency.
  - Educators must have two letters of recommendation (e.g., principal, college professor).
  - Paraeducators must have two letters of recommendation (e.g., TVI, regular education teacher).

**LETTERS SHOULD ADDRESS THE FOLLOWING AREAS:**

Professional and/or volunteer experiences of the applicant including those with visually impaired 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
KATIE SIBERT MEMORIAL SCHOLARSHIP
2010 APPLICATION

Name: ____________________________________________________________

Address: _______________________________________________________________________

City: ____________________________________________________________________________

State & Zip Code: ___________________________________________________________________

Telephone No.: ___________________________________________________________________

Email Address: ___________________________________________________________________

Name of agency, school system, or transcribing group with which you are affiliated:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Please answer the following:

1. The total amount of scholarship support requested: $______________________________

2. Describe how the scholarship will be used. Include a breakdown of expenditures: e.g., training, registration costs, transportation, lodging, texts, materials, equipment, etc.: __________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

DEADLINE: December 10, 2009

The applicant is responsible for sending the complete application packet to:
Marie Hadaway, Chair
KATIE SIBERT MEMORIAL SCHOLARSHIP
8759 Ardendale Ave.
San Gabriel, CA 91775
(626) 285-3473
mhadaway@lausd.net
**Gifts and Tributes**

We would like to thank the following donors for their generous gifts and tributes:

<table>
<thead>
<tr>
<th>General Fund</th>
<th>Donna Coffee Fund</th>
<th>Katie Sibert Fund</th>
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</thead>
<tbody>
<tr>
<td>Margaret Glaeser</td>
<td>Connie Unsicker</td>
<td>Connie Unsicker</td>
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<td>Mary Lou Martin</td>
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<td>Carol Morrison</td>
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<td>Peggy Schuetz</td>
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<td>Lore Schindler</td>
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<tr>
<td>Connie Unsicker</td>
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</tr>
</tbody>
</table>
Contributions to the CTEBVI Gifts and Tributes Fund
will be used to improve services to persons who are visually impaired.

Your Name, Address, Zip for acknowledgment:

Name: __________________________________________________________

Address: __________________________________________________________________________

City: __________________ State: ______________________________ Zip/Route Code: ______

In honor of: ________________________________________________________________________

In memory of: ________________________________________________________________________

May we please know date of death: __________________

Let us know your wishes:

☐ Please direct contributions to the KATIE SIBERT MEMORIAL SCHOLARSHIP FUND

☐ Please direct contributions to the DONNA COFFEE MEMORIAL SCHOLARSHIP FUND

All contributions to CTEBVI are tax deductible. Receipt available upon request.

Make checks payable to CTEBVI and mail them to:

CTEBVI Gifts and Tributes
Norma Emerson
18271 Santa Lauretta Street
Fountain Valley, CA 92708-5528
CALL FOR PAPERS

51st ANNUAL CTEBVI CONFERENCE 2010
(formerly CTEVH)

CALL FOR PROPOSALS
April 22–25, 2010, Los Angeles Marriott
“Imagine the Next 50 Years”

“We imagine” Starts Now
Do you have a workshop proposal for the 2010 CTEBVI Conference?

We are looking for workshops that offer practical solutions, interactive activities, usable information to help make conference participants’ lives and jobs easier, and possibly a little something more – that “wouldn’t this be nice?” or “I’d love to see this happen” idea.

Participants should walk away with handouts, techniques, and follow-up ideas that can be demonstrated during the workshop and carried over into the competing priorities of their busy lives.

There are four workshop strands targeting specific interest areas: Transcribers (braille transcribers and tactile graphics experts), Educators (teachers and mobility specialists), Parents, and Related Professionals (rehabilitation services, administrators, counselors, alternate media specialists, etc.). Your workshop should target a specific strand (although participants from other strands may attend).

As a starting point, here are possible workshop topics (not an exclusive list) for each strand, recommended by our workshop-strand chairs:

Transcribers:
• Employment of transcribers
• Nemeth Code
• Chemistry transcription
• Music transcription
• Textbook format for educational materials
• Foreign Language transcription
• Tactile Graphics guidelines and techniques
• Proofreading
• Software programs, not specific to braille software programs
• NIMAS – format and access issues

Educators:
• Classroom management and resources (data, IEPs, inventories, technology & research)
• Specific Issues for Infants and Toddlers, Preschool, Elementary, Middle School, High School, and MI/VI students
• Assessments (formal and informal)
• Literacy (effective reading/writing techniques & issues)
• Standards (How they drive instruction and goals)
• Technology (Effective low/high tech devices and their uses)
• Daily living skills (self-help skills, social manners, leisure and recreation skills, how to make friends)
• Medical (Current research on therapy, treatments, cures)
• Orientation and Mobility (The right techniques at the right time)
• Paraprofessionals: their role in the education of children with visual impairments: how to help without enabling, working under the supervision of a TVI and a classroom teacher, safety issues for you and your student.

Parents:
• Disciplining: Knowing the Difference between a bad behavior and a mannerism
• Grant-writing basics to help your VI child
• Making a Friend (break up into different age groups)
• Socio-recreational options/outlets for different age groups
• Best online resources for parents (break up into different age groups)
• Essential basic technology for home and school to help your braille reader—what are the essentials and where can you get them? (Plus HOW to get funds for this stuff!)
• Raising your child to be an employable adult
• Best practices to prepare your child to learn braille (ages 2-5)
• Braille readers at home (this could be one or two sessions)
• Other braille best practices for parents to use (electronic book access, pre-school intro to braille, distance education, other screen readers)
• Parent panel or roundtable of ideas per age group
• SSI and your visually impaired child, disability checks and employment
• Communication about relationships and sexual topics through the different age groups

Related Professionals:
• Assistive computer technology: screen readers, personal scanning systems, refreshable braille displays, portable notetakers, comparing/contrasting technology, emerging technology
• Alternate media: scanning, optical character recognition (OCR), formatting Word documents, working with PDF documents, comparing electronic formats
• Transitions: High school to college, school to work, “low vision” to “blind,” progressive vision loss, adult vision loss, braille literacy for adult blind, life skills
• Administration: supporting mainstream teachers to meet VI students’ needs, creating a workable VI program, designing enrichment programs, working with the Dept. of Rehabilitation, living skills

Workshop Handouts If your proposal is accepted for a workshop session, handouts or accompanying materials must be provided electronically (details for submittal to be provided after acceptance). Materials will be loaded onto flash drives that participants will receive in their conference packets. If your workshop is approved the due date for sending in your handouts is March 19, 2010.

Your Strand Chairs If you have questions or need additional information about a specific workshop strand, the requirements for the workshops, want to brainstorm ideas, etc., please contact the workshop strand chair directly. They are ready to help you.

Patty Biasca Transcribers patbiasca@aol.com 925-937-9413
Liz Perea Educators lizperea@wuhsd.k12.ca.us 562-698-4671
Anne Ward Parents inland2wards@att.net 707-463-2296
Gaeir Dietrich Related Professionals gdietrich@htctu.net 408-996-6043
**Call for Papers**

This form is also available online at [www.ctebvi.org](http://www.ctebvi.org).

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Affiliation</th>
<th>Address</th>
<th>Day Phone</th>
<th>Evening Phone</th>
<th>Cell Phone</th>
<th>Email</th>
</tr>
</thead>
</table>

**Workshop Strand (mark the primary group that your workshop is targeting):**

- [ ] Transcribers
- [ ] Educators
- [ ] Parents
- [ ] Related Professionals

**Title of Workshop**

**Description of workshop for Registration Packet (≤ 100 words)**

Please give a brief description of your experience, credentials, job titles, etc., so attendees will know something about you and why you might be giving this workshop.

Approval to provide Continuing Education (CE) has been applied for through ACVREP. For this purpose, learning objectives need to be listed for all workshops. Objectives need to be measurable and specific and should state what the participant is expected to learn. For example, “Participants will learn how to ...” or “Participants will be able to ...” Please list up to three learning objectives which participants will gain through your workshop or poster session:

1.  
2.  
3.  

---
Panel Members Names, Titles, and Affiliation (complete only if applicable):

Preferred Seating (workshops only): Classroom: (tables with chairs)    Theatre: (just chairs)
Any other arrangement (please specify):

AV equipment (workshops only): AV equipment will be provided in every workshop. Presenters must supply laptop computers and connectors (power cords and USB cables) from those computers.

All proposals need to be submitted electronically to Patty Biasca at patbiasca@aol.com. If you are unable to submit electronically, please contact Patty at 925-937-9413. Proposals must be received by November 15, 2009.
CALLING ALL MEMBERS

DATE: APRIL 23-24
TO: MEMBERS OF CTEBVI
EVENT: SILENT AUCTION

At the 2009 conference, we celebrated 50 years of service to those who face the challenge of living with sight loss. Now we begin another 50 years of even greater accomplishments for those we assist and for our members.

With each conference, we strive to provide teachers, parents and transcribers with the most current tools and resources to provide children who are blind or visually impaired with the best opportunity to live successful lives.

In order to continue to grow in our support of these areas, WE NEED YOUR HELP! Please participate by donating an item to our silent auction. The monies raised will go toward equipping “you,” the members of CTEBVI, with the knowledge you’ll need to stay in the forefront of education and advocacy for those with visual impairments.

In the past, we have received a wide range of donations, for example, tickets to sporting events; items from assistive technology companies; gift baskets from other organizations; autographed books; a week’s stay at a resort/personal vacation home to name a few.

Some more suggestions for donations: concert tickets; theatre tickets; autographed memorabilia; a night or two at a hotel; gift certificates for restaurants.

These are just a few ideas for donations, ALL donations are welcome. Every item donated contributes to the success of CTEBVI.

Donors will be recognized in the conference program. If you are interested in donating an item, please contact Tracy Gaines at 323-663-1111 ext. 1232 or by email tdgaines@brailleinstitute.org. Thank you for your participation.

Tracy Gaines
Fund Raising Chair
Getting In Touch With Literacy Conference
November 12 – 15, 2009
www.gettingintouchwithliteracy.com

The Hilton Orange County/Costa Mesa

REGISTRATION

September 17, 2009

Registration for Getting In Touch With Literacy is now available! Log on to http://www.gettingintouchwithliteracy.com/registrationform.php

In order to complete your registration, the online form will need to be printed out and sent along with a check payable to “CSULA-UAS Getting In Touch With Literacy”. Sorry, we are unable to accept credit cards.

Early Bird Registration must be received by September 30, 2009. The conference will be Thursday-Sunday and includes the Thursday Exhibitor Reception, Friday Louis Braille Birthday Celebration Luncheon, and Saturday Evening Gala.

<table>
<thead>
<tr>
<th>Registration Type</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Early Bird</td>
<td>$175/Person</td>
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<tr>
<td>Late</td>
<td>$195/Person</td>
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<tr>
<td>One Day</td>
<td>$95/Each</td>
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Includes All Concurrent Sessions, Keynote and Evening Gala.

We look forward to a wonderful conference and hope to see you there!
NEWS FROM BRAILLE-N-TEACH

DISCLAIMER: The following material has been reprinted from the Braille-n-Teach ListServ and is provided strictly for informational purposes only. Information has not been reviewed for accuracy and reprint does not imply endorsement by CTEBVI.

California School for the Blind
Short Course Program

Schedule of Upcoming Short Course Sessions for School Year 2009-2010

Students arrive at CSB on Sunday evening, the night before the Short Course session begins. Dates listed are actual dates of classes. Please note that some weeks are not five days.

Transportation is provided by CSB to and from campus at no cost to district or family.

**October 19-23, 2009** BACK BY POPULAR DEMAND!! Environmental Education Date may change due to availability of classroom time at the Monterey Bay Aquarium. Week also includes a kayak trip lead by ETC in the Elkhorn Slough, and a community service project in the Monterey Bay Regional Park District. Students will stay in the Monterey Hostel in Monterey. This course is for middle school students. **Deadline for application is September 11, 2009**

**October 26-30, 2009** Exploring Low Vision, for students who have low vision. Students will each make a model of the eye to learn basic parts of the eye and their functions. They will learn about their own eye conditions, and residual vision. We will walk through a mock eye exam, explaining the purpose of each tool used. We will role-play situations in which students are asked to either describe their vision or decline to talk about it in appropriate ways. We will try out many kinds of low vision devices. We’ll use some of the devices on trips into the community, including a trip to the Exploratorium in San Francisco to help dissect a cow eye. Students will leave this course with a portfolio of information about their own vision.

**November 16-20, 2009** Empowerment and Self Expression. Middle School and High School Age Students. Empowerment classes will lay the foundation for the self-expression of the students. Students will have the opportunity to look at their strengths, share their hopes and dreams with each other and learn strategies for setting and accomplishing their goals. Each student’s uniqueness will be honored and celebrated, as well as their shared experience of having a visual impairment. Self-determination is an important part of the Expanded Core Curriculum and Empowerment gives students the tools they need to direct their own lives. Additional sessions will be spent touching on areas of self expression including movement, music, singing, art and drama.

**November 30-December 4, 2009** Rehab Week. This week will be an introduction to services provided by the Department of Rehabilitation in the Bay Area. Visits to agencies will be done using public transportation whenever possible. Among the agencies to be visited are the Oakland Office of DOR, the SF Lighthouse, Guide Dogs, Orientation Center for the Blind, the Hatlen Center and Sensory Access. This is restricted to high school students who are about to be or are currently rehab clients.

**January 11-13, 2010** CAHSEE Prep SOPHOMORES ONLY!! This week is designed for sophomores who are about to take the CAHSEE for the first time. With some help from CSB staff, it may be the only time they will have to take it. Emphasis will be on the math section. We will provide a review of how to read tactile graphics, abacus, test-taking strategies, and history of how the test is developed. **Please note this is a three day week at CSB. Students will come in on Sunday evening and leave on Wednesday.**

**January 19-22, 2010** Tech Week. This is a week spent with the teachers in the Tech Lab at CSB. Individually created instruction based on the needs of the students will be provided. When not in the lab, students will
participate in on-campus activities as they are scheduled. They will also work on completing course work from
their home schools. **Deadline for application is December 11, 2009. Please note this is a four day week at CSB and students will come in on Monday, January 18.**

**February 1-5, 2010** Braille and Abacus Booster Week. Geared toward students who need a week of intensive
instruction in braille and abacus. Participation in campus activities such as APE, and art will also be included
as they are available. The week will also include a cooking project. Class assignments can be worked on
throughout the week as time allows.

**February 8-11, 2010** (Date may change based on availability of Academy of Science docents) Science Week
gear toward middle and high school students. A day trip to Año Nuevo to the elephant seal preserve, a visit
to Academy of Sciences in San Francisco, Fitzgerald Marine Reserve – hands on tide pool tours at low tide and
community service project at one of the regional parks.

**February 16-19, 2010** CAHSEE Prep, designed for students who are having difficulty with the MATH section of
the CAHSEE. Review of how to read tactile graphics, abacus, test-taking strategies, and history of how the test
is developed. Restricted to high school students who have already taken the exam or about to take it. **Please
note that this is a short week. Students will arrive at CSB on Monday, February 15.**

**March 1-5, 2010** Creative Writing for high school students. This is a repeat of the highly successful week
of creative writing activities. Students from CSB will be included in this group. When not involved in writing
activities, students will participate in on-campus activities as they are scheduled. They will also work on
completing course work from their home schools which involve writing. Students will be provided with a book
of their individual and group writings.

**March 8-11, 2010** Tween Girls Self Awareness Week – A week of personal hygiene, self advocacy, fashion
tips, and social skills. Restricted to girls 11-13. **Please note this is a short week for CSB and students will go home on Thursday, March 11.**

**May 3-7, 2009** Movin Out – Movin In! Have students moved into apartments or other shared living spaces?
Here’s a week of home repair and decorating led by CSB’s Jerry Kuns, Adrian Amandi and other entertaining
CSB staff. Students will learn the use of small tools, how to prepare a wall for painting, hanging curtains,
changing lightbulbs and a plethora of others useful tasks.

**May 17-21, 2010** Mobility – On the Move! GPS week. Travel with the pros. Bring your BrailleNote equipped
with GPS capability and receive instruction from CSB instructors, Maya Greenberg and Jerry Kuns. The week
will culminate with a GPS tour of San Francisco led by Jose Can You See.

For information or an application, please contact

Barbara Maher
Coordinator, Short Course Program
510-794-3800 x272
bmaher@csb-cde.ca.gov

OR

Sharon Sacks
Director of Curriculum
510-794-3800 x313
ssacks@csb-cde.ca.gov
San Francisco Chapter  
California Council of the Blind  
THE $2,500 ALICE CHAVEZ PARDINI  
EDUCATION ADVANCEMENT GRANT  
2009

Who  
A legally-blind student in grades 6-12, college, graduate school, or a certificate program who lives in San Francisco, Alameda, Contra Costa, Marin, or San Mateo counties.

What  
The San Francisco Chapter of the CCB will give a grant of up to $2,500 to a Bay Area blind or visually-impaired person who can best demonstrate the need to improve his or her educational or employment opportunities.

Where  
Submit completed application and essay to:  
The Alice Fund Committee  
C/o Charlie Dorris  
966 Union Street  San Francisco CA 94133

When  
Submit a completed application form and essay postmarked by October 31, 2009.

To request an application and instruction form or for further details contact:  
Charlie Dorris:  415-775-0487  tyreedorris@aol.com  
Ellie Lee:  415-378-6079  elliesf@hotmail.com

SUBJECT: Mitsubishi Electric American Foundation Portraits of Youth

Hi, Listers,

“Working with Partners for Youth with Disabilities, the Mitsubishi Electric America Foundation is gathering the stories of youth with disabilities from around the country. Told in their own words, these ‘portraits’ will showcase the young people’s lives, dreams, and abilities.”

They take nominations for a monthly feature honoring youth with disabilities. If you go to www.meaf.org, you can see my former student, Diego. Click on the link, and you can read about him and other youth with disabilities. Perhaps you have a student/child you’d like to nominate.

Sue Douglass  
Blind Babies Foundation

~ ~ ~ ~ ~
SUBJECT: Activity Ideas

Does anyone have any disability awareness/braille/blindness/low vision activities that would work well with groups of 20 general education 6th graders? We are looking for hour long activities (or group of activities) that five groups of 20 students can participate in (each group led by one teacher). There is one low vision braille reader in the group. We appreciate any and all ideas! Thanks!

Susan Mossman, Teacher of the Visually Impaired
Butte County Office of Education

* * * * *

Hello,

I had quite a few great ideas that I’d like to pass on to Braille-N-Teach listserv members. Thanks for all who submitted ideas – we were able to use quite a few!

Susan Mossman, Teacher of the Visually Impaired
Butte County Office of Education

Activity Ideas from Braille-N-Teach TVI's

Hi Susan,

Check out this from the Texas School for the Blind website. I hope you find it helpful.
http://www.tsbvi.edu/Education/toronto2002/workshop.htm

Take care,
Michele

* * * * *

Susan,

One activity I do with classes is a simulation of various vision conditions. I have taken children’s sunglasses I bought at the dollar store and put masking tape on them to represent various things. (Ex: black out for total blind, wax paper for cataract, dots for floaters, only an opening in the middle for peripheral loss, etc.) Then we do a typical activity that the class would do.

AFB also has activities on their braille bug site. afb.org/braillebug

Hope this helps you!
Sheryl

* * * * *
From Carolyn:
Teach the braille alphabet by sight recognition. Teach how to punch their names using a braille writer. I’ve found that grown adults and children as young as third grade can not only learn to recognize braille shapes and their meaning but are thrilled to unlock the “code.” This is always a favorite activity for any size group.

Bring in:
• assorted APH braille books (any braille will do)
• make 2” X 2” cards (clip upper right corner to show which way is “up”). Each card has a single braille shape accompanied by its print letter or word meaning
• APH braille alphabet cards (optional, but great souvenirs of the lesson)

Show group the full cell. Explain the dots and how they can be arranged into “shapes.” Refer to dots according to number, i.e., “dot 1 is the letter a” whereas “b is dots 2 and 3”... and so on.

Pass out braille books (the ones APH makes available for little kids). Instruct them to find their braille shape on a page. Once they’ve found the shape, raise hands. Correct errors. Try again. When successful, trade cards with another friend who has been successful. Kids can also work together in groups. Which group correctly identified the most letters? A follow-up lesson can be taught on single-cell braille words, “the,” “for,” “and,” etc.

Hope this helps!

* * * * *

From: Debi
1) Let the students write their names in braille on the Perkins brailler. (I have made a poster of the braille alphabet.)
2) Divide the students in pairs. Have one partner wear a blindfold, have the other take him/her around the campus, using sighted (human) guide.
3) If you have vision simulation goggles, let the students wear them and have them copy something off of a poster or from the board. Even more fun if you write on the board with yellow or orange marker.
4) Bring white canes & blindfolds. Have an adult lead them (vocally) on a tour of the campus. (No stairs!)

Hope that helps. Have fun!

* * * * *

Global Explorers
Come Discover Classroom Earth!

Announcing 2010 opportunities for b/vi students to explore the globe

A life-changing adventure awaits you. Here at Global Explorers, we are passionate about providing the most comprehensive and genuine travel experience available to students and educators of all backgrounds and abilities. We are a non-profit organization committed to sustainable tourism and responsible global citizenship.

Dan and Mary Ellen, parents of a 16-year-old blind participant, said: “Morgayne had an absolutely wonderful time – beyond all of our expectations. We are absolutely thrilled about the experience she had on this trip [2009 Rim to River, Grand Canyon]. It appears like she grew more in two weeks than in two years.”
We are excited to announce the opening of our 2010 Programs:

Rim to River Expedition: Grand Canyon, Arizona, USA
July 6-20, 2010 | Exact price TBD
In partnership with Grand Canyon Youth (www.gcyouth.org), this program provides a once-in-a-lifetime opportunity for students of all abilities to explore the wonders of the Grand Canyon from its majestic rim to its world-renowned river.

Yucatan Leadership Program, Yucatan Peninsula, Mexico
July 10-18, 2010 | Exact price TBD
This team will explore leadership development as they venture through the renowned ruins of the Maya civilization, explore the colorful reefs of the Sian Ka’an Biosphere, kayak along ancient Maya trade routes and swim with the world’s largest fish: the whale shark!

About Leading the Way Developed in partnership with world-renowned blind adventurer Erik Weihenmayer, Global Explorers’ nationally-recognized Leading the Way program is our only individual enrollment program. Individuals of all physical abilities between the ages of 14 and 21 are welcome to apply. Leading the Way integrates science, service, leadership, and culture, resulting in a life-changing adventure. Far more than just a fun trip, each expedition involves preparatory curriculum prior to travel and a service leadership project post travel.

By making necessary accommodations and focusing on what participants can do, the program prepares students to act on the passions they discover. Through their unique stories, the teams help spread messages of hope and inspiration, while breaking down barriers between those with and without disabilities.

What Are You Waiting For? To nominate a student or learn more about current programs visit: www.GlobalExplorers.org (click Leading the Way)
email: LeadingTheWay@GlobalExplorers.org call: 877-627-1425

Annual application deadline is November 15. Braille, screen reader friendly and large print materials are available upon request.

Note there are fliers for each of these adventures available at the web site. Unfortunately, they are large and will not go through the email due to the size.

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SUBJECT: [Infotech] AccessWorld Extra August 2009

Hi All,

Please excuse this post if you’ve already received the latest issue of AccessWorld Extra. For those of you who may not be familiar with AccessWorld, it is a free, online newsletter produced by the American Foundation for the Blind. It covers a wide variety of topics related to technology for people of all ages who are blind or visually impaired. In the message below you will find a request to complete a survey. Please take a few minutes to complete and return. This information will allow us to better meet your needs for information related to technology and people who are blind or visually impaired.

Thanks in advance,
Ike
We hope that you will take time to complete the survey, and encourage others to do so as well. And, remember, your comments are always welcome.

What do you think of the articles in the current issue of AccessWorld? Do you have any technology questions that you’d like us to answer for you? Perhaps you have a comment on one of the news stories in this issue.

AccessWorld Extra is designed to be easy to read for everyone. Items are numbered, and you can search for the beginning of the next item, since each item is preceded by a line of equal signs.

Send your comments to accessworld@afb.net. This email newsletter is meant to provide more of what you have told us you want – more of AccessWorld.

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**SUBJECT:** Can gaming help blind individuals navigate the real world?

By playing audio-based computer games focusing on virtual navigation, individuals who are blind may be able to improve real-world navigation skills, according to a new report published in AER Journal: Research and Practice in Visual Impairment and Blindness.

The report’s authors question the classically held assumption that individuals who are blind must have difficulty rendering spatial environments because of lack of visual cues. The authors investigated this idea through audio-based virtual navigation in the form of computer gaming.

The investigation centered around the use of two computer games and the trial of a third. AudioDoom and AudioMetro aim to develop a gamer’s ability to navigate a labyrinth and a subway system, respectively, based on audio cues. In this study, a gamer played one of the two games, then used blocks to attempt to re-create the route taken in the game. The gamers demonstrated a high level of success in faithfully re-creating the paths, suggesting that they were also successful in creating cognitive spatial maps.

The third game was Audio-Based Environment Stimulator, which can generate almost any type of physical space desired, including furniture and obstacles. One test subject’s pilot data indicated a strong ability to transfer cognitive spatial knowledge to real-world navigation by finding objects in a physical building.

Coupled with this research was the use of neuroimaging. The Audio-Based Environment Stimulator was adapted to be played within an MRI scanner. Initial tests showed that when an individual was expected to navigate to a particular target, brain activity was associated not only with the expected auditory and sensory-motor regions, but also with the visual, frontal, and parietal cortexes and the hippocampus.

The authors do not view audio-based computer games as a replacement for current rehabilitative techniques. They hope this research will provide a complementary technique for more controlled, risk-free scenarios.


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SUBJECT: About the Tele-Support Network

Brooklyn Eagle, NY, USA

Phone Support Groups for Families of Blind Children and Teens by Brooklyn Eagle
(edit@brooklyneagle.net), published online 07-29-2009

The Jewish Guild for the Blind’s National Tele-Support Network, the only one of its kind in the country, provides free, weekly telephone support groups facilitated by social workers and psychologists for families of blind, visually impaired or multi-disabled children and teens. The Guild is nonsectarian and one of the nation’s foremost not-for-profit vision health agencies.

Created by the Guild’s Children’s Vision Health Initiative, which seeks to eliminate preventable vision loss in children, the Tele-Support Network responds to a national need for support and facilitated interaction among these families. For many, the Guild’s Tele-Support Network is the only opportunity for them to interact with other families with a blind or visually impaired child and it meets a critical need especially if participants live in small towns or rural areas.

Families are encouraged to join the Guild’s Tele-Support Network. To register or for more information, please call (800) 915-0306 or visit <outbind://42/www.jgb.org/programs-parent-tele.asp>

SOURCE

SUBJECT: New NIMAS Exemplar Outputs

In case you need an electronic file for a textbook, we can send the files to you. And using this updated conversion tool you can provide large print, braille, or text files to your students.

Jonn Paris-Salb, Education Administrator
Clearinghouse for Specialized Media & Translations
1430 N Street, Room 3207, Sacramento, CA 95814
Phone 916-323-2202; FAX 916-323-9732; jparissalb@cde.ca.gov

NIMAS Conversion Tool and Exemplar Output Versions

Now that a new version of the NIMAS Conversion Tool (v2.1) has been finalized and posted to the NIMAS web site, exemplars 1–6, 8, and 10–11 have been updated with new output versions created by the NIMAS Conversion Tool and posted to their respective pages.

The latest March and April ’09 updates of the Tool include the following:
• Improvements to design and navigation
• Edits and fixes for various bugs
• Re-designed screen/page layout and formatting to improve accessibility and appearance
• Addition of a more complete TOC
• Improved functionality with Internet Explorer browser

To download the latest version of the NIMAS Conversion Tool and/or its source code, go to the following URL: http://nimas.cast.org/about/resources/conversion_tool
To download one or more of the updated exemplar output versions, go to the NIMAS Exemplars page: http://nimas.cast.org/center/exemplars

Select an exemplar and download the NIMAS Conversion Tool ZIP file for viewing in your browser of choice. Note that conversion to HTML is just one of the many conversion options available to those who have legal access to the growing library of NIMAS filesets and an obligation to provide specialized formats to learners with print disabilities.

Please feel free to send questions or comments by email to nimas@cast.org.

Chuck Hitchcock, Chief Officer, Policy and Technology
Director, NIMAS Technical Assistance Center, CAST, Inc.
40 Harvard Mills Square, Suite 3, Wakefield, MA 01880-3233
EMAIL chitchcock@cast.org; TEL 1-781-245-2212 x233; FAX 1-781-245-5212; TTY 1-781-245-9320
http://www.cast.org; http://nimas.cast.org

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SUBJECT: Braille Books to Share

If you have braille books in good condition and want to share them, please go to the National Federation for the Blind (NFB) web site. A shortcut is provided here: http://www.nfbsharebraille.org/

Jonn Paris-Salb, Education Administrator
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1430 N Street, Room 3207, Sacramento, CA 95814
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SUBJECT: New Info on Using Graphics from the TGIL

Hello Registered Users of the TGIL hosted by APH, APH employee, Jan Carroll, Coordinator, Braille Transcription Services has found another way to use the downloadable graphic templates from the Tactile Graphics Image Library if you don’t have Corel Draw or Adobe Illustrator.

Click on the link below and download this free PDF converter. It will allow you to trace the graphic. It may not bring over the braille but you would probably want to add your own labels anyway.


Jan says: when you open the PDF with this free software and use Save As, to save the file as .bmp, .png, etc.

Hope you find this helpful. Jan has been pretty successful with this process. If you have questions feel free to contact her at jcarroll@aph.org.

Be well!
Jane Thompson

* * * * *
This graphics library now has over 500 templates that can be used, altered, or otherwise adapted to create images. You can also donate graphics that may be helpful to others.

Jonn Paris-Salb, Education Administrator
Clearinghouse for Specialized Media & Translations
1430 N Street, Room 3207, Sacramento, CA 95814
Phone 916-323-2202; FAX 916-323-9732; jparissalb@cde.ca.gov

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Please feel free to share with your co-workers, transcribers, TVIs, and paraprofessionals the registration information for the Tactile Graphics Image Library. We are adding new assets all the time and would love to have user input. Thanks! http://www.aph.org/tgil/index.html

Jane E. Thompson, Director
Accessible Textbook Department (ATIC)
American Printing House for the Blind
1839 Frankfort Avenue, Louisville, KY 40206
800-223-1839 Ext. 370; jthompson@aph.org

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SUBJECT: NBP – Announce: Louis Braille – on tour!

The Louis Braille Traveling Exhibit opens today at the California Braille and Talking Book Library, 900 N Street in Sacramento, California.

The exhibit will run September 1st through 25th (excluding Labor Day) from 9 a.m. to 5 p.m. A related event will feature a talk and book signing by C. Michael Mellor, author of “Louis Braille: A Touch of Genius” on September 9 at 2 p.m., followed by a reception in the outdoor fragrance garden. The Society for the Blind will co-sponsor this event with the Braille & Talking Book Library.

For more information about the Sacramento exhibit and author talk, call the California Braille and Talking Book Library at (916) 654-0640, (800) 952-5666 (toll free in CA), or email btbl@library.ca.gov.

The exhibit will go on to appear in several locations around the country, well into next year. Find out if it will be near you – see the schedule at http://www.nbp.org/ic/nbp/louis/louis_tour.html


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SUBJECT: AER Journal

About AER Journal: Research and Practice in Visual Impairment and Blindness. The AER Journal of Visual Impairment and Blindness provides an interdisciplinary approach to research and discussion influencing the field of visual impairment. It is the journal of the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER), the mission of which is to support professionals who provide education and rehabilitation services to people with visual impairments, offering professional development opportunities, publications, and public advocacy.

AER Journal is a quarterly journal in the field of education and rehabilitation of persons of all ages with low vision or blindness. The journal features excellent research that can be applied in a practical setting as well

CTEBVI FALL 2009 Volume LI, No. 3
as best practice examples that contain enough detail to be implemented by other practitioners. The journal reports on informative and helpful practices, research findings, professional experiences, experiments, and controversial issues. It is the official publication of the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). To learn more about the society, please visit: http://www.aerbvi.org

Media Contact:
Amy Schneider
Allen Press, Inc.
800-627-0326, ext. 412
aschneider@allenpress.com

SUBJECT: Visually Impaired Teens Favorably Evaluate Adult Transition Program

Teens with blindness or low vision face a greater number of hurdles as they transition to adult life. Making a successful transition can require not only academic training but also vocational, social and personal development. A summer transition program was evaluated in part by the students’ own perceptions of their functioning as they make this transition. Overall transition competencies were found to have increased at a statistically significant level.

A new study in the Spring 2009 issue of AER Journal: Research and Practice in Visual Impairment and Blindness reports on these students’ evaluations one year after their first experience with the summer program.

The Transition Competencies Checklist was administered before the teens entered their first year of the summer program and again prior to the start of their second summer. Researchers focused on changes between the two checklists in the students’ self-reported transition competencies.

Students identified increases in several areas targeted by the program. These include understanding work based on real-life experiences, self-advocacy, knowledge of career options and mastery of career counseling areas.

Surprisingly, no significant differences were found between students who read only braille and those who read print, between male and female students and between students who did and did not have previous work experience.

To measure long-term changes in skills and attitudes, students were assessed once a year rather than immediately following completion of the first year of the program. The assessments are used for individual program planning.

“Because the Transition Competencies Checklist taps into students’ perceptions of their own skill levels, it is more likely to result in a student-centered plan for transition that engages students’ natural motivations and is relevant,” the authors report.

To read the full text of the article “After One Year: Self-Reported Transition Skills of Teens with Visual Impairments,” visit: http://www.allenpress.com/pdf/aerj-02-02-84-96.pdf
**SUBJECT:** New Podcasts for Students and Their Families

Hi everyone,

I hope that you and your students will find the new podcasts on Airsla.org to be helpful. Each Tuesday, we will have podcasts that are designed for students with low vision and also a podcast on technology. Go to www.airsla.org and click Vision. Then look for the Student Space link.

We also now have podcasts for parents. Go to **www.Airsla.org**, then click Vision, and then click “For Friends and Family of the Visually Impaired.”

Thanks so much for your support. Any suggestions are appreciated!

Bill Takeshita, O.D., F.A.A.O., F.C.O.V.D.
310-458-3501; 818-705-5954

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**Nemeth Uniform Braille System (NUBS)**

The Braille Authority of North America (BANA), in response to consumer requests, is conducting an evaluation of the Nemeth Uniform Braille System (NUBS) at major conferences this year including the NFB and ACB conventions, the Getting in Touch with Literacy conference, and the fall NBA meeting. NUBS is an experimental code designed to include literary, math, and scientific information, combining all three codes into one unified system.

As an initial phase of this evaluation, BANA is recruiting interested Braille readers who will be attending consumer conventions this summer, to participate in one or more aspects of the evaluation. BANA is looking for a broad representation of participants—readers of various ages, with different levels of braille reading experience, and both casual and professional users of braille.

At the conventions, selected individuals will take part in sessions examining the experimental code. Some individuals will be assigned to a group task, and others to a half-hour individual task. If an individual is not selected for the convention tasks, he or she will be welcome to participate in a later survey.

If you are interested in being considered as a participant in this phase, please complete the online survey at [www.brailleauthority.org/nubssurv.html](http://www.brailleauthority.org/nubssurv.html). From all of the responses received BANA will create participant groups of similar size.

If you are interested in attending sessions this fall at either Getting in Touch with Literacy or the fall NBA conference, watch for an announcement from BANA later this summer with information on how to volunteer.

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**SUBJECT:** AFB offers Low Vision Technology Workshops

Many professionals in our field have expressed a concern about the difficulty of keeping up-to-date with the latest advances in technology for people with low vision. The American Foundation for the Blind (AFB) has received a gift from the Robert W. Woodruff Foundation to address this issue.

**What?**

Four one-day workshops on Low Vision Technology presented by Ike Presley, National Project Manager, AFB
**When and Where?**
Nov. 10, 2009 – Center for the Partially Sighted, Los Angeles, CA: 8:30-4:30; **Applications due 10-8-09**
Feb. 18, 2010 – Lighthouse of Broward County, Ft. Lauderdale, FL: 8:30-4:30; **Applications due 1-8-10**
Mar. 3, 2010 – Region 4 Education Services Center, Houston, TX: 8:30-4:30; **Applications due 1-22-10**
Apr. 22, 2010 – Massachusetts Eye and Ear Infirmary, Boston, MA: 8:30-4:30; **Applications due 3-12-10**

**Who should attend?**
Ophthalmologists, optometrists, low vision therapists/specialists, occupational therapists, rehabilitation teachers, teachers of the visually impaired, assistive technology specialists, allied health professionals working with people who have low vision

**Cost?**
Free! In fact, we will be able to offer a travel reimbursement stipend of up to $400 for each participant.

**Objectives**
These workshops have two broad objectives. Participants will acquire a general knowledge of the current types of technology available for people with low vision, and participants will provide input to AFB about the most effective strategies to keep professionals up-to-date on this topic.

**Application**
Please contact Shirley Landrum at slandrum@afb.net for an application. Selected participants will be notified within 5-days after the application due date.

For additional information please visit www.afb.org and select Calendar of Events under AFB Community, or contact Ike Presley at presley@afb.net, 404-525-2303.

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**SUBJECT:** Audio Magazine for the blind – Hike in Red River Gorge, KY
Hike in Red River Gorge, KY on “Hear and There Audio Magazine”
http://hearandthere.net/Schedule.aspx

On Tuesday H&T I walk through Red River Gorge. To me this is one of the most beautiful places in the world. I walk along describing the cliffs and I discover SILENCE! Whatever that is? This time I get lost, can I think my way out of it, or do I get lucky? Tune in and find out.

The program is hosted by Dave Uhlman, a visually impaired Accessibility Consultant, who gives his unique perspective on museums, nature walks, art shows or just about anyplace he can visit. Dave can put words to the visual so the listener can see and enjoy the experience.

“Hear & There” is a program that promotes involvement in the community. We visit venues with accessible features, provide detailed descriptions, and encourage listeners to attend and participate in the events. This show is one of the few places where venues can publicize their accessibility features to the public.

H&T can be heard all over the world on the below listed internet radio stations. Come to the website to get links and times in your area. http://hearandthere.net/Schedule.aspx

Check the schedule on the homepage links for other time zones.

**Eastern US time:**
- Monday 11:00 P.M.; Tuesday, 2:00 A.M.; Tuesday, 5:00 A.M.; Tuesday, 8:00 A.M.
- Tuesday, 11:00 A.M.; Tuesday, 2:00 P.M.; Tuesday, 5:00 P.M.; Tuesday, 8:00 P.M.

Check out the other program downloads at the H&T website.

http://hearandthere.net/Schedule.aspx

See ya somewhere,
Dave Uhlman
Dave Ühlman, Accessibility Consultant
duhlman@msn.com; website http://hearandthere.net/default.aspx
DAVID = Device for the Acquisition and Visualization of Interesting Data ; )

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**SUBJECT:** TechAdapt Accessible Media Center Users Discussion Group

Hello All,

To facilitate discussion of the free TechAdapt Accessible Media Center (TAMC) software, I’ve created a new discussion group on Google Groups:

http://groups.google.com/group/tamc-users

If you or other members of your organization have comments, suggestions or tips about TAMC, or if you just want to know more about TAMC and stay informed about the development and maintenance of the product, please feel free to join this group. Any discussions related to TAMC are welcome; I will provide responses to questions posted on the list as quickly as possible. Please feel free to forward or cross-post this invitation as appropriate. If you have any questions about this group, please do not hesitate to contact me.

Thanks, and I look forward to seeing you online!

Best regards,
Chris von See, Senior Geek; chris@techadapt.com
TechAdapt, Inc.

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eco.kid Gives Independence to Visually Impaired Kids and Families

*Organic Bath Products Kids Can Choose and Moms Approve*

When it comes to independence, kids everywhere try their hardest to break away from Mom and Dad, wanting to do it their way. Kids with vision impairments often feel even more of a strain, being unable to independently choose everyday products – due to the lack of products with braille. “Braille is a system of
touch reading for the blind which employs embossed dots evenly arranged.” While braille products are hard
to come by, bath and body products with braille are nearly impossible to find. “According to the 2007 Annual
Report from the American Printing House for the Blind, approximately 5,626 legally blind children use braille
as their primary reading medium.” To help kids and families with visual impairments, eco.kid gives a helping
hand of independence by including braille on the back of each product.

About eco.kid eco.kid (USA) is committed to bringing a healthier solution to kid’s hygiene without harming
the planet. Developed with the use of native plants from Australia, eco.kid (USA) is leading the market in
eco-friendly children’s bath, skin, and body products. With NO artificial preservatives, colorings, fragrances,
and NO synthetics, silicone or sulphate used to manufacture eco.kid products, we believe eco.kid should be
used as part of a healthier lifestyle for kids and a safer solution for the planet. We pinky swear that no bad
stuff is allowed in eco.kid products. Only flowers and trees, oils and leaves that are organically certified
and wild harvested. eco.kid’s labels also contain braille to aid visually impaired children and parents. We
believe it’s always greener on the other side...we call it the eco.kid community! For more information visit
www.ecokidorganics.com. For media inquiries, please contact Jimmy Ta by phone at 805-962-1347 or via
email at jta@christiecomm.com.

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SUBJECT: Music Literacy: Its Role In The Education Of The Blind

A fascinating historical journey tracing the emergence of various musical notation systems for the blind in
Europe and the United States
by Sylvia Clark

Includes 28 illustrations
A great addition to your library!
To order, please go to: musicliteracy@aol.com (mailto: musicliteracy@aol.com)

This book is a revision of my Master’s thesis of the same name. During three years of research, information
was obtained from sources in Great Britain, France, and the U.S. Music education in institutional and public
school settings is discussed. Illustrations show a variety of means by which literary and music materials
were presented to the blind in the 19th and earlier 20th centuries, as well as writing instruments used to
produce the symbols. The role of the American Printing House for the Blind in producing books and music
is discussed. Factors influencing the delay in acceptance of the braille codes in the U.S. are considered.
An interview with Dr. Abraham Nemeth, the creator of the Nemeth Braille Mathematics Code, who is also
a pianist, was conducted to discuss the role of braille music in his education in the New York City public
schools. The results of three surveys involving braille music are detailed. The surveys concern learning
braille music, teaching braille music in institutions, and teaching braille music in the public schools. Music
education of the blind in the public school system is discussed, and the influence of technology
is considered.

Sylvia Clark is certified in both Literary and Music Braille by the Library of Congress. She graduated from
the University of Illinois with a BA in Music History, and from the University of Texas-Pan American with
a Master’s in Music. MUSIC LITERACY: ITS ROLE IN THE EDUCATION OF THE BLIND is the text of her
Master’s thesis, which includes twenty-eight illustrations. She has published articles in The American Harp
Journal and The International Journal of Music Education.

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Coming to French Terms with HIV/AIDS
A bilingual vocabulary manual/reader for language learners
Written and Compiled by Jan Knowles

The manual is a comprehensive, bilingual course crafted to assist learners of French or English to acquire concepts concerning HIV/AIDS and to communicate these at varying levels of proficiency and complexity. However, it can be used as a mono-lingual resource or as a guide and translated into another language and covers prevention (condom instructions), testing, treatment, STDs, TB, living with HIV, and needs of people with disabilities, African issues, and more! Sensitive yet frank, written from a public health perspective, overseen by physician specialists, this book is suitable for group or private study by teachers, parents, and teens, health workers, NGOs, etc.

I am a private teacher of French, congenitally blind, spent a decade working in four African countries and have a long-standing interest in the international and domestic AIDS crisis. This non-profit manual has already reached many countries and I wish wider awareness of it. Its core purpose, format, and “story” are, I believe, unique.

Contact information for the free PDF: www.globalministries.org

To purchase standard print (fee), contact United Church of Christ
Phone (US) 1-800-537-3394; (Outside US) 1-216-736-3783

Also available in braille (fee), sent Free Matter for the Blind, contact Contra Costa Braille Transcribers
Roni Kavert, 1605 Yellowstone Dr., Antioch, CA 94509

Three volumes, comb binding, interpoint; French uncontracted Braille with accents; English grade 2 braille
Author contact: travldoc@earthlink.net  Subject line: Jan’s AIDS project

Clearinghouse for Specialized Media Translations
Curriculum Frameworks and Instructional Resources Division
California Department of Education

BRAILLE-N-TEACH MONTHLY UPDATE

Friday, July 3, 2009

REIMBURSEMENTS The Braille Reimbursement Program, Low Vision Reimbursement Program and Reader Services for Legally Blind Teachers (Readers Fund) are no longer funded through the California Department of Education. The passage of Senate Bill 4 of the 2009-10 Third Extraordinary Session (SBX3 4) (Chapter 12, Statutes of 2009) allows flexibility as the local education agency (LEA) feels are needed to provide education to students attending their schools. This includes direct payment for the services and materials provided by these programs. Additional information may be found on the CDE website regarding the flexibility SBX3-4 at: Fiscal Issues Relating to Budget Reductions and Flexibility Provisions

A letter was sent to all SELPA directors, special education directors, and program specialists explaining the discontinuance of these programs. The reimbursement program includes the 2008-09 school year, and will remain in effect until 2013. If you have questions please contact Olga Cid, Education Programs Specialist at 916-319-0959 or by email at ocid@cde.ca.gov.
DIGITAL TALKING BOOKS Our emphasis on creating new titles as Digital Talking Books (DTB) will be to provide textbooks. Most of our catalog consists of short reader books; an excellent way to teach students about the many accessible options in using the DTBs. We are currently creating a tutorial that will guide the users (teachers and students) on computer settings that will best accommodate your needs. Look for this tutorial in the coming weeks on the California Department of Education’s (CDE) IMODS Web page at http://csmt.cde.ca.gov/index.aspx.

VIDEO CONFERENCES The Clearinghouse for Specialized Media and Translations (CSMT) is committed to providing resources and services to you at the local level. Currently on-site visits have been suspended due to budget constraints. If your district or County Office of Education has the capacity and would like CSMT to provide a workshop through video conferencing, we would be happy to work with you to offer this alternative. The workshops could include What Support Options CSMT Offers to Districts; How to Order Materials from IMODS, the American Printing House (APH) Federal Quota Program, or a tailored program to meet your needs. To schedule a video conference please contact Jonn Paris-Salb at 916-323-2202 or by email at jparissalb@cde.ca.gov.

FEDERAL QUOTA APH Authorized Account Users: Now is the time to spend your Federal Quota Fund. In these times, we hope you see the APH quota funds as a way to provide needed materials for your qualified/registered students. Please do not wait until September to place your orders for APH books and/or materials. Due to high demand, those who wait to place their orders may be on backordered status.

The following information may be helpful: On May 1 of each year, the APH allows Federal Quota accounts to borrow from the next year’s allocation by up to 50 percent of the current year’s allocation. If the 50 percent allowance is exceeded prior to September 30, orders are stopped until the new Federal Quota fiscal year begins October 1.

CSMT no longer provides reimbursements for large print, braille, or magnifying devices. This change in reimbursements does not impact APH books and/or materials. We are here to support your registered students who qualify for Federal Quota funds. Please do not hesitate to call us if you have any questions about your Federal Quota account.

Note: To find your Federal Quota remaining balance, please logon to IMODS and check your APH Order Status. Be sure to deduct your APH Pending Orders (backorders) from your remaining balance to get your true balance. If you have any questions, please feel free to contact either Nancy Gaffney or Steven Parker here at CSMT. Nancy’s email address is NGaffney@cde.ca.gov and her telephone number is 916-323-1329. Steven’s email address is SParker@cde.ca.gov and his telephone number is 916-322-4051.

LOCAL CHANGES IN STAFF Each year, due to retirements, job changes, and new hires there is a need to introduce new people to the services provided by the California Department of Education, specifically the CSMT. If you know of a new VI teacher, administrator, special education director, or others in the VI field that would benefit from our services please forward this Update to them, and let them know the resources that are available through CSMT. To keep our records current, please let us know of any changes to your CSMT contact information for your district, county office of education or SELPA. To update information please contact Olga Cid at ocid@cde.ca.gov.

NEW ANNUAL SURVEY To help us provide the services that best suit the CSMT community, a survey is being developed. The information that you provide through this survey will be used to prioritize services and allow CSMT to focus on formats that need greater emphasis. The survey will soon be available through the CDE’s IMODS Web page at http://csmt.cde.ca.gov/index.aspx.
NEW PRODUCTS FROM APH A new product available through the APH that could be very helpful to your students who are legally blind is the Refreshable Braille 18. This small, hand-held device includes an 18-cell braille display, USB cable, CD-ROM, Quick Start print and braille, and a one-year limited warranty. Other features include 18-cursor routing keys, forward and back scroll buttons, five-position joystick, long lasting/rechargeable battery, USB wireless Bluetooth connectivity, and protected charging port. This item sells for $1,695 plus shipping. More information about this device can be found on the APH’s Product Web page at http://www.aph.org/products/index.html (Outside Source). You’ll also find a four-minute infomercial by Larry Skutchan regarding the Refreshable Braille 18.

BOOKSHARE The CSMT receives many calls about Bookshare, which is a branch of Benetech, a nonprofit organization. Although we are not officially associated with this organization, we feel it is a resource you may want to explore. Bookshare provides free electronic books to students across the country. Their collection includes hundreds of literature classics and they are currently working on providing textbooks. More information and arrangements for a free subscription for your school can be found on Bookshare’s Books Without Barriers Web page at http://www.bookshare.org/ (Outside Source).

Friday, August 7, 2009

FEDERAL QUOTA REGISTRATION The 2009/2010 Federal Quota Registration has just concluded. This registration is based on the enrollment of legally blind students on the first Monday in January, which was January 5th. After resolving duplicates, not only in California but regarding students who moved to or from another state, we now have 5,965 registered students through the California Department of Education. Each year Congress allocates a sum of money to assist states in paying for curriculum and materials used in the education of these legally blind students. That sum is divided by the total number of students registered nationally. The current year, 2008/2009, allocation is $309.28 per student. This amount is based on the number of students registered in January 2008. We want to thank the hundreds of staff in public and private schools and agencies for their help registering these students. A special thanks to Nancy Gaffney who just completed her final registration for California. Nancy is retiring in September, and we all know she will be missed.

IMODS ORDERS It is important to the staff of CSMT to get the products and materials you need for students in a timely manner. We appreciate your orders and try to fill them as quickly as they are received. Please remember that processing one order requires a set-up, regardless of the number of items on that order, so the fewer set-ups we have, the faster we can process and deliver materials. Please put as many as 30 items on one order instead of a few items on many orders. This would really be appreciated.

MUSIC LIBRARY The Southern California Music Conservatory is struggling to stay intact. The collection, which is the largest collection of braille music code in the United States, is being archived by the Ventura Community College District at the Alternative Text Production Center (ATPC). The music is cataloged by title and artist. There are thousands of piano and other instrument sheet music files available. Contact ATPC for additional information about how to attain the files.

NIMAC UPDATE There are 15,870 NIMAS publisher file sets ready to download (only 4,677 one year ago, an increase of more than 300%). Currently NIMAC is working on 776 additional files. The NIMAC files are not student ready. The number of Accessible Media Producers (AMP) has increased to 107 (51 a year ago), which includes a number of transcribers employed by school districts.

To provide better service, as everyone learns how to use NIMAS files, we take requests of book titles and download the NIMAS file (which has all of the graphics) and add a converted braille file and converted text file. These files are burned to a CD and mailed to the AMP (most districts have fire walls that do not allow
downloads of files over 2 MB) so that the curricula can be prepared for students in a timely manner. If the title you want is not available, send us an email CSMT@cde.ca.gov and we will likely be able to get that file for you.

**HIGH SCHOOL TEXTBOOK ELECTRONIC FILES** Please do not confuse electronic textbooks for general education California students, with the files available for students as accessible electronic files for qualified students with disabilities. Through IMODS the CSMT makes a number of high school textbooks available in specialized format files for download.

Go to the IMODS Web site type in the International Standard Book Number (ISBN). We are now adding dozens of files to IMODS of high school textbooks and literature. The files come as publisher files (PF), braille files (BF), and transcriber files (TF). If the title you want is not available, send us an email at CSMT@cde.ca.gov and we will likely be able to get that file for you. We no longer reimburse for braille or large print, but with these files you can provide the curriculum needs for your students at no cost.

**AUDIO INVENTORY ON A CD** The CSMT collection of audio formatted materials includes textbooks and literature. All of these recordings are voiced by humans and edited for sound quality. These files include tones for page and chapter. We now duplicate the files on CD. Each CD will also contain TAB, a freeware player with five speed adjustments for the voice reading. We will continue to provide cassettes as a special order. Future audio will be created using a DAISY digital voice. If you need a book that we do not offer you might try Recordings for the Blind and Dyslexic (RFB&D).

**CAN'T FIND AN ITEM?** Usually with the title, publisher and ISBN you can locate a book from various collections. We have access to a large data base in IMODS. The APH catalog and publisher files in NIMAC are also available for CSMT to provide to you. When you cannot locate a book, we can offer you help. Please send us an email csmt@cde.ca.gov.

**DIGITAL TACTILE LIBRARY** The American Printing House for the Blind has a growing collection of digitally produced tactiles. The Tactile Graphics Library is on the APH web site. There are hundreds of graphics ready for download. As an example there are 92 shapes in the geometry section of mathematics. This valuable asset is available for free at this time, all you have to do is to sign up. Users will be given a password to view and download any of the graphics you might find useful. Whether you are an AMP or a school transcriber this library collection will help you in preparing materials for your students. If you have created graphics, and are willing to share them, I encourage you to add your tactiles to the library.

**NEW TRI-FOLD FELT BOARD** You are all probably aware of the All-in-One-Board (magnetic/Velcro/dry erase) with stand [Item # 1-08836-00]. This new stock-item product was initially ordered in March and already 80 orders have been filled.

We want to also call your attention to another new similar product called Tri-fold Board [Item # 1-08859-00] selling for $54.00 and is quota eligible. This board is velcro-compatible and opens to 37” x 24.” Other product information can be found at APH Products.

**DIGITAL TALKING BOOKS** There are now 12 new digital talking books available for order.

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**NANCY GAFFNEY** On September 11th the CSMT bids adieu to Nancy Gaffney as she heads off to retirement. Nancy has been the lifeline to all registered students for the APH Federal Quota Program for eight years. She is the go-to person when you needed APH equipment repairs. Nancy has been a life-saver in processing APH orders, getting materials into the hands of educators for students who are blind or visually impaired. We thank her for dutiful service, celebrate her well deserved retirement, and wish her well. Until a replacement is determined, please send all requests for APH information to csmt@cde.ca.gov. Orders will be processed, along with repairs in the usual manner.

**APH REGISTRATION** Although the final count is not official, the Annual Federal Quota registration is complete. There were a total of 5,965 students registered by the California Department of Education, for the 2008-09 year. There are three other California agencies that will add to that total: the Braille Institute, California School for the Blind, and the Department of Rehabilitation. These additions will bring the total to well over 6,000 students, the largest population of legally blind students in the country.

There is only a short time left to spend down any remaining Federal dollars as the cut off date is September 15th. Thank you all for your conscientious work in this important matter. Congress will meet in the spring to allocate funds for the program, which we anticipate will be the same as we received this past year; around $300 per qualified student.

**ELECTRONIC SUPPORT** The CSMT provides electronic textbook files to support students needing access to accessible media. These files are usually in RTF format and are available as a downloadable zipped file from our IMODS website. If you are looking for a book needed by your students, and do not find it by searching on IMODS or through the Braille-N-Teach listserv, please send an email to CSMT@cde.ca.gov with the title of the book, the publisher, and the International Standard Book Number (ISBN), either a ten or thirteen digit number (or both). We will check the CSMT files, NIMAC, and APH. We have been able to get some of these files directly from the publishers. We will upload the files to IMODS when we receive them, and let you know that the files are available.

**DIGITAL TALKING BOOKS** We now have 132 textbooks converted to Digital Talking Books (DTB) in our collection of fully accessible titles. The titles range from short literature picture books to algebra. The user of a DTB has the ability to change the font, volume, speed, add bookmarks and highlight text, as it is read by a synthetic voice. DTBs have many other features that are helpful for students with print disabilities (unable to access regular print books due to physical, neurological, or learning disabilities). The latest titles include:

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<td>SLUG AND BUG</td>
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<tr>
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**VISION CLINICS** The California School for the Blind, in partnership with the University of California, Berkeley School of Optometry, offers low vision examinations to California school children who are eligible through the IEP process, for services for students who are visually impaired. They serve students who can respond in a clear manner to the verbal directions and questions involved in a typical low vision exam. Clinics are held several times a month at the California School for the Blind in Fremont. Please be aware that the southern vision clinic has been relocated. The CSB low vision clinics held in San Diego no longer use the San Diego State facility. The vision clinics are now held at the Lion’s Optometric Clinic site at the Blind Recreation Center on Upas Ave., and continue to have the clinic four times a year. They serve students from San Diego County districts, Imperial County and parts of Riverside County.

The services provided at no cost to the student or the LEA are:

- Examination by UC Berkeley optometrists who specialize in low vision
- Written report on the student’s vision
- Optical devices for educational needs
- Consultation and teacher workshops from the CSB Low Vision Services Coordinator

Please note that prescription glasses and any additional testing are the responsibility of the student’s family or LEA.

Their goal is to provide low vision information for educators as well as the students and their families. They request that the visually impaired student’s teacher and/or O&M specialist attend the low vision exam, and they count on those teachers to encourage the student’s parents and other caregivers to attend whenever possible.

For more information or to make a referral please contact:

Francey Liefert
California School for the Blind
500 Walnut Ave., Fremont, CA 94536
(510) 794-3800, Ext. 228; fliefert@csb-cde.ca.gov
Blind Dog Has A Guide Dog!

It’s not unusual for visually impaired humans to rely on a guide dog – but now a shelter in Norfolk has found a blind border collie with his own inseparable canine companion.

Best friends Bonnie and Clyde were brought to the animal shelter in Norfolk after they were found wandering the streets in a rain storm.

When the pair are together, Clyde, five, seems as capable as a fully sighted dog – but he won’t move unless Bonnie, two, is close.

Bonnie guides him on walks or towards food and lets him rest on her when he becomes disoriented.

Cherie Cootes, who runs the Meadow Green Dog Rescue Centre in Loddon, Norfolk, said: “He totally relies on her the whole time. When she walks she tends to stop and make sure he’s there – she does look out for him.”

Vicky Bell, a spokeswoman for Guide Dogs for the Blind Association, said she had never heard of a dog voluntarily acting as a guide for another dog.

“There’s absolutely no option of homing them separately – they have to go as a pair,” she said. “This is a very unusual case – it’s such a lovely story.

“Some dogs take to guiding better than others because they naturally have the right temperament.”

The Orange County Register, CA, USA
‘Sight Unseen’ includes two photographers from Orange County
By RICHARD CHANG, Friday, June 5, 2009
Reprinted with permission from The Orange County Register

Note from Editor:

Due to reprint permission restrictions, we are not able to include this article (bottom of page 39 through page 41) in the online versions of the JOURNAL.

If you are interested in reading the article, you may go to:

SOURCE
http://www.ocregister.com/articles/see-photography-blind-2446096-images-people
Page left intentionally blank.
International Family Conference  
“Families Connecting Families”  
July 17-19, 2009

This past summer the National Association of Parents of the Visually Impaired held their 3rd International Family Conference at the Orange County Hilton in Costa Mesa, California. Over 350 attendees from 27 states, as well as families traveling as far as the Philippines, England, and Germany gathered to connect with other families and gain new ideas and resources.

NAPVI recently celebrated their 25th anniversary, and their efforts to create connection and support among families is apparent in NAPVI’s leadership. Under the guidance of Executive Director, Susan LaVenture, the NAPVI board members led a planning committee that included representatives of agencies from across the country. CTEBVI was well represented on the committee and also in their technical support of the workshops!

The Conference opened with a Friday Night Reception and a welcome address from Susan LaVenture, Executive Director of NAPVI, Ms. Miki Jordan, President of Junior Blind™ of America and Mr. Les Stocker, President of Braille Institute® of America, co-sponsoring agencies of “Families Connecting Families.” We were then treated to a lively and engaging musical cabaret show from the talented Marleena Coulston. That night and throughout Saturday, 68 exhibitors set up shop in the Main Ballroom to offer descriptions and demonstrations of their resources and materials.

On Saturday, Keynote Speaker, Dr. Bill Takeshita, Chief of Optometrics and Coordinator of the Children’s Program at the Center for the Partially Sighted, inspired and encouraged parents and professionals to work together to realize a child’s maximum potential through “Building a Team: Tools for Success.” Saturday night’s featured speaker was two-time Paralympics Gold Medalist in Goal Ball, Jesse Lorenz, who encouraged us all to “Get Out of the Sidelines and Into the Game!” At the Conference’s closing, we were again inspired by a Keynote address from James A. Kitsch, Jr., Ph.D, and CEO of the Seeing Eye. His address, drawing from his own experience, challenged us to “Dare to Succeed: Transforming Challenges into Opportunities.”

Over 40 workshops were offered focusing on a wide array of issues facing parents and families of infants, children, adolescents and young adults in transition into careers. As in years past, families had the opportunity to meet other families of children with similar visual diagnoses in an “Eye Condition Roundtable” designed to connect families to find support and share stories.

An ambitious Children’s Program included a Paralympics program for older children, which inspired kids to seek their inner athlete and reach for success! The Birth to Five Vision Network oversaw an onsite children’s program which was a busy mix of story telling, music, art, marine animals from Cabrillo Museum, and Guide Dog puppies!

On Saturday night families were treated to a special descriptive showing of the Pixar film “UP.” Working with a local movie theater, a herculean effort was made by NAPVI, the Media Access Group at WGBH and focused members of the planning committee, whose “behind the scenes” efforts secured the event and ensured accessibility. Movie Night was a success!

This is just a snapshot the “Families Connecting Families” International Conference! For much more information and more about the dedicated individuals of the planning committee who offered their time, creativity and ingenuity, go to www.familyconnect.org and scroll to Family Conference for all the details!
Searchable Errors in Nemeth Transcription

The list below contains frequent errors that I find while proofreading. If you find one of this type of error, you should do a search through the braille program that you use to find other errors of this type. Some of the errors happen when you paste print text into your braille program. Errors can also happen when direct inputting your braille.

I find it helpful to make notes of errors while proofreading. When I finish proofreading, I go back and do a search for the errors that I have found. Many times a missed error will be found using this method.

You can add to the list when you find your own common errors.

- Opening parenthesis followed by numeric indicator
- Decimal ending a sentence (46 space)
- Dot 5 followed by a comma (baseline Nemeth comma)
- Dot 5 followed by the punctuation indicator (baseline punctuation indicator)
- Superscript before a closing fraction indicator without baseline (superscript 1, 2, 3, etc., closing fraction)
- Superscript before a fraction line without a baseline indicator (superscript 1, 2, 3, etc., fraction line)
- Superscript before closing parenthesis without a baseline indicator (superscript 1, 2, 3, etc., closing parenthesis)
- Subscripts with the subscript indicator and the items above
- Contracted to, into by followed by a numeric indicator
- Literary dollar sign (256) followed by numeric indicator
- Literary percent sign
- Punctuation indicator followed by a literary comma
- Slash symbol: Check for contracted words on either side of the slash
- Single letter with literary comma or period (when your text has variables)
- Literary parentheses (space paren or paren space). This will also find them around letters. You may also want to search for closing paren and comma.
- Opening Nemeth parentheses, letter sign
- Degree followed by fraction line (baseline omitted)
- Six blank spaces. This will find short lines in tables that should have been filled with dot-5s.
More About Teaching Piano Formats to Blind Students

A wonderful intermediary step in the process of developing braille piano skills is that of duets, canons, and piano ensemble groups. They can be quite fun, and encourage social participation among students. Those who may not be comfortable performing in solo recital programs may find duets and trios to be quite possible, and for some, this activity can provide a gentle first experience for performing in front of an audience. Let’s look at some ideas on how we might go about some group projects, while encouraging progress in the perplexing skill of learning and playing music with two hands.

A suggestion is to first learn a simple braille part well enough to play at a slow steady tempo without hesitating or breaking pace. It is also helpful to memorize short – one- and two-measure – sections before attempting to perform the piece with an additional part. But first, use simple exercises such as found in “Introduction to the Piano for the Blind Student,” Graded Studies Book 1 (www.dancingdots.com). Assign the right hand part to your student, while you create a duet by playing the left hand part. In this way, the student must learn to accurately count the rests and measures for one part at a time. The student will read and play through an entire right hand part while you both rehearse as an ensemble.

If the student seems impatient with the process, try making comparisons to pop bands that must rehearse a performance many times before a successful public appearance. Children and adults often find identity by relating their work to popular music interests; don’t use the word “practice,” for duet and group work; try using the term “rehearsal” instead.

Let’s take the process to a demonstration in two simple steps:

**Step One:**
Here is the first of a two-part canon. We’ll create a duet from Part I, and then progress to teach both hands. Later when the student is comfortable with hands together, we’ll then add the teacher’s Part II.

Hand Position: C five-finger

**Canon Part I**

```
13a
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![Canon Part I](image)
Take careful note of the finger numbers highlighted in the braille music facsimile. These were introduced in our Spring 2009 article. Remember to have your student read ahead, and perhaps to recite the notation in simple solfege before trying to play it. A sample oral recitative for measures one and two follows:

Do, 1 (finger) – sol – fa – sol flat mi – fa – sol, hold (quarter note), etc.

**A fingering review for the piano:**

Thumb (1) = ♪
Index (2) = ♪
Middle (3) = ♪
Ring (4) = ♪ (dot 2)
Pinky (5) = ♪

**Step Two:**
Now we assemble both hands by memorizing only the first four measures of Part I; play the same part along with your student until it is error-free. If the student stumbles during the memory process, encourage him or her to read while playing, and to gain skill in switching from hand to hand. Remember that once the second four measures are approached, two hands will be required at measures 7 & 8.

Once the student can perform the first four measures correctly with both hands, accompany him or her by playing your Part II while you both rehearse ONLY the first four measures of both parts.
Once four measures have been successfully rehearsed and are ready for the recording studio, complete the remaining four measures in the same way.

Looking ahead into next issue: Piano ensembles
Part III of “An Introduction to Music for the Blind Student” for teachers of music braille covers the subject of piano ensembles as a teaching tool. Several ensembles are provided with the course, and student teachers are welcome to copy and use them in their work.

In the next issue of our journal, we’ll explore one of these ensemble projects with suggestions and ideas for fun and successful group work.

Teacher Training Course Nears Completion

I am happy to announce that “An Introduction to Music for the Blind Student,” Part III is nearing publication. It has been long awaited, and will soon become available through Dancing Dots, the publisher (www.dancingdots.com).

Part III is quite different from its predecessors in several ways. The primary difference is that Part I and Part II are each dedicated to the tutor or teacher who may not know any braille or braille music. Teachers learn along with their students in the early reading process. There are lessons, assignments, and theory exams prepared for the student and the teacher to use.

Part III is an extensive teacher-training course consisting of over 500 print pages. An Appendix includes answers to the Theory Examinations in Parts I & II; there are self tests for those preparing to become music braille educators, and a separate Answer Key provides answers. The approach also provides opportunities for structuring, of course, proposals and syllabi for various kinds of class work.

Teachers who have guided a blind student through the process of Parts I & II, and who may wish to pursue a professional career of teaching music braille, are typical candidates for the course. Resource and VI teachers can also benefit from the course even if only teaching an occasional music student.

Students who have completed the Part I & II levels will also find the course to be a fine review, and a significant expansion of their knowledge. The work in the Introduction to Music… series is aimed at elementary, secondary, and preparation for the post-secondary college levels. A planned Part III, Book 2 will address higher levels of college and graduate school issues. Future plans also include the pursuit of authorization to grant a certificate for completion of the course.

California State University, Stanislaus – A Role Model

Some time ago, I reviewed and praised New England Conservatory of Music for its fine program and services for blind music students. NEC is a prestigious music conservatory known the world over; it has no formal department or technology for blind students, and yet has served several with the greatest of success.
Foresight, along with the ability to plan ahead and seek the expertise of outside braille specialists, has produced top quality music majors including graduate studies and doctoral candidates. Education comes first, and the results speak for themselves.

Cal State University at Stanislaus also deserves the role model award of the month! When CSUS first admitted a blind music major named Rachel, the DSS officer was completely at a loss of what to do. She made contact with a music braille specialist, and being a true and knowledgeable professional, accepted and followed suggestions and guidance. The story is simple and need not be told in detail; the student is in her third year as a Vocal Arts major, and has been extremely successful. Our DSS officer simply plans ahead, and insists that syllabi be provided for the transcriber, while using technology to provide text portions of textbooks. The transcriber is able to keep up with class dates by being responsible only for music portions of books. Class quizzes are provided well ahead of test dates, and vocal repertoire is acquired as early as possible.

Conversely, so many failures have occurred where DSS officers were so confident that they could handle everything on their own, and that technology would solve everything. So wrong have they been, that one situation inspired the little book, “A Blind Music Student’s College Survival Guide.” (Available for free download at www.menvi.org.)

Congratulations to CSUS, NEC, and all the wonderful schools who are dedicated to their students, believing that a blind student can indeed succeed, and work as well, if not surpass the expectations and accomplishments of any student! To be continued …

CTEBVI Music Committee:

Richard Taesch    CTEVH Music Specialist (661-254-0321)            richardtaesch@menvi.org
Sam Flores        Opus Technologies (619-538-9401)                sam@opustech.com
Grant Horrocks    SCCM Conservatory & Piano Divisions; CTEBVI President, 2009          siloti@sbcglobal.net
William McCann    President, Dancing Dots Braille Music Technology, L.P. (610-783-6692)    info@dancingdots.com
Robert Smith      Retired Professor of Music (541-956-8900)           rrrsmith@uci.net
Carol Tavis       Elementary School Music/Special Learners (626-339-6979)    taviscarol@yahoo.com
The Braille Authority of North America met in April, 2009 hosted by CTEBVI immediately following the CTEBVI conference in San Francisco. This also provided an opportunity for some of the members of CTEBVI to observe the proceedings. Many CTEBVI members serve on various BANA committees.

The board reviewed reports from each technical and ad hoc committee. Each committee has specific charges assigned by the BANA board, and reports on the status of each charge. From time to time new charges are assigned, others declared complete or ready for review. As committees complete documents, they are circulated for review to each of the other committees for comment. The proposed tactile graphic guidelines have been circulated, and the comments are currently being collated and reviewed by the technical committee. The proposed foreign language guidelines are about to undergo this process as well.

The inaugural BANA Braille Excellence Award presented to Dr. Abraham Nemeth was presented at the CTEBVI 50th Anniversary brunch by Judy Dixon, Chair, on behalf of the Braille Authority of North America.

Dr. Nemeth and Joyce Hull spoke to the board regarding the rationale behind and the development phase of the proposed Nemeth Uniform Braille System (NUBS). The BANA Braille Research Committee reviewed the outline for a multi-phased evaluation of NUBS, which has been designed by the Braille Research Committee. The committee is planning to collect reading-rate data. There will be stratified samples of evaluators, to include but not be limited to such groups as consumers — including young, teen-aged, and high school-aged students; college students; adult, middle-aged, and mature consumers — as well as teachers, transcribers, parents.

The BANA board continues to work on strategic planning, and devotes time during each board meeting for this purpose.

The BANA board will hold is annual fall meeting in Pittsburgh, PA, from September 24 to 27, hosted by the American Foundation for the Blind.
What is a Hundred Dollars?

A few weeks ago Peggy Schuetz and I were discussing strategy for CTEBVI. Casually she mentioned that she had donated $100 to the general fund and prompted me to do the same. MY MONEY! I have volunteered my time, attended board meetings, helped set up stuff at conference and even became a life member. But MY MONEY! I clutch my money to my breast like a new mother does her child. Peggy said, “Do you feel better that you have had a relationship with CTEBVI all these years? What is a hundred dollars to you?” This started a month long dialogue with total strangers to find the meaning of “a hundred dollars.” The following are a few responses to the question: What is a hundred dollars to you?

Female, 57 years old: “It means nothing now. But I would save it in case it meant something later.”

Male, 42: “Not as much as it used to be. It is just enough to fight over but not enough to get upset over.”

Female, 28: “I could get my engagement ring out of pawn.”

Female, 26: “Six half tanks of gas.”

Male, 65: “A liquid asset. I could invest.”

Female, 35: “A new set of Zumba shoes.” (a type of exercise/dance)

Female, 43: “Entertainment for my kids. Two nights at Pizza Hut.”

Female, 60: “A night at the theater.”

Male, 63: “Two tanks of gas, if I am lucky.”

Female, 61: “If you have it, give it to me.”

Male, 31: “A chance to change my standard of living.”

What is a hundred dollars to you? What has CTEBVI meant to you? You probably made the investment years ago and became a life member of CTEBVI. How about investing a hundred dollars today?

I thought it over and over and over, after all it is MY MONEY. I never received any monetary compensation for my work with CTEBVI. But I can’t put a price on the impact that CTEBVI has made on my life. The relationships and networking from each of the conferences I have attended are worth a lot more than a hundred dollars.

Has CTEBVI been a positive influence in your life? Don’t take a month to think it over – sit down right now and write a check for a hundred dollars. Make the check out to CTEBVI. In the lower left corner write “General Fund.” Send it to:

Norma Emerson
18271 Santa Lauretta Street
Fountain Valley, CA 92708-5528.

Then call your friends. Tell them you sent in your hundred, where is theirs? By the time you read this Norma will have deposited MY check in the general fund and it didn’t hurt a bit!
Two-For-One Special

Technically, in Adobe Illustrator, this is called a clipping path, but I like to call it a donut maker (calorie-free). As an added bonus, let’s make a daisy chain. I have yet to find an easier way of doing this—including using the Live Paint tool.

Create two concentric circles, then in the Menu Bar, choose Object > Compound Path > Make (or Cmd/Ctr 8).

That was too simple, so let’s have some more fun and make a daisy chain.

Fill the ring and make multiple copies (click and drag using Shift and Alt/Opt).

Select one of the rings and, while holding down Shift-Alt/Opt, depress the down arrow on your keyboard.

Select the bottom two handles of the new ring and delete the bottom half.
With the shift key held down, use the up arrow to move the half-ring back into position, then bring it to the front using Shift-Cmd/Ctr-right bracket.

With the Shift key and Alt/Opt keys held down, click and drag a copy of the half-ring on top of the other ring.

Select the middle ring and it’s accompanying half-ring and change the fill. You now have linked donuts (calorie-free).

**CHUCKLES CORNER**

OOG was no good at hunting and didn’t like gathering, so he went into tactile graphics!
Displayed Material

Braille Formats: Principles of Print to Braille Transcription Rule 14, Section 1

1. Displayed material. Examples that are displayed, i.e., set off from the body of the text by blank lines, a change of margins, reduced type, or special typeface, must be transcribed as follows.

   a. A single example or a series of examples must be preceded and followed by a blank line. If a heading is shown in print, follow the provisions given in Rule 4.

   b. No blank lines must be left between individual items in a series of such examples unless required by other braille formats.

   c. Special typefaces must be ignored except when required for emphasis or distinction.

   d. Follow the print copy for material that is printed in paragraph form. Indented paragraphs must begin in cell 3 with runovers in cell 1, blocked paragraphs must begin in cell 1 with runovers also in cell 1.

   e. A single word or a sentence must begin in cell 1. The runover(s) of a sentence must begin in cell 3.

   f. When a series of single words or phrases is shown widely spaced apart on the same print line, these words or phrases must be brailled with three blank cells separating them.

      (1) The first word must begin in cell 1, and all runovers of such a series must begin in cell 3.

      (2) Whenever possible a phrase should not be divided between braille lines in order to make the spacing between phrases apparent to the reader, it may be necessary to begin each succeeding phrase on a new braille line in cell 3.

   g. Listed items must each begin in cell 1 with runovers in cell 3.

   h. Columned materials must be transcribed according to Rule 7, Section 1.

   i. The indention of dialogue and poetry must be in accordance with Rules 9 and 10.

Examples

Redundant Phrases

completely finish exactly the same honest truth my own personal opinion

REDUNDANT PHRASES

...
Linking Verbs or Action Verbs
appear become feel grow look remain seem

All of these sentences are in the imperative mood:
Please give me the phone.
Give it to me right now!
Give it to me—or else!

Acceptable uses of a fragment include the following:
• When you’re quoting someone
• In a bulleted or numbered list
• To make a quick point—but only when the construction isn’t confusing to the reader
Common Prepositions
about  behind  down  off  to
above  below  during  on  toward
across  beneath  except  onto  under
after  beside  for  out  underneath

Use quotation marks to show words are being stated exactly as they were spoken:

When the telephone rang, Nick picked up the receiver and said, “Hello.”
Nora screamed into her end of the phone, “Who is this?”
Nick: “Nick.”
Nora: “Nick who?”
Nick: “Well, who is this?”
Nora: “You know darned well who this is.”
Nick: “Huh?”
Nora: “That’s right. I’m hopping mad, and you know why.”
CTEBVI Membership Application and Renewal Form

CTEBVI membership dues are for the calendar year. Any dues received after October will be applied to the following year. Members receive the quarterly CTEBVI JOURNAL. For your convenience, you may log onto www.ctebvi.org to submit the following information and make payment by credit card.

CTEBVI MEMBERSHIP DUES

☐ Annual membership $50 ☐ Life Membership $500

(Not currently available for payment online)

There is no distinction in price between individuals or institutions, foreign or domestic members. Families with VI children are eligible for a discount. All adults and children of the family are considered members with payment of a single membership. Please provide the names of all adults in your family.

Please indicate whether ☐ Renewal or ☐ New Member

Thank you in advance for your donation. CTEBVI is a 501(c)3 corporation, organized under the CA code for non-profit organizations. Receipt upon request.

☐ General Fund $ __________

☐ Katie Sibert Memorial Fund $ __________

☐ Donna Coffee Scholarship Fund $ __________

TOTAL AMOUNT ENCLOSED $ __________

Please make checks and money orders payable in US dollars to CTEBVI.

NAME ____________________________________________

ADDRESS _________________________________________ CITY _________________________________

STATE _______________ COUNTRY ________________________ ZIP/ROUTE CODE ___________

Optional information we love to have:

TELEPHONE __________________________ EMAIL __________________________

(Necessary if requesting virtual delivery of JOURNAL)

Please help us know our membership by checking all descriptions that apply to you and would be helpful to CTEBVI in planning for conference workshops.

☐ TRANSCRIBER ☐ EDUCATOR ☐ O&M ☐ DUAL CREDENTIAL

☐ PARENT(S) OF VI STUDENT ☐ PROOFREADER ☐ ITINERANT ☐ STUDENT

☐ OTHER (e.g., Librarian, Administrator, Counselor, Vendor)

The CTEBVI JOURNAL is available in the following formats. Please indicate your choice.

☐ Braille ☐ Audio CD ☐ Print

☐ Compact disk (Word or PDF) upon request if NO Internet Access

☐ Virtual (you are notified by your email when the JOURNAL is uploaded to the CTEBVI website)

Send this form with payment to:
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TBA

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 Severly Handicapped
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sreilly@cox.net

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jvalencia@washoe.k12.nv.us

JOAN HUDSON-MILLER
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310-390-4641
lrsjhm@aol.com

BUSINESS COLUMN
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210-823-8433
bigonbrl@yahoo.com

JAC REPRESENTATIVES
GINA KEGEL
DAN KEGEL
gkegel@juniorblind.org
### CTEBVI Awards, Presidents & Editors

#### CTEBVI Special Awards

<table>
<thead>
<tr>
<th>Year</th>
<th>Award</th>
<th>Name(s)</th>
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<tbody>
<tr>
<td>1985</td>
<td>Special Recognition</td>
<td>Bob Dasteel</td>
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<td>1987</td>
<td>Special Recognition</td>
<td>Betty Brudno</td>
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<tr>
<td></td>
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<td>Eleanor &amp; Jack Scharlin</td>
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<tr>
<td>1989</td>
<td>Special Recognition</td>
<td>Dr. Aikin Connor</td>
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<tr>
<td>1992</td>
<td>Special Recognition</td>
<td>Russell W. Kirbey</td>
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<td>1995</td>
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<td>John Flores</td>
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<td>1997</td>
<td>Special Recognition</td>
<td>Jim Bliss</td>
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<td></td>
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<td>John Linville</td>
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<td>1998</td>
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<td>Dr. Frederic Schroeder</td>
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#### Distinguished Member

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<thead>
<tr>
<th>Year</th>
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<tr>
<td>1984</td>
<td>Fred L. Sinclair</td>
</tr>
<tr>
<td>1990</td>
<td>Jane O'Connor Verhage</td>
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<td>1991</td>
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<td>1992</td>
<td>Norma L. Schecter</td>
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<td>2001</td>
<td>Ann Kelt</td>
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<td>2002</td>
<td>Sue Reilly</td>
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<td></td>
<td>Joyce Van Tuyl</td>
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<tr>
<td>2003</td>
<td>Elinor Savage</td>
</tr>
<tr>
<td>2004</td>
<td>Dr. Joy Efron</td>
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<tr>
<td>2008</td>
<td>Rod Brawley</td>
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<td>2009</td>
<td>Steve Goodman</td>
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#### Fred L. Sinclair Award

<table>
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<tr>
<td>1988</td>
<td>Fred L. Sinclair</td>
</tr>
<tr>
<td>1990</td>
<td>Winifred Downing</td>
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<tr>
<td>1991</td>
<td>Georgia Griffith</td>
</tr>
<tr>
<td>1993</td>
<td>Dr. Abraham Nemeth</td>
</tr>
<tr>
<td>1994</td>
<td>John Wilkinson</td>
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<td>1995</td>
<td>Bernard Krebs</td>
</tr>
<tr>
<td>1997</td>
<td>Rose Resnick</td>
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<td>2001</td>
<td>Sally Mangold</td>
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#### Honorary Life Membership

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<tr>
<td>2000</td>
<td>Donna Coffee</td>
</tr>
<tr>
<td>2009</td>
<td>Phil Hatlen</td>
</tr>
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<td>2009</td>
<td>Dr. Abraham Nemeth</td>
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#### Wall of Tribute at APH Hall of Fame

<table>
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<th>Year</th>
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<tr>
<td>2004</td>
<td>Fred L. Sinclair</td>
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<td>2008</td>
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#### Presidents and Editors

#### CTEBVI Past Presidents

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<tr>
<th>Year</th>
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<tbody>
<tr>
<td>1957-59</td>
<td>Betty Brudno</td>
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<tr>
<td>1959-61</td>
<td>Irene Hawkinson</td>
</tr>
<tr>
<td>1961-63</td>
<td>Helen Patillo</td>
</tr>
<tr>
<td>1963-65</td>
<td>Claire Kirkpatrick</td>
</tr>
<tr>
<td>1965-67</td>
<td>Ethel Schuman</td>
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<tr>
<td>1967-69</td>
<td>Rose Kelber</td>
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<tr>
<td>1969-71</td>
<td>Elizabeth Schriefer</td>
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<td>1971-73</td>
<td>Carolyn Card</td>
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<td>1973-75</td>
<td>Jane O’Connor Verhage</td>
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<td>1975-77</td>
<td>Fred L. Sinclair</td>
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<td>1977-78</td>
<td>Joyce Van Tuyl</td>
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<tr>
<td>1978-80</td>
<td>Bill Briggs</td>
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<tr>
<td>1980-82</td>
<td>Cathy Rothhaupt</td>
</tr>
<tr>
<td>1982-84</td>
<td>Leah Morris</td>
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<tr>
<td>1984-86</td>
<td>Robert Dodge</td>
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<td>1986-88</td>
<td>Jane Corcoran</td>
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<td>1988-90</td>
<td>Bob Calhoun</td>
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<td>1990-92</td>
<td>Ann Kelt</td>
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<td>1992-94</td>
<td>Frank Ryan</td>
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<td>1994-96</td>
<td>Sue Reilly</td>
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<td>1996-98</td>
<td>Bob Gowen</td>
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<tr>
<td>1998-00</td>
<td>Joan Valencia</td>
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<tr>
<td>2000-02</td>
<td>Anna Lee Braunstein</td>
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<tr>
<td>2002-04</td>
<td>Carol Morrison</td>
</tr>
<tr>
<td>2004-06</td>
<td>Paula Lightfoot</td>
</tr>
<tr>
<td>2006-08</td>
<td>Bonnie Grimm</td>
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</table>

#### CTEBVI Journal

#### Past Editors

(Formerly The California Transcriber & CTEVH Journal)

<table>
<thead>
<tr>
<th>Year</th>
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<tr>
<td>1964</td>
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<tr>
<td></td>
<td>Kathryn Allen</td>
</tr>
<tr>
<td>1965-69</td>
<td>Ruth S. Lowy</td>
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<tr>
<td>1970-75</td>
<td>Norma L. Schecter</td>
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<td>1976-88</td>
<td>Dr. Aikin Connor</td>
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<td>1989-00</td>
<td>Sue Reilly</td>
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<td>2000-01</td>
<td>Joan Valencia</td>
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<tr>
<td>2001-02</td>
<td>Marilyn Westerman</td>
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<tr>
<td>2002-08</td>
<td>Lisa McClure</td>
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## Executive Board

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Term</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Grant Horrocks</td>
<td>2011 (3rd)</td>
<td><a href="mailto:siloti@sbcglobal.net">siloti@sbcglobal.net</a></td>
</tr>
<tr>
<td>Vice President</td>
<td>Lisa McClure</td>
<td>2009 (2nd)</td>
<td><a href="mailto:lisa@readmydots.com">lisa@readmydots.com</a></td>
</tr>
<tr>
<td>Secretary</td>
<td>Tracy Gaines</td>
<td>2010 (1st)</td>
<td><a href="mailto:tdgaines@brailleinstitute.org">tdgaines@brailleinstitute.org</a></td>
</tr>
<tr>
<td>Treasurer</td>
<td>Sharon Anderson</td>
<td>2011 (2nd)</td>
<td><a href="mailto:sande8181@yahoo.com">sande8181@yahoo.com</a></td>
</tr>
<tr>
<td>Member-at-Large</td>
<td>Christy Cutting</td>
<td>2010 (2nd)</td>
<td><a href="mailto:christy.braille@cox.net">christy.braille@cox.net</a></td>
</tr>
</tbody>
</table>

## Committee Chairs

<table>
<thead>
<tr>
<th>Committee</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>BANA Representative</td>
<td>Sue Reilly</td>
</tr>
<tr>
<td>Conference Program Chair</td>
<td>Sue Douglass</td>
</tr>
<tr>
<td>CSMT Representative</td>
<td>Jonn Paris-Salb</td>
</tr>
<tr>
<td>Fundraising</td>
<td>Tracy Gaines</td>
</tr>
<tr>
<td>Gifts and Tributes</td>
<td>Norma Emerson</td>
</tr>
<tr>
<td>Historian</td>
<td>Cath Tendler-Valencia</td>
</tr>
<tr>
<td>JAC Representatives</td>
<td>Gina Kegel and Dan Kegel</td>
</tr>
<tr>
<td>JOURNAL</td>
<td>Marcy Ponzio</td>
</tr>
<tr>
<td>Katie Sibert Scholarship</td>
<td>Marie Hadaway</td>
</tr>
<tr>
<td>Membership</td>
<td>Judi Biller</td>
</tr>
<tr>
<td>Nominating</td>
<td>Bonnie Grimm</td>
</tr>
<tr>
<td>Bylaws/Policies &amp; Procedures</td>
<td>Melissa Hirshson</td>
</tr>
<tr>
<td>Sitefinding (Southern California)</td>
<td>Christy Cutting</td>
</tr>
<tr>
<td>Sitefinding (Northern California)</td>
<td>To Be Announced</td>
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<tr>
<td>Special Awards</td>
<td>Debi Martin</td>
</tr>
<tr>
<td>Specialists</td>
<td>Lisa McClure</td>
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<tr>
<td>Strategy</td>
<td>Patty Biasca</td>
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<tr>
<td>Website</td>
<td>Vicki Garrett</td>
</tr>
<tr>
<td>Donna Coffee Youth Scholarship</td>
<td>Elizabeth Perea</td>
</tr>
<tr>
<td>2010 Conference Chair</td>
<td>Board of Directors</td>
</tr>
</tbody>
</table>
Board Of Directors and Committee Chairs

Sharon Anderson 2011 (2nd)  
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Vicki Garrett  
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MOVING? PLEASE LET US KNOW!