



CTEBVI

# JOURNAL

SPRING 2014  
Volume LVI, No. 1

Frederick L. Sinclair  
Mr. CTEVH  
April 22, 1926 - April 22, 2014

The official publication of  
The California Transcribers and Educators  
for the Blind and Visually Impaired, Inc.

## Message from the Editor

This year, the conference committee started a new practice of requesting members use an online survey available on the CTEBVI website for reflecting on their entire conference experience. The survey can be completed by anyone who would like to comment on any facet of conference that comes to mind. For instance, you may not have been motivated to attend because the selection of workshops did not satisfy your professional requirements. The conference committee would benefit by having that information, especially if your comment includes a suggestion on what would have motivated you to attend. Thank you for making your thoughts and wishes known.

This issue of the *JOURNAL* is published in APHont, a free font available from APH developed by APH specifically for low-vision readers. APHont embodies characteristics that have been shown to enhance reading speed, comprehension, and comfort for large print users. The font is embedded in the document making it available to readers of the Word format version.

At the recommendation of a reader of an archived *JOURNAL* in .doc format, this issue is being formatted according to "A Guide to Making Documents Accessible to People Who Are Blind or Visually Impaired" by Jennifer Sutton. The document is published by American Council of the Blind and available as a download on their website. The immediate improvement readers should detect is the increased number of styles available for navigating the document. Your comments in this regard are welcome at [editor.ctebvi@gmail.com](mailto:editor.ctebvi@gmail.com).

On a personal note, this will be my last issue as editor. Change is in the wind and I sincerely believe it will be for the good. Contact Tracy Gaines, president, with any suggestions for or self-nomination as a new editor.

THE CTEBVI *JOURNAL*  
Editor, Christy Cutting  
Print Proofreader, Cath Tandler-Valencia  
Braille Transcription, Contra Costa Braille Transcribers  
Embossing, Transcribing Mariners

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### Deadlines for Articles

Fall Issue:	Winter Issue:	Spring Issue:
September 9, 2014	January 9, 2015	May 12, 2015

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## President's Message

Tracy Gaines

Let me start by saying what an honor it is to be the president of CTEBVI. It is my goal, for the next two years, to build on the work of the presidents before me and expand the mission of the organization and reach more students, transcribers, educators, consumers and parents. One of the ways we hope to do this is by utilizing various forms of media that we have available to us.

In the coming issues of the *JOURNAL*, we are hoping to increase reader interest by giving the *JOURNAL* a bit of a facelift. We will include more articles about what's going on in the field and technology, as well as articles from our dedicated specialists. If you have any suggestions on what you're interested in reading in the *JOURNAL*, please let us know.

Last year, starting with the Twitter luncheon at our conference, we began using Twitter as a means of sharing information and experiences. Our members are more connected than ever. If there's something on your mind or information you think would be beneficial to anyone with an interest in visual impairments, be it personal, professional or the curious, Tweet it in 140 characters or less at [www.ctebvi.org/twittera.html](http://www.ctebvi.org/twittera.html) and don't just like us on Facebook, share with us at: <https://www.facebook.com/CTEBVI>.

Another way that we're staying connected to our members and reaching out to others, if you don't like tweeting or you're uncomfortable with Facebook, is to blog it! There are links for Transcribers, Educators, Parents and yes, a UEB link as well. Just go to: [www.ctebvi.org/blog](http://www.ctebvi.org/blog).

There's also a link for students to share and be encouraged. One of our annual scholarships is the Donna Coffee Youth Scholarship. The award is to be used to promote the academic and social development of a California student. The 2014 recipient of this award is Heaven Vallejos. If you go to the blog page, you will see a link: [Heaven Vallejos](#)

It will take you to her video "A Race for Heaven." I strongly encourage all of you to check it out. It's not the story of a blind girl doing something extraordinary; it's about a ten-year-old girl doing something ordinary who happens to be blind. It's only extraordinary to those who don't know how successful people with visual impairments truly can be. On the other hand, educators, parents, advocates and persons who are visually impaired know that all things are possible, as demonstrated in this video.

OUR purpose in using social media is to: find solutions to difficult situations, exchange information and share in each other's triumphs. It is our hope that you will utilize one, if not all, of these means of communication.

## CTEBVI Financial Statement as of December 31, 2013

Sharon Anderson

Treasurer

Cash on hand January 1, 2013

\$170,343.98

### RECEIPTS

Membership Dues	23,175.00
2013 Membership	17,575.00
2014 Membership	4,750.00
2015 Membership	250.00
2016 Membership	100.00
Life Membership	500.00
Conference 2013	91,406.00
Conference 2014	900.00
AV Rental Income	5,209.72
General Fund	19,135.00
Donna Coffee Youth Scholarship	585.00
Katie Sibert Memorial Fund	420.00
Interest Income	226.39

Total income to date:

141,057.11

Balance:

\$311,401.09

### DISBURSEMENTS

2013 Conference	64,156.81
2014 Conference Expenses	262.85
Advocacy	1,101.00
Audit, & Tax Preparation	1,767.51
AV Rental Expense	5,209.72
Awards	625.00
Board of Directors	9,757.39
e-Commerce fees	2,172.99
Amex fees	171.87
Visa/MC fees	973.57
Redwood	907.55
EPN fee	120.00
Gifts and Tributes	96.99
Insurance	5,310.00
Office	576.00
Combined O&L	4,734.00
Membership	1,346.56
Miscellaneous	25.00
Office at BIA	1,200.00
Rent	1,200.00
Phone	0.00

Publications		10,272.43
Journal Publishing	6,010.90	
Editor	1,800.00	
Publisher	800.00	
Postage	684.44	
Printing	2,717.58	
Proofing mail	8.88	
Website	4,261.53	
Linksky	171.53	
Webmaster	4,090.00	
Special Service Projects		11,520.50
BANA Dues	1,000.00	
BANA Meetings	3,821.74	
Donna Coffee	1,000.00	
Donna Coffee Expenses	10.00	
Katie Sibert Scholarships	5,685.00	
Katie Sibert Expenses	3.76	
Treasurer		45.75
Total expenses to date:		114,870.50
Cash on hand December 31, 2013		\$196,530.59
Surplus/Deficit for year		\$26,186.61
CASH RECONCILIATION:		
General Fund Checking		50,324.05
Combination Funds CD		78,566.87
Contingency Funds	67,405.82	
Donna Coffee Scholarship (Dedicated)	1,964.83	
Transcriber Support (Dedicated)	9,196.22	
DEDICATED ACCOUNTS:		
Katie Sibert Scholarship		67,639.67
TOTAL CASH ACCOUNTS		\$196,530.59

### CTEBVI 2013 Conference Report

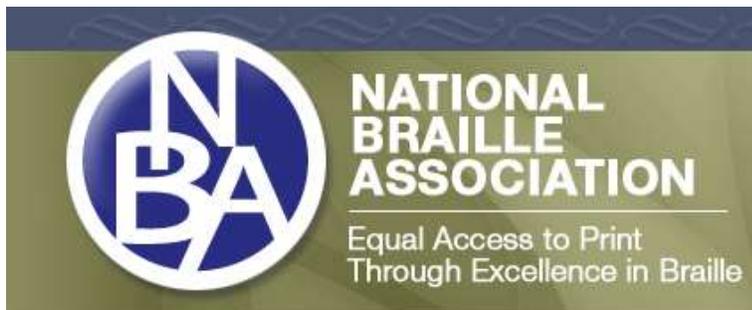
Income in 2012	\$100.00
Income in 2013	91,406.00
Total Conference Income	\$91,506.00
Disbursement in 2012	\$0.00
Disbursement in 2013	64,156.81
Total Conference Disbursements	\$64,156.81
Surplus/Deficits	\$27,349.19

## CONGRATULATIONS!

Please join me in celebrating the news that Dr. Sharon Sacks will be receiving AER's highest award for educators, the Mary K. Bauman Award, this summer at the International Conference in San Antonio. The award will be presented on August 1<sup>st</sup> at a special luncheon at the Grand Hyatt San Antonio.

Sharon certainly deserves this honor and recognition from her colleagues and our field. Her nomination was supported by eight past Bauman recipients and three past presidents of AER – and by several of you as well.

Dr. Stuart Wittenstein  
Superintendent  
CA School for the Blind



**Register Now!**

**UEBE**  
**READY**

NBA Professional Development Conference  
Milwaukee, Wisconsin  
October 23-25, 2014

Three-day training on the Unified English Braille Code

## PUFFY PAINT RECIPES

There is so much to see and learn at conference. Of course, the workshops are planned far in advance. The exhibit hall is full of the latest in tools and toys. There is no lack of food or time for visiting. The announcements of programs and job openings and events fill the information board. But here's something that has become an integral part of conference that has not been advertised enough: Sharing tips.

Every year there are dozens of new and old ideas shared among the people attending conference. Sometimes the ideas are actually written down by a member who is happy to make dozens of copies to pass along. This year, the new/old idea came from Angela Van Appelen from Sweetwater Union.

Angela shared the recipe for making colored puffy paints for tactiles. The handout she provided even showed a squiggle of the colored paint. Thanks so much, Angela, for your generosity and forethought.

### Blue

1/2 cup shaving cream  
1/4 cup white glue  
1/8 cup corn starch

### Yellow

1/2 cup shaving cream  
1/4 cup white glue

### Purple

1/4 cup shaving cream  
1/4 cup white glue

### Pink

3/4 cup shaving cream  
1/4 cup white glue  
1/4 cup flour

Enjoy! And remember that your tip is probably a winner, too, so write it down and bring it to conference.

# MUSIC IN EDUCATION

[Richard Taesch](#)

## THE SHARING PLACE

I thought it might be fun to open our column this spring with an article that was contributed for our MENVI journal, Music Education Network for **The** (*The cap is not errant; it is correct in the formal title of the network*) Visually Impaired. Sadly, the MENVI journal has been on hold for some time due to lack of funds; but I feel the article is most worthy of sharing, and have offered it here for CTE readers.

Alan Daniels has been a member of the network for many years and uses no Internet or computer facilities. He is a very seasoned musician and a fellow guitarist. As such, his insight comes from many years as a blind professional. Alan submitted the following article in hand-written braille. It was translated into a text file by Jared Rimer, our MENVI Webmaster. I do hope it will be enjoyable for my readers. Mr. Daniels can be reached by contacting me at the link above.

### Reflection from a Veteran Musician

By Alan Daniels

They say that your capacity for learning music is related to the cognitive mind. It is common knowledge that those people who have a mind for science and math are likely to do well with music. This may be true but within the field of music there are different skills and capabilities that define a person's interest and level of competence.

I know people who have little spontaneity and can play an instrument very well. These people are juxtaposed to the gut musician. Yes, pure emotion can reign and make an excellent blues musician. Jazz can be deceptive. When you listen to a cool jazz piece you would be surprised to hear that the "flashy ride" by a musician sometimes is written out note for note.

Of course when the voice is used as an instrument, it can be a totally gut thing, with absolutely no musical training. Good musicianship requires a meld of skills. When a musician is blind, unfortunately, the uneducated music listener assumes that the performer is performing simply by gut and intuition. Pure talent is no more common in blind people than anyone else.

With the exception of vocalists and a few other performers very little music is possible while reading braille music. This means that blind musicians must develop a good memory as well as an ear for melody and harmony. Theory is not necessarily a

written-down thing. It is an intellectual understanding of what is considered tonal. And tonal has a very wide sense of interpretation.

Blind musicians all come from different backgrounds in experience and education, not to mention physical and visual abilities. Each blind musician is unique and should be considered such by pedagogy. The ability to learn an instrument using the rhythms, melody, and harmony is expressly individual. For example, we might look at the vocal groups who have the best congruity are those who are family related and have the same background from life experience. If a blind musician is able to work with his contemporary sighted musicians, by whatever means, it is an admirable accomplishment. Practice and study habits are probably the most important factors in creating a fine musician.

GOOD LUCK, TEACHERS and STUDENTS! Happy music making to you all.



A few other points off subject, but of random interest, are as follows:

1.  is a closing print line shown from a prior parallel, demonstrating a musical connection from another voice to the soprano on the first line, and to the alto on the second line of the parallel. Here, it is easy to see how clefs can help to better establish the four-part texture and vertical alignment.
2.  is the music code sign for a music asterisk that can be inserted within a music line. An opening music bracket sign immediately follows it here.
3.  (dots 56, 2) is an opening bracket shown in print to be *over* music notation.
4. Three vertically aligned levels below the bass voice illustrate modulations occurring within the harmonic analysis. The dots 36 (between empty cells) help to align the lower levels with pertinent notes above so as to be easier to track as the reader's finger moves downward. Its presence and purpose should be explained in a short TN at the beginning of the example.

# AN INTRODUCTION TO MUSIC FOR THE BLIND STUDENT

## Part III: Teacher Training

The long-awaited teacher training course in the "Introduction to ..." series has at last been released. Editors are Christina Davidson and Stephanie Pieck. It is published by Dancing Dots [www.dancingdots.com](http://www.dancingdots.com).

Look for articles from the course in future issues of our newsletter. Ideas for a conference 2015 workshop presentation on Part III are under consideration.

The print book is nearly 500 pages. A companion "Answer Key" to quizzes and self-tests is provided for the entire series. The "Objective" of the course is as follows:

"It is the purpose of this course to inspire a trend towards educational standards that may one day be required for teachers of music braille. Part III packages the training provided in the Part I and II courses into a special curriculum for the educator, and to verify completion thereof.

The course is also applicable for students simply wanting to venture further into music braille skills and knowledge beyond that of Part II. Preparation for the more advanced concepts is presented here, and provides some exploration of the piano and jazz series as well. As such, the student becomes his or her own teacher by absorbing the role of an informed educator. It cannot be overstressed that the primary *objective* here is solely the training of the music braille educator, and NOT that of the music transcriber."

### CTEBVI Music Committee

Richard Taesch	CTEBVI Music Specialist <a href="mailto:richardtaesch@menvi.org">richardtaesch@menvi.org</a>	661-254-0321
Grant Horrocks	formerly SCCM Conservatory & Piano Divisions; CTEBVI President 2008-2012 <a href="mailto:siloti@sbcglobal.net">siloti@sbcglobal.net</a>	
William McCann	President, Dancing Dots Braille Music Technology, L.P. <a href="mailto:info@dancingdots.com">info@dancingdots.com</a>	610-783-6692
Robert Smith	Retired Professor of Music <a href="mailto:rrsmith@uci.net">rrsmith@uci.net</a>	541-956-8900
Carol Tavis	Elementary School Music/Special Learners <a href="mailto:taviscarol@yahoo.com">taviscarol@yahoo.com</a>	626-339-6979

## GRASS ROOTS EFFORTS

If you live in California and are connected in any way to the CA Department of Education Clearinghouse for Specialized Media and Translations (CA DOE CSMT), you are probably aware that the 2014-2015 budget proposed in January by Governor Brown would have resulted in a nearly-complete shutdown of the CSMT as it has been known to exist. After many years of considerable effort and expenditure of huge sums of money, CSMT had become what its name implied: the Clearinghouse for the entire state. As such, districts statewide had come to depend upon it for the excellent services and reliable depository of specialized materials for VI and blind students. Suddenly, that was all to come to an end.

CTEBVI members rallied to contact legislators in their political districts to inform them of the unintended consequences such a change would mean at the school district and personal level. The members of the state legislature were contacted by email, by letter and in person. CTEBVI members attended discussions and debates held in the state capitol and elsewhere all in the hope of forestalling what appeared to be very dire actions on the part of the Governor and Department of Finance.

Eventually, a revised budget for CA DOE came out which proposed that CMST funding be left as is for the coming fiscal year, resulting in the Clearinghouse remaining the repository and delivery system for all braille, large print, and APH products.

As many members feel they can breathe a sigh of relief, please be mindful that grassroots efforts can be very effective. CTEBVI has a history of successfully advocating for the blind and VI community at many levels. Liaisons from our board have been meeting with national organizations for many years and will continue to do so. You can become a part of this effort by contacting Peggy Schuetz, BANA representative for CTEBVI, or Tracy Gaines, representative to APH annual meeting, with your concerns and suggestions.

## We regret to inform you

Mr. CTEVH, Fred Sinclair, passed away in Sacramento on his 88th birthday April 22, 2014. Last spring a short portion of the CTEVH 50th anniversary booklet was quoted here under the name of Phil Hatlen. The article ended with a single picture showing Phil with Phil and Sally Mangold and Fred Sinclair examining a large APH globe. It was one of the first meetings of the organization that would become CA Transcribers and Educators of the Visually Handicapped, Inc.

Comments by Joyce Van Tuyl, CTEBVI life member, past president, past mathematics specialist:

Fred was my teacher in the classes offered by Palo Alto Adult Education in 1956. When he was "kicked" upstairs to Sacramento to establish a clearinghouse for braille materials, I became the teacher in those classes. When the first blind student enrolled in a Palo Alto High School, Fred came to me and asked if I'd like to learn the math code. I said YES and my future was established!

Fred had once been a teacher in Fred Astaire dance studios. It was my great pleasure to dance with him every year at conferences.

We had a special connection.

You may add your comments to the guest book provided on the CTEBVI website.



### **Remembering Evelyn S. Falk November 9, 1918 - May 25, 2013 Resident of Santa Cruz**

CTEBVI Life Member since 1961

Evelyn Falk passed away peacefully in her home in Santa Cruz, CA on May 25, 2013. Always active, she was appreciated both for her tireless work as well as her knowledge and insights on many topics. She taught and transcribed Braille for over 50 years and still working up until 2 months before her death. She was an avid reader, loved the symphony, theater and travel, and was a life-long learner, always taking classes on a broad range of subjects.

## CTEBVI Past Presidents

(\* founding members)

1957-59	Betty Brudno	1986-88	Jane Corcoran
1959-61	Irene Hawkinson	1988-90	Bob Calhoun
1961-63	Helen Patillo	1990-92	Ann Kelt
1963-65	Claire Kirkpatrick *	1992-94	Frank Ryan
1965-67	Ethel Schuman *	1994-96	Sue Reilly
1967-69	Rose Kelber *	1996-98	Bob Gowan
1969-71	Elizabeth Schriefer*	1998-00	Joan Valencia
1971-73	Carolyn Card	2000-02	Anna Lee Braunstein
1973-75	Jane O'Connor Verhage	2002-04	Carol Morrison
1975-77	Fred L. Sinclair	2004-06	Paula Lightfoot
1977-78	Joyce Van Tuyl	2006-08	Bonnie Grimm
1978-80	Bill Briggs	2008-12	Grant Horrocks
1980-82	Cathy Rothhaupt	2012-14	Patty Biasca
1982-84	Leah Morris		
1984-86	Robert Dodge		

## CTEBVI *JOURNAL* Editors

(formerly The California Transcriber)

1959-63	Betty Brudno	1989-00	Sue Reilly
1964	Kathryn Allen	2000-01	Joan Valencia
1965-69	Ruth S. Lowy	2001-02	Marilyn Westerman
1970-75	Norma L. Schecter	2002-08	Lisa McClure
1976-88	Dr. Aikin Connor	2008-13	Marcy Ponzio

### Honorary Life Membership

2000 Donna Coffee  
 2009 Dr. Phil Hatlen  
 2009 Dr. Abraham Nemeth

### Wall of Tribute at APH Hall of Fame

2004 Fred L. Sinclair  
 2008 Rod Brawley  
 2013 Ann Kelt

### Innovator Award

2010 Sendero Group  
 Duxbury System

### Special Recognition

1985 Bob Dasteel  
 1987 Betty Brudno  
 Eleanor and Jack  
 Scharlin  
 1989 Dr. Aikin Connor  
 1992 Russell W. Kirbey  
 1995 John Flores  
 1997 Jim Bliss  
 John Linville  
 1998 Dr. Frederic Schroeder  
 2012 Christy Cutting

**Distinguished Member**

1984 Fred L. Sinclair  
 1990 Jane O'Connor Verhage  
 1991 Jane Corcoran  
 1992 Norma L. Schecter  
 2001 Ann Kelt  
 2002 Sue Reilly  
 Joyce Van Tuyl  
 2003 Elinor Savage  
 2004 Dr. Joy Efron  
 2008 Rod Brawley  
 2009 Steve Goodman  
 2010 Burt Boyer  
 2011 Dr. Stuart Wittenstein

**Fred L. Sinclair Award**

1988 Fred L. Sinclair  
 1990 Winifred Downing  
 1991 Georgia Griffith  
 1993 Dr. Abraham Nemeth  
 1994 John Wilkinson  
 1995 Bernard Krebs  
 1997 Rose Resnick  
 2001 Sally Mangold  
 2011 Mike Cole

**Certificates of Appreciation**

1974	Volunteers of Vacaville	Braille Institute of America	
1975	Esther Fox	Marie Erich	
1976	Norma Schecter		
1977	Bob Dasteel		
1978	Mary Degarmo	Betty Brudno	Evelyn Olgiati
1979	Ruth S. Lowy		
1980	Ethel Schuman *	Diane Meyer	
1981	Carl Lappin		
1982	Barbara Blatt Rubin	Bill Briggs	Michael Landon
1983	Dr. Aikin Connor		
1984	Bernard M. Krebs	Jane O'Connor	
1985	Elizabeth C. Smith	Sylvia Cassell	
1986	Sally Mangold	Elizabeth Schriefer *	Joyce Van Tuyl
1987	John Flores	Elinor Savage	
1988	Ken and Diann Smith	Lou Ella and Norm Blessum	Bettye Krolick
1991	Marian Wickham	Bob Calhoun	
1993	Nancy Chu	Lavon Johnson	
1994	Billie Anna Zieke	Jane Vogel	
1995	CA Council of the Blind	Donna Coffee	Sam Clemens
1996	Dorothy Joe	Doris Pontac	
1998	Dr. Joy Efron		
1999	SF State Program in Visual Impairments	Harry Friedman	
2002	Winifred Downing		
2003	Jack Hazekamp		
2006	Kelli Cornejo		
2014	Jerry Kuns	James Carreon	

## BANA Update

[Peggy Schuetz](#)

The Braille Authority of North America (BANA) held its 2014 spring meeting April 3 to 5 in Philadelphia, PA. Associated Services for the Blind and Visually Impaired, (ASB), a BANA member organization, hosted the meeting. All sessions were held at ASB.

During its three-day meeting, the BANA Board reviewed and acted on semiannual reports from its eighteen committees, considered committee recommendations, and deliberated issues and challenges facing braille users and producers. The UEB Task Force reported on the development of a plan for the transition to UEB in the United States as well as the collaborative steps that have been taken to initiate dialogue and planning among the various braille communities. The development of resources for training teachers, transcribers, consumers, and family members is a focus of BANA's efforts at this time.

BANA welcomed three new organizational representatives to their first meeting as members of the Board.

Dawn Gross is the new representative from the Alternate Text Production Center of the California Community Colleges (ATPC).

Peggy Schuetz now represents the California Transcribers and Educators of the Blind and Visually Impaired (CTEBVI).

Kyle Key has recently been appointed as the representative from the Clovernook Center for the Blind.

In addition to extensive deliberations involved in the 44-item meeting agenda, actions of note included the following:

- Revisited and revised organizational priorities in order to balance BANA's work during this time of focus on the transition to UEB.
- Approved a recommendation from the Tactile Graphics Technical Committee that any braille volume containing one or more tactile graphics should contain a note on the Transcriber's Notes page stating: "The *Guidelines and Standards for Tactile Graphics, 2010* was used in the preparation of the tactile graphics."
- Approved a document detailing specific factors and specifications that should be employed when producing braille signage. This new fact sheet will be posted on the BANA website.
- Voted that, in light of the major revision underway to align the Braille Formats publication with UEB, BANA will not produce for sale hardcopy editions of *Braille Formats 2011*, which can be downloaded free of charge from the BANA website and printed or embossed.

- Voted to add the recently posted errata in the HTML, PDF, and BRF files of *Braille Formats 2011* that are posted on the BANA website. These decisions followed an extensive deliberation of the complex issues impacting BANA's current obligations and resources. NOTE: *Braille Formats 2011* went into effect in January 1, 2013. Materials now being transcribed should follow these guidelines.

On Saturday morning, BANA hosted an Open Forum, which was well attended by individuals from the Philadelphia community. BANA board members and forum participants enjoyed reading example documents transcribed in Unified English Braille and discussing the characteristics of the code. They also discussed the progress of the transition to UEB as well as ongoing plans for informing braille readers and preparing educators and transcribers about specific code changes.

### **Dr. Wittenstein Earns Baseball Card Status**



We are pleased to announce that Dr. Stuart Wittenstein, Superintendent of the CA School for the Blind and very-active life member of CTEBVI, has finally been featured on his own baseball card! Stuart was recently regaled at CSB to celebrate his retirement after 41 years on the job. The proceedings included presentation of the card during a luncheon held at the Town Square. Stuart is a life-long New York Yankees fan and center-field wannabe.

Congratulations, Stuart, on a well-deserved celebration. We wish you all the joy and happiness that a happy retirement can bring.

## HOW TO TIE A BOW

Suzanne Balmaceda  
Teacher of the Visually Impaired  
WCCUSD

The following is a compilation of comments sent in response to my request on the listserv for ideas and experiences with teaching the art of tying a bow. Of course, one of the responses was "VELCRO" which works in lots of cases. However, having the technique well-practiced does allow for those few instances when nothing but a bow will do the trick. So, here are some ideas for you to evaluate, contemplate, USE!

I've taught it a few times and found it just takes a lot of repetition (talking through the movements). I use a shoe string around their thigh as they are sitting down. It's easier than a shoe.

There probably was an easier way, because it has taken us a long time to get shoe tying. AFTER at least nine months of at least daily practice for the first thirty days, and then moving to three times a week, my third grader (totally blind) has it. He can now drop to the ground and tie his own shoe! I'm talking hundreds of opportunities to complete the task. I might add, he is bright and no other issues than congenital blindness.

I provided two different texture shoe strings on an OLD wooden shoe. I watched videos that also suggested starting by having the student sit on the ground and tie two long strings around the legs. I chose to go with the pretend shoe. I am giving right-handed approach here.

Step 1: right hand reaches over and picks up left string, and back to right, left hand over and picks up string on the right and then hand back to left.

Step 2: crossing over or under depending on location of right string.

Step 3: loop

Anyway, you get it. I broke down each step and we spoke each step. He was able to get the steps pretty quickly but it was the last step -- pushing the left hand string through to form the second loop -- that took the longest.

It all depends on the student's motivation, follow up at home, sticking to a pace that doesn't frustrate a young learner, and the expectation of all that this is a very cool thing for him to learn as it is a step toward being a "regular guy" and giving him the self-satisfaction we all felt when we mastered tuff-stuff.

At each step, he needs to feel a sense of his own success and want to go on to the next step. It's a great way to build a "can do" self image.

Maybe start with the shoe toe facing student just so he can learn how to go through the motions of tying. Once student can tie the shoe, try turning it the other way. After he can do that, have the student try while shoe is on his foot.

Over, under, pull it tight, make a bow, pull it through to do it right, and then, do it again.

Here is another one:

Bunny ears, Bunny ears, playing by a tree.  
Criss-crossed the tree, trying to catch me.  
Bunny ears, Bunny ears, jumped into the hole,  
Popped out the other side beautiful and bold.

Criss Cross Tying Shoes (tune: Splish Splash I Was Takin' a Bath)

Criss Cross and go under the bridge  
Then you got to pull it tight.  
Make a loop but keep a long tail  
That is how to do it right  
Then you take the other string  
And you wrap it 'round the loop  
Pull it through the hole  
Now you got the scoop  
Criss Cross and go under the bridge (this is where you tie the loops together)  
Now you made a Double Knot!

Get a shoe. Get two very different laces or one lace and one string. For low-vision student, I used different color laces.

I labeled the laces -- thick and thin or rough and smooth. Begin with just one step and repeat it until that one is mastered. Add step two and repeat until the two are mastered together. Break down all the simple steps and give him a lot of practice on each step. Use consistent language. Share it with parents.

Our OT did it, took a year, but student only practiced at school. She used laces that had different textures: one was regular, the other knotted. I don't know if she used backward chaining or not.

Suggestion would be to put a shoe in front of you with the toes pointing away from you. This is how you would teach it to the student. Go through the steps and then write them down. Look at which way your student will learn best. Hand over hand with learning it all or hand over hand with focus being on the last step (reverse chaining).

## MEMBERSHIP

[Judi Biller](#)

Membership Chair  
Gifts and Tributes Chair

Spring! A time of growth and renewal!

Speaking of renewal ... Are your dues current to 2014? If you are not sure, contact me and I can let you know.

If you are a Life Member or current with your membership, please consider donating to one of the CTEBVI funds.

If you are not current, please consider renewing your membership *now*, rather than later. Your \$50 annual membership is necessary for CTEBVI's ongoing operation, whether or not you are planning to attend the next annual conference.

You can go to our website, [www.ctebvi.org](http://www.ctebvi.org), to renew your membership, become a Life Member and/or donate online, by using your credit card. Or you can mail a check to me at the address below.

CTEBVI cannot survive, grow, and remain a productive organization unless we have your help.

Thank you for your past, present, and future interest in CTEBVI, and we look forward to serving your needs for many years to come.

CTEBVI Membership Chair  
CTEBVI Gifts and Tributes Chair  
1523 Krim Place  
Oceanside, CA 92054-5528

## GIFTS AND TRIBUTES

We are ever so appreciative of the continued support we feel with each donation. The smallest amounts mean the world to those of us working so hard behind the scenes to keep this organization running.

### KATIE SIBERT YOUTH SCHOLARSHIP

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Judi Biller	Sharon Sacks
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## WHO KNOWS?

[Bob Walling](#)  
Business

We just had a great conference! I don't know how many of you knew that CTEVH was in some financial difficulties a few years ago. I can't begin to tell you how great the board was and how they rallied to save CTEBVI. I have not received his permission, so I can't tell you the massive contributions that Grant, our past president and conference chair, has made to our recovery by renegotiating rates and pouring in countless numbers of hours. Now that CTEBVI has stabilized, the question around the board table is now how we can better serve YOU.

Do YOU know about the Donna Coffee Youth Scholarship? The DCYS committee this year awarded a visually impaired student money for swimming lessons so she could compete in triathlons. If one of your students lacks funds to realize a dream, perhaps winning a DCYS would help. Go to the web site, [www.ctebvi.org](http://www.ctebvi.org) to read about the scholarships, then follow the link to DCYS Application.

On another note, do YOU know about the Katie Sibert Memorial Scholarship? Do YOU know that YOU can apply for a scholarship for next year's conference? Go to the website, click on Scholarships, then Katie Sibert and follow the link to the Katie Sibert Scholarship Application.

Did YOU go to this year's conference? What did YOU see? What did YOU learn? Did you get what YOU wanted? What do YOU want next year? What workshops would YOU like to see? How do YOU want things changed? Use the link on our website to submit your responses to some of these questions and, in particular, complete your workshop critiques.

Who knows what's best for CTEBVI? YOU do! How am I going to get the answers to all these questions? How about from YOU?

I know at least half of the people reading this article have opinions, but sadly they never share their opinions with me. I could try some sort of survey, but since I don't do surveys, I don't expect YOU to either. How about YOU send me an anonymous email? Just between YOU and me. I will bring all the good suggestions to the board and take full credit, of course. I will protect your identity (unless otherwise directed).

How about YOU and I take CTEBVI to the next level? My address is hotlink above. If WE start now, WE can make next year's conference even better!

## COINS THAT ADD

[John Romeo](#)

Mathematics Specialist

Full Cell Braille, Inc.

"Freedom through Education"

Experienced Nemeth transcribers know books for lower grades are often more difficult to transcribe than texts for high school or even college. This is because of the many visual cues used to teach math to younger students. For example, the introduction to numbers often includes images of apples, blocks or coins. The transcriber is then challenged to convey the concept in such a manner that it allows the young blossoming VI mathematician to keep up in class with sighted counterparts.

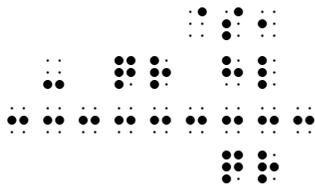
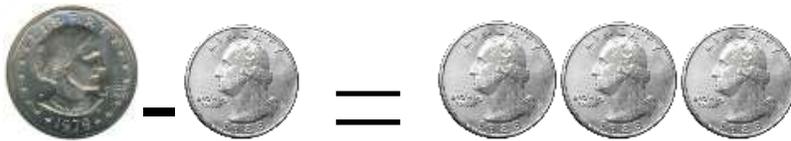
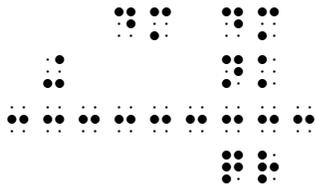
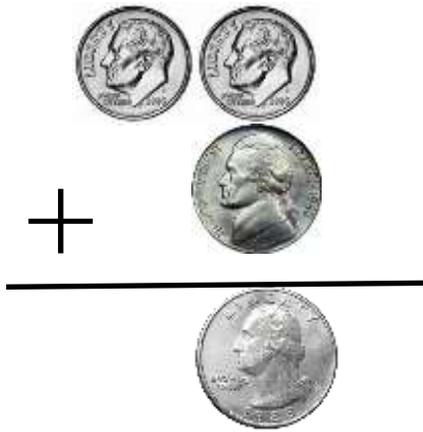
In this article I will address how to transcribe coins for lower grade math books. A point of emphasis: Nemeth is a code full of rigid rules and formats. However, it often takes a Nemeth transcriber with creativity to conquer this material because, in the end, success is measured by how well the student understood and comprehended the material. Besides following the code, the transcriber must take into account the intent of the lesson, decide what is strictly visual and can, thus, be eliminated from the braille page, and determine the order of presentation of the material at hand.

Publishers currently prepare books using lots of pictures, graphs, and extras meant to draw the reader's attention to the page. If the "eye candy" is actually required in the scheme of things, then it must be represented where it is most effective. Whether to include all photographs and source citations may not seem helpful though some would argue it is better to introduce the practice as soon as possible in a student's education. The transcriber should investigate the agency decision on this question.

*Guidelines and Standards for Tactile Graphics, 2010* (honored with BANA's Braille Excellence Award in January 2014) is a superb resource. Unit 6 is dedicated to Mathematical and Scientific Diagrams. *Section 6.4 Money* offers wonderful information and techniques to represent coins in Nemeth transcription. I will be citing these guidelines throughout the article.

- Do not attempt to illustrate the images on the coin in tactile form. 6.4.1.
- Do not substitute numbers or symbols for words. 6.4.2
- Use a transcriber's note for description of coins instead of a tactile graphic. 1.4, 5.4.1
- When a picture of money is shown for the purpose of calculating its value, letters can be used to represent coins.
  - Coinage should be transcribed using the letters pn for penny, nk for nickel, dm for dime, qr for quarter, and hl for half-dollar. 6.4.3
- Bills can be transcribed using the appropriate dollar sign and number. 6.4.4





## UPDATE ON BIRTH TO FIVE VISION NETWORK

[Beth Moore](#)

[Sue Parker](#)

Infant/Preschool Specialists

The Birth to Five Vision Network of Southern California, established in 1987, is a coalition of over twenty agencies working to support services for families with young children with visual impairments. On March 15<sup>th</sup>, the annual Nancy Mansfield Parent/Professional Workshop Day was held on the grounds of Blind Children's Learning Center in Santa Ana on a beautiful, sunny day.

The presentation was titled: "Your Child's Diagnosis: Knowledge is Power and Support Makes It Work." The keynote speakers included this very distinguished panel of experts:

Dr. Mark Borchert, MD, Director of both the Eye Birth Defects and Eye Technology Institutes at the Vision Center at Children's Hospital, Los Angeles.

Dr. Bill Takeshita, OD, FAAO, FCOVD, Chief of Optometry, Center for the Partially Sighted

Diane Simon Smith, MPH, MA MFT, Licensed Marriage and Family Therapist

The focus of the presentation was how to learn about your child's visual diagnosis, then to use the information to stay informed of your child's needs now and in the future. Drs. Borchert and Takeshita offered their unique perspectives on preparing for and gathering information from your child's eye exam. Diane Simon Smith offered her perspectives on guiding parents through the roller-coaster effects that accompany the process of understanding how their child's diagnosis may impact their child's and family's life.

During lunch and afternoon "networking," families had the opportunity to take time to share their stories and to connect with each other. Many families shared contact information with one another and promised to meet again. These connections are a primary reason for the success of these continuing workshops. There is much to learn from the valuable presentations and discussions, but the support garnered from these events makes the day even richer!

Please visit our website [www.birthtofivevision.org](http://www.birthtofivevision.org) or follow us on Facebook to keep updated on other events. Then plan to join us next year.

## OPPORTUNITY IN EDUCATION

For the fourth year now, the Washington State School for the Blind will host a workshop on teaching computer science to students with visual impairments called the "Experience Programming in Quorum Workshop" (aka EPIQ Workshop). The workshop will be held on July 17-23, 2014.

As part of the workshop, you will learn programming basics in a Java-based programming language called Quorum. The inventor of the language, Dr. Andy Stefik, will lead the workshop and teach you how to use Quorum to create dynamic websites with your students. The platform, developed by Dr. Stefik, is 100% accessible to all students, including those with visual impairments and blindness.

The language is currently being taught to students with visual impairments at the Alabama School for the Blind, the Washington State School for the Blind, and the Maryland School for the Blind along with many smaller sites around the country. The language and the curriculum developed by Dr. Stefik and his colleagues is also being used by middle and high schools across the nation because of the simplicity of the language.

We would love to have any interested TVIs again join us this summer in Vancouver, Washington. Registration, housing and most meals are free to TVIs. Financial assistance for travel will be provided as funds are available.

If more information about the workshop and the application, please go to <http://www.quorumlanguage.com/Epiq.php>

Please feel free to share this with anyone you think may be interested.

## EXERCISE YOUR KEYBOARD SKILLS

Braille-n-Teach Listserv

Here's a little something I found on the braille-n-teach listserv that I thought would be fun to pass along. Check the listserv occasionally or submit a specific request. Then, enjoy the results.

### Dinosaur (T-Rex)

- Row 1: Space 4 times, make "with," make 3 full cells, make "of"
- Row 2: Space 3 times, make "with," make 2 full cells, make "c," make 2 full cells, make "of," Space 16 times, make "by," make question mark
- Row 3: Space 2 times, make "with," make 6 full cells, make "q," Space 16 times, make 2 full cells
- Row 4: Space 2 times, make "f" three times , make "with," make 3 full cells, make "of," make question mark, Space 15 times, make two full cells
- Row 5: Space 3 times, make "by," make "with," make 1 full cells, make "q," make "f," make 3 full cells, make "of," make "gg," make question mark, Space 11 times, make "with," make 1 full cell, make "q"
- Row 6: Space 7 times, make 9 full cells, make "with," make question mark, Space 6 times, make "with," make two full cells, make "b"
- Row 7: Space 5 times, make "with," make 4 full cell, make "q," make "d," make 6 full cells, make "of," make question mark, Space 2 times, make "by," make "with," make two full cells, make "q"
- Row 8: Space 7 times, make "with," make "f," Space 1 time, make "with," make 14 full cells, make "f"
- Row 9: Space 9 times, make "with," make 13 full cells, make "q"
- Row 10: Space 8 times, make "with," make 12 full cells, make "q," make "f"
- Row 11: Space 8 times, make "er," make 4 full cells, make "q," make "f," Space 1 time, make "with," make 3 full cells, make "q"
- Row 12: Space 9 times, make "er," make 3 full cells, make "of," Space 3 times, make "er," make 2 full cells, make "of"
- Row 13: Space 10 times, make "er," make 2 full cells, make "q," Space 4 times, make "er," make 2 full cells
- Row 14: Space 11 times, make "er," make 1 full cells, make "q," Space 4 times, make "by," make 1 full cells, make "q"
- Row 15: Space 9 times, make "by," make 2 full cells, make "q," Space 4 times, make "f" two times
- Row 16: Space 9 times, make "f" twice



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Strategy	Cristin Lockwood
Website	Vicki Garrett

## CTEBVI SPECIALISTS

The following individuals have agreed to serve CTEBVI in varying fields of specialization within education and braille transcribing. They have been recognized for their expertise in their field and their ability to communicate effectively in workshops and in writing. Please feel free to contact these volunteers with your questions. They are available year-round, not just at Conference.

You will note that several positions are currently open. Please contact [Cristin Lockwood](#) with your suggestions or questions regarding the responsibilities of a specialist and remuneration for the work done in support of CTEBVI. You may also nominate a person or persons to fill the opening, including yourself!

### TRANSCRIBERS AND PROOFERS

Computer-Generated Tactile Graphics	Open
Foreign Language	Saralyn Barboa <a href="mailto:smac61@att.net">smac61@att.net</a>
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Textbook	Open
Tactile Graphics	Open

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MOVING, PHYSICALLY OR VIRTUALLY? PLEASE LET US KNOW!