What’s Inside:

• Editorial – Richard Taesch

• Featured Articles
  • First Place Winner in Van Cliburn Competition
  • Blind High School Runner
  • Catlin’s Top Ten Rules for the Incoming College freshman
  • Chuckle’s Corner
  • Looking to the Future of CTEBVI

And many great articles from our specialists

The official publication of the
California Transcribers and Educators of the Visually Handicapped
Hi Everyone,

Braille Challenge was keeping me very busy up until June 20, so I don’t have much to say this time around (yeah, yeah, thank heavens).

Beginning with this issue, I am going to try to find and publish “feature” articles that are informative, inspiring, and humorous. This issue contains three such items.

So, if any of you come across something you’d like to share, please do not hesitate to send it to me at the email address listed on the right-hand side of this page.

Enjoy your Summer!!

Marcy Ponzio
**Inside Story:**

President’s Message ............................................................................................................. 4
CTEVH Membership Application and Renewal Form .......................................................... 5
CTEVH Donna Coffee Youth Scholarship Application ......................................................... 6
CTEVH Katie Sibert Memorial Scholarship Application ....................................................... 8
Gifts and Tributes ................................................................................................................ 10
The Passing of an Era – An Editorial .................................................................................. 12
Announcements .................................................................................................................. 21

**Featured Articles:**

First Place Winner in Van Cliburn Competition .................................................................. 13
Blind High School Runner ..................................................................................................... 14
Catlin’s Top Ten Rules ......................................................................................................... 16

**Our Specialists Say:**

Computer-Generated Tactiles – Jim Barker
  Automatic White Space ..................................................................................................... 34
Music In Education – Richard Taesch
  Teaching Early Piano Formats To A Blind Student – Continued ....................................... 36
Business Column – Bob Walling, CBT
  Looking to the Future of CTEBVI .................................................................................... 39
Literary Braille – Jana Hertz
  Hyphen... Dash... or Double Dash? .................................................................................... 40
Textbook Formats – Joyce Walling
  Reference Marks and Notes to Headings ....................................................................... 43
Braille Mathematics – Mary Denault
  Nemeth Factorial Symbol ............................................................................................... 46
Infant/Preschool – Beth Moore and Sue Parker-Strafaci
  Family Resources ............................................................................................................. 47

CTEVH Specialists ............................................................................................................. 48
CTEVH Awards, Presidents & Editors ................................................................................. 49
CTEVH Executive Board ..................................................................................................... 50
CTEVH Board of Directors and Committee Chairs ............................................................ 51
As you have no doubt noticed from the front cover of this issue, the legal formalities regarding our name change, while in progress, have not yet finalized. I fully expect this process to be completed by next JOURNAL – which would make this issue a collector’s item of sorts!

While our 2010 conference is still ten months away, a conference such as ours is truly a year long undertaking. Workshop and exhibit chairs are rolling up their sleeves and committees are forming – volunteers one and all, and the heartbeat of our conference. As the budget is developed and meetings are being planned for the summer months, it is most important to identify areas upon which we can improve. Suggestions for any changes you would like to see implemented would be most helpful – this is your conference. Send comments or suggestions to siloti@sbcglobal.net.

I want to thank our Strategy Committee – Sharon Anderson, Christy Cutting, Tracy Gaines, Lisa McClure, and especially our chair, Patty Biasca – for their ongoing commitment and generous offering of their time and energy. Patty’s agendas (and her adeptness at keeping us on point) provide a crucial overview of our immediate concerns and responsibilities.

A recurring topic in our monthly meetings, and for the years I have been involved as a Board Member, is that of Membership stability and growth. I recall during my visit to the APH annual meeting last year in Louisville my surprise at the number of attendees I introduced myself to who had never heard of CTEVH. Without exception, they wanted to know more about us.

As President, I ask that you all seriously consider the following:

• As members, we know the vital and intrinsic value of belonging to CTEBVI (Imagine your world without it.) and as such we are the best ambassadors to recruit new members.

• If once every four years each of us were to secure one new colleague, student, or parent to become an active member, our membership would grow at an historically unprecedented rate. I consider this goal as achievable as it is essential, and they would certainly be as grateful as we are for that one person who first introduced us to CTEVH.

• As members, it is incumbent on all of us to contribute to our growth and longevity – neither of which is tacitly promised.

    ~ ~ ~ ~ ~

And, finally, a personal note. The past three months have brought a degree of upheaval to my work. (See Richard Taesch’s editorial on page 12.) As Academic Director for over 20 years, and current Chairman of the Board of SCCM, one word – Change – became the focal point of my resolve. I deferred to those with more insight than I possess for assistance through the following quotations, beginning with Webster’s:

Change – verb (used with object) – to make the form, nature, content, future course, etc., of (something) different from what it is or from what it would be if left alone.

“I cannot say whether things will get better if we change; what I can say is they must change if they are to get better.”

“The main dangers in this life are the people who want to change everything or nothing.”

“Change does not necessarily assure progress, but progress implacably requires change. Education is essential to change, for education creates both new wants and the ability to satisfy them.”

“If you don’t like change, you’re going to like irrelevance even less.”

“The most successful people are those who are good at plan B.”

“Change is inevitable, except from vending machines.”

Thank you for your continued support.

Grant Horrocks
CTEVH Membership Application and Renewal Form

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

CTEVH 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. CTEVH 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 CTEVH.

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 CTEVH 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 CTEVH 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 CTEVH website)

Send this form with payment to:
Judi Biller, CTEVH Membership Chair
1523 Krim Place, Oceanside, CA 92054-5528
ctebvi.membership@gmail.com
CTEVH sponsors the Donna Coffee Youth Scholarship in honor of Donna’s exceptional service to the organization and to visually impaired individuals in California. The scholarship is for the use of the 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.ctevh.org](http://www.ctevh.org). Applications are due to the committee no later than six weeks prior to the Annual Conference. The winner will be selected by consensus of the Committee.

- **The inscribed plaque and cash award will be presented at the Conference.**
  a. The award recipient and parents shall be invited as guests.
  b. 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  
CTEVH 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) Name(s): __________________________________________________________

School/District: _____________________________________________________________

School Address: _____________________________________________________________

Name of Teacher of the Visually Impaired: ______________________________________

Nominator’s Name: __________________________________________________________

Nominator’s Email: __________________________________________________________

Nominator’s Signature: __________________________________ Date: ________________

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: ________________

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

Completed application must be received by January 15, 2010.
Katie Sibert was a charter member of CTEVH. She began teaching elementary grades in the 1930’s 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 CTEVH conferences, provide training, purchase books, materials and/or equipment.

**QUALIFICATIONS**

• All applicants must be current members of CTEVH.
• 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.
• Para-educators 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).
  - **Para-educators** 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

KATIE SIBERT 2010 MEMORIAL SCHOLARSHIP
We would like to thank the following donors for their generous gifts and tributes:

**General Fund**
- Judi Biller
- Doris Cada
- CAOMS
- Emelita De Jesus
- Vicki Garrett
- Clyde Hinshelwood (IBM)
- Inez Kreamer
- David W. Lincoln
- Marcy Ponzio
- Mike & Carolyn Pruitt
- In memory of Esther Woliver
- Susan Reilly
- Thelma Smith
- Anne Taylor-Babcock
- Stuart Wittenstein
- Marsha Silver

**Donna Coffee Fund**
- Vicki Garrett
- Priscilla Harris

**Katie Sibert Fund**
- Ron Freitas
- Vicki Garrett
- Debby Lieberman
**Contributions to the CTEVH Gifts and Tributes Fund**
will be used to improve services to persons who are visually impaired.

You Name, Address, ZIP for acknowledgment:

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
</tr>
<tr>
<td>State:</td>
<td>City:</td>
</tr>
</tbody>
</table>

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 CTEVH are tax deductible. Receipt available upon request.

Make checks payable to CTEVH and mail them to:

CTEVH Gifts and Tributes
Norma Emerson
18271 Santa Lauretta Street
Fountain Valley, CA 92708-5528
It is with great sadness that we announce the closing of the primary teaching facility of Southern California Conservatory of Music. The well-known Braille Music Division continues in name, but will be represented only in limited off-site outreach programs at this time. SCCM was founded 37 years ago, and has lived a colorful and creative existence, but never less than a relentless uphill struggle for survival.

The SCCM sponsored coalition & network, “Music Education Network for The Visually Impaired,” MENVI, continues its free services for the time being, however, funding shortages threaten its existence as well. Print and braille news journals have been discontinued, relegating the network to only an on-line service for those with computers. Sadly, this leaves out nearly half of the membership in many parts of the world.

The SCCM music braille library – one of the world’s largest – contains nearly 5,000 titles in its database. The school donated over 200 boxes of music braille scores to a deserving school in Krakow, Poland last year. Some limited teaching continues amongst the crowded walls of braille books in a combination small library and recital room, but no braille music instruction is offered now.

The familiar CTEVH conference presentations based on music braille educational research, and music instruction for blind students at SCCM will be missed at future conferences. The closure of the main school no longer attracts the funding required to sponsor the sessions.

SCCM was believed to be the only school of music offering braille music education, production, and transcription within the mainstream of general academia. Not dubbed as a school for the blind, it attracted highly motivated blind music students, many in preparation for college entrance and graduate school studies. Some have gone on to professional careers and employment in the teaching profession. Blind children, whose families believed in the significance of music education in their lives, once filled the classrooms on Saturdays with laughter and learning. The times have taken their toll, and once again the arts have become relegated to a peripheral frill in the hierarchy of educational economic priorities. The classrooms are now silent, and the children’s laughter and sweet sound of “do re mi” is now only a distant memory.

Richard Taesch
First Place Winner in Van Cliburn Competition

Nancy Lee and Perry R. Bass Gold Medal
Beverley Taylor Smith Award for the Best Performance of a New Work

Nobuyuki Tsujii’s performance credits include the Japan Philharmonic Orchestra, Orchestre des Concerts Lamoureux, Slovak Philharmonic Orchestra, and Tokyo Symphony Orchestra. At the age of twelve, he made noted recital debuts at Tokyo’s Suntory Hall and Carnegie Hall’s Weill Recital Hall. An acclaimed debut album released by Avex classics in 2007 led to a fifteen-city tour of Japan and a second CD featuring Rachmaninoff’s Piano Concerto No. 2, released in 2008.

Blind since birth, Mr. Tsujii states his firm belief that “there are no barriers in the field of music.” He participates in the performer’s program at the Ueno Gakuen College of Music in Tokyo.

PRELIMINARY RECITAL
Chopin Twelve Etudes, Op. 10
Debussy Images, Book I
Liszt Paganini Etude No. 3, “La Campanella”

SEMIFINAL RECITAL
Musto Improvisation & Fugue

SEMIFINAL CHAMBER
Schumann Piano Quintet in E-flat major, Op. 44

The Van Cliburn International Piano competition takes place once every four years. This year’s competition began with 225 applicants, which were narrowed down to 150 pianists from 37 countries. Screening recitals were then held, from which 30 finalists were selected.

The six pianists that made it to the Final Round went on to perform 50-minute solo recitals and two concerti.

This year there was a tie for first place -- Mr. Nobuyuki Tsujii from Japan, and Mr. Haochen Zhang from China. Mr. Tsujii and Mr. Zhang were the two youngest pianists in the 2009 Competition. The last time that the Cliburn Competition awarded a tie for the gold medal was in 2001, to Stanislav Ioudenitch and Olga Kern.

You can watch the competition online at www.cliburn.org, and get information about some great children’s programs.
Blind High School Runner, 
And Her Team, Are A Sight To Behold

Los Angeles Times, CA, USA
Bill Plaschke
February 22, 2009

Article and photograph reprinted with permission from the L.A. Times

Simi Valley Royal High senior Alyssa Rossi, blind since birth, is able to compete thanks to the help and sacrifices of teammates. At the end of another tough week for teamwork, with major leaguers lying and NBA stars feuding, they ran alone.

In Simi Valley, across a grassy field in the lengthening shadow of nearby hills, they ran together. Two girls, side by side, stride for stride, connected by the stretched cotton of a gray belt and the giant arms of innocence. One girl is blind. The other girl is teaching the rest of us to see. One girl, Alyssa Rossi, born without vision, is the newest senior runner on the Royal High track team. The other girl, Nicole Todd, is the sophomore teammate making this possible.

Rossi runs a mile, Todd runs with her, gently guiding her with the gray belt that is connected to a thicker black belt around Rossi’s waist. When Rossi slows, Todd forsakes her own training schedule and slows. When Rossi speeds up, Todd runs even faster to watch for bumps and curves. When Rossi grows breathless and has to stop, Todd stops too, even if the sophomore could use more work.

“At first I wondered if this was the best thing for me,” Todd said. “Then I realized, this is not about me.”

She smiled, and you want to wrap the sports world in this smile, one born of the basic instincts of teamwork, one that glitters with the very best of sport. Since Royal High began training several weeks ago, many teammates have shouldered that assignment, and shared that smile. One girl will guide Rossi from the locker room to the track. Another will run with her around the huge sports complex. Another will accompany her in sprints. For the last several days, her full-time partner has been Todd, but before that, seemingly everybody helped.

“Let’s see, I don’t know last names yet, I don’t know all their voices yet, but I do remember those who have been here for me,” Rossi said. “There’s Nicole, Leah, Lorely, Shayne, Cory, Carly . . .” The list goes on and on, Rossi giggling with each name, unearthed treasures on this most unexpected of journeys.

“It’s really an awesome thing, because it must be really hard for them,” Rossi said. “In fact, I bet it’s just as hard for them as it is for me.” She shook her head. “I’ve always been blind, but I know they’ve never had to do something like this.”

Yet from the beginning, they have done it voluntarily, raising their hands and grabbing the belt and connecting her to themselves and their world.

“This just shows you that kids get it,” said Jay Sramek, the Highlanders’ innovative coach. “Kids understand how important it is to include someone.
Kids just understand what it means to be a team.” Sramek also understands, because he says there was a time he didn’t. Several years ago, he dismissed an autistic runner from one of his teams because of liability concerns. When Rossi phoned him in the fall to ask to join the cross-country team for the first time, he had the same fears. Then a couple of months later, he saw her singing in church, thought about the autistic child, realized he had another chance to fill a student’s dreams, and changed his mind.

“I heard her voice and I felt like it was God talking to me,” he said. “Right then I said, I’m going to make this happen.”

Rossi had run before, in her first two high school years at Lancaster Desert Christian, but her main partner had been a teacher. Since transferring to Royal in her junior year, she had encountered resistance in attempting to run again.

“When I said I wanted to run, the people here were kind of like, ‘What?’” she recalled. “They just weren’t sure how I’d do it.”

So when Sramek finally invited her to tryouts, she was thrilled, but worried.

“I knew I would need other students to help me, and I knew I would slow them down,” she said. But she quickly realized that, in terms of perspective, she had come to the right place.

Not only are Sramek’s teams good -- undefeated in the Marmonte League last year -- but they are accomplished in the classroom, with the highest GPA among sports teams on campus.

And they have these funny little rules. If you don’t say “please,” you’re cut. If you don’t say “excuse me,” you’re cut. Sramek routinely eliminates kids from tryouts if their attitude doesn’t match their speed. “I want them to know it’s about more than sports out here,” he says. “We also learn about ourselves.”

So it was no surprise to him that, during the first team meeting, after he described Rossi’s needs, one girl immediately raised her hand to volunteer to help.

“I couldn’t imagine what she’s going through,” sophomore Leah Calderon said. “If she was willing to do this, then I should be willing to help.”

Soon they all fell in line, taking turns with the new girl, who will be given the same assistance when she runs the 800 and 1,600 meters in competition when the season starts. Some girl will give up her race to run Rossi’s race. And they can’t wait.

“I was out there with her the other day, and I closed my eyes for two seconds, and I freaked out,” Todd said. “I’m like, how does she do it? Why does she do it? And how could we not help her?”

Rossi, whose times have been slowed by two years of inactivity, heard the familiar questions and smiled again.

“I’m not a good runner, but I love the challenge, I love to conquer it,” she said.

The girls ask if she gets scared running in an eternal dark. “I’ve never seen anything, so I don’t know what’s there, so it doesn’t matter,” she said.

Instead, she says, she soaks in the feeling of the wind on her face, the crunching beneath her feet, the possibility of a wonderfully soaking rain. Even the perspiration, she loves.

“I put lotion on my arms, so when I sweat, I’m filled with this wonderful scent of vanilla,” she said.

Sweating even harder are her partners, who are still worried about leading her into a divot or ditch. To fight this fear, Todd devised names for each portion of the mile-long run around the school’s recreational complex. Chocolate Tree. Tricky Terrain. Bubbly Bumps. They whisper the names together, they laugh together, two girls, one team, running with such symmetry it eventually becomes impossible to tell who is guiding whom.

bill.plaschke@latimes.com

SOURCE
http://www.latimes.com/sports/la-sp-plaschke22-2009feb22,0,907227,full.column
Caitlin Hernandez’s Top Ten Rules

Hi All!

From my vantage point as a soon-to-be-sophomore (at the original time of this writing, I have just one more week of my freshman year to plow through), I present you with the top ten things I have learned this year at college vis-à-vis being a visually impaired freshman. Feel free to redistribute, enjoy and (hopefully) snort with laughter. Here’s hoping that my brainless mistakes will help the kids who come after me. All I ask is that you think no less of me after reading this list, which flaunts some samples of my own ineptitude in a most vivid manner.

I Remain Yours Most Sincerely,

Caitlin Hernandez
caitlinh4590@gmail.com

Reprinted with permission from Caitlin Hernandez

~ ~ ~ ~ ~

CAITLIN HERNANDEZ’S TOP TEN (10) RULES
THAT EVERY INCOMING FRESHMAN (WHO HAPPENS TO BE BLIND)
SHOULD MOST DEFINITELY KNOW

~ ~ ~

(ALSO KNOWN AS, WHAT THEY DON’T TELL YOU AT FRESHMAN ORIENTATION)

Note: Just because I wrote this list does totally NOT mean that any of these things actually happened to me. However, if you know me, you’ll probably intuit (correctly) that my disclaiming in such a fashion is just a fruitless attempt to protect my reputation. So, okay ... I’ll admit it; I learned 99.999998 percent of these things from firsthand, personal experience. Well, I guess someone has to do it ... and I’m not the first. I’m just dumb enough to admit to all of this and attempt to share, so you can all learn from, as my friend Lauren calls them, “my misadventures in blindness.”

10. Always have something on hand to fiddle with/entertain you. Good examples include a cell phone with texting capability, a few e-books, a story you’re writing, a Rubik’s cube, or (if you’re really desperate) a random piece of paper with print on it. This way, when you’re caught waiting for something or someone, and you feel like everyone walking past is staring at you, you can at least pretend to have a life and/or to be absorbed/engaged in something.

- Texting works best for this. Get yourself an arsenal of buddies who’ll text you between classes. This way, your phone’s constantly ringing, lighting up, vibrating, etc., giving the impression that you’re totally popular and not just a geek waiting for the bus, for a friend, or for class to start.


- If you’re a cane user, always bring an extra one folded up in your backpack, especially if you’re traveling alone. You never know when some dorky college student will unwittingly come charging past and stomp on your cane, leaving you stranded with a broken cane, wounded pride, and only two minutes to go before a final exam.
If you have a guide dog, remember to carry around plenty of pick-up bags. If you don’t, your dog just might decide to do his business right in front of your dorm; if you don’t pick that up, you yourself are likely to slip on it. That would not be good. Texting your RA begging her to come out and help you find the little surprise once you actually have a bag with which to pick it up is also not good.

**Side Note For Guide Dog Users:** Whether or not they have a dog of their own, most college kids are not all that willing to help you pick up, even if you’re obviously totally missing it. Get ready for a lot of games of “hot and cold” and “a little more to the left ... uh, forward ... um, to the right ... um, no, now back a little” ... etc.

8. When in a crowded lecture hall, it’s a good idea to sit as close to the door as possible. This will save you the excruciating task of wandering around in endless blind circles trying to find the exit while caffeine-deprived students eager to check their text messages and missed calls are buffeting you this way and that in their eagerness to escape the torturous death-chamber that is an hour-and-forty-five-minute lecture.

7. Get used to rattling off your top ten favorite foods. When you go to the dining hall and get help from the kitchen staff, you will very, very quickly become very, very sick and tired of hearing every single dish listed. If you know what you like, and you can rattle it off immediately, you’ll save yourself a lot of “no, thank you-ing”, especially if you’re an incredibly picky eater.

- If you don’t have any guest meals and need/want to get a friend into the dining hall with you, execute the traditional “sighted-guide” stance, slap on your best “I’m an angelic little blind person” face, and act like your friend is just helping you out and totally doesn’t plan on eating with you. Nine times out of ten, no one will even bat an eyelash, and you both can waltz in and pig out: no questions asked. Consider this the dining hall’s present to you for putting up with its inherent inaccessibility.

6. Perfect your “Blind Poker Face.” As obnoxious as it is, people are always watching you, particularly if you’re one of the only blind students on campus or, even more daunting, the only one. So when you trip over a curb while disembarking the bus, circle a combined desk-and-chair three times to figure out which side you’re supposed to sit down on, search futilely for the napkin-holder, soap dispenser, or your drink for what feels like ten years, or crash face-first into a wall while sleep-walking through the bathroom in your pajamas at 3 AM as a half-drunk dorm mate looks on, just smile and nod and look like you’re thinking, “I’m just so cool and blind and hilarious, and I totally meant to do that. Like, duh, dude.”

5. Before charging into your dorm’s bathroom stall, hang onto the door with one hand, brace your other hand on the wall, and probe out with one foot (assuming you don’t bring your cane into the bathroom with you). This will enable you to determine whether or not the floor is wet, soapy or covered with vomit. If you detect this beforehand, you’ll avoid plunging to your death, concussing yourself on the wall or toilet bowl, and/or doing a face-plant in something nasty.

- ALWAYS wear shoes in the shower. There’s nothing worse than discovering an unidentifiable object floating around in there with you and having your foot come into contact with it repeatedly. If you have a shoe on, you can just kick it aside without fear or too much revulsion.

- ALWAYS swipe the toilet seat with a huge wad of toilet paper before sitting down. This should be a Blind Commandment.
4. If you insist on pulling an all-nighter to procrastinate on a project due the next morning, set two alarms. Not one, but two. This way, when you disgustedly punch off the first alarm, the second will prevent you from over-sleeping, missing your ride, and being in danger of failing to turn in the project that was the cause of your all-nighter on time. Tearing madly across campus to class with a well-meaning good Samaritan who, through no fault of their own, has never sighted-guided you while running could potentially be hazardous to your health.

3. Be prepared to answer A LOT of “blind questions.” Since you’re in college, you’ll get some genuinely well thought-out, evocative, unique ones, like “If you could see only one thing, what would it be?” and, ironically, “What’s the stupidest ‘blind question’ someone ever asked you?” But you’ll still get some ridiculous ones. For your edification, here are a few sarcastic answers that I’ve tried out on the days when the questions started to drive me around the bend. Feel free to recycle.

Q: How come you’re late to class? Doesn’t your dog know the way?
A: Well, yes, he usually does. I just forgot to activate his GPS this morning.

Q: Who dresses you? You always match so perfectly!
A: I have a butler who gets me up, hand-dresses and bathes me, and brings me breakfast on a silver platter.

Q: (while you, the blind person, are placidly and comfortably waiting for someone and clearly not attempting to go anywhere): Oh, my gosh! Are you, like, lost? Do you need, like, help?
A: Nah, I’m just looking at the view. (This one works best if you waggle your cane/pet your dog and give an ingratiating but sincere smile.)

In all seriousness, I’m kind of just kidding. Try to be patient and charming at all times when people ask you these kinds of questions.

2. Find your niche. As a blind person--and I don’t mean to label or classify or be rude, but I kind of have to in order to explain this--potential friends tend to fall into a few categories. There’s the “Ohmygosh ... that blind kid is so amazing” group; the “Ohmygosh ... that blind kid is so helpless, so I’ll constantly run over and try to save them and talk really patronizingly” group; the “Ohmygosh ... a blind kid! I’ve never seen one of those before! I think I’ll stay at least ten feet away from them at all times, like they have the plague. They won’t notice” group; the “Ohmygosh ... a blind kid! How scientifically thrilling! I’ll ask them a bunch of questions like they’re a science project, and as soon as they change the subject, I’ll mysteriously disappear” group; the “Ohmygosh ... is that kid really blind? They don’t look blind. Maybe I’ll just go and wave my hand in their face. Or I could try talking to them really loudly. Or maybe I should be helpful, go up to them without announcing myself, grab their hand, and haul them unceremoniously into a classroom without asking where they want to go in the first place” group; the “Ohmygosh ... that blind kid is so interesting/novel/cool! Let’s stand around and gawk! Or, better yet, let’s get right up in their face and just gape, because--hey!--they can’t see us doing it, anyway” group; and, best of all--seriously--there’s the “Ohmygosh ... let’s see if, perhaps, that random person over there wants to chat. Oh, what’s that? They’re blind? Gee, I hardly noticed. It really doesn’t matter all that much to me anyway” group. Obviously, you want friends who come from the latter group. Luckily, college is made up of mostly these cool people. But despite their being plentiful in quantity, these people can be really hard to find, and it can become really frustrating dealing with all the other groups. It helps to join a club/group/activity where you’re comfortable and happy. That way, people will be theoretically “forced” to interact with you frequently and in fairly controlled conditions. Thus, they’ll see you in your best light (pun intended) and will almost certainly want to get to know you as a person instead of just “the blind kid.”
1. Be a smart, organized blind person.

- If someone helps you move in initially, encourage them to think logistically. Tubs are great for storing that bulky Braille paraphernalia you won’t need often; they can squeeze under your bed and be completely unobtrusive. Also, if you happen to be on the short side, get somebody to help you align a sturdy nightstand or desk beneath each high shelf. That way, you can climb on things in order to both store and reach items that won’t fit on your already-cluttered surfaces, no matter how hopefully you shift things around. Moving in right is a MUST for blind people because it’s rough to shift furniture in an already-crowded, heavily lived-in room. Knickknacks and small items are apt to go flying if you try it by yourself, and then you’ll just end up in a very bad mood.

- Even if you don’t think you’ll want to, you will want some popcorn, tea, hot cocoa, or a TV dinner. And to make any of that, you need a microwave. So either bring your own microwave, bring some Braille-on so you can make labels for one, or hope like heck that you have a friend who’ll run over and help you every time you get hungry at 2 AM while writing a paper and begin to suffer an appallingly crippling craving for microwavable food.

- You’ll also probably want to run on a treadmill at some point. So either bring more Braille-On, somehow get your own treadmill into your dorm/apartment/housing facility, or hope like heck that you don’t accidentally push the wrong buttons and force yourself to run like mad to catch up with the panel and slow yourself down again. Or else hope that that same friend will be there to save you.

- Ditto washing machines.

- Bring a talking dictionary. Seriously. Just do it. When you’re frantically writing a paper that’s due in ten minutes, and you need a synonym because you’ve used the same word about twelve times, you will NOT want to wade through the clutter of Dictionary.com with your screenreader trying to find the thesaurus. Especially when you already have ten other Internet windows open because of all the sources you’re required to have and to cite.

- Have an accessible alarm system, planner/organizer, and calculator.

- Know how to work your mini-fridge, if you have one. Having frozen water is NOT fun times. Neither is having curdled milk, though. So you have to be careful and strike a happy balance.

- Assuming you have a cell phone, have ALL emergency numbers in your phonebook. Remember the golden rules: (a) A phonebook that’s overflowing is better than one that’s verging on empty, (b) It’s better to have numbers you don’t need than NOT to have the one that you really, really DO need in a pinch, and (c) The more people you can get in touch with fast, the better off you’ll be. There will come times when you’re lost, late, abandoned/forgotten--“Where the heck is my ride? They said they’d be here ten minutes ago, and I can’t be late to this appointment!”--or just need a pair of working eyes to help you find the tiny, evasive key that you dropped, the last of the M&Ms you spilled--“I can’t let my dog eat those!”--or a stupid link on a web site that your screenreader refuses to locate, no matter how much you swear and sob and stab ineffectually at your keyboard. People are more than willing to pitch in and help; it’s just a matter of getting a living, breathing person on the other end of the line when you need one.

- Know how to open child-proof pill bottles by yourself ... or, alternately, transfer said pills into a more practical container. Child-proof pill bottles can easily be opened without sight 99.9% of the time; you just have to know exactly how. Trust me, you will NOT want to be struggling to figure out how to open a bottle of aspirin when your head is throbbing, your eyes are watering, everyone
else in your dorm is out partying, and you just want to go to bed, hug your teddy bear and hope like heck that your headache will go away. Also, on a related note, be sure you can tell your pills apart, if you have more than one type. It probably wouldn’t be a good idea to take something for headaches, something for allergies, something for a fever and something for a cold all at once and just hope that one of them will work successfully. They’ll probably just make you violently sick.

• Bring safety pins to connect your socks. Really. This is a must. Otherwise, you will most assuredly lose about half of them when you try to do laundry. Also, NEVER leave your laundry unattended. If you do, some sighted person is apt to want your machine the second its cycle is complete. They’ll inevitably think, “I’ll just unload the laundry! I mean, whoever it belongs to will totally, obviously see it!” Then they’ll proceed to heedlessly fling all your clothes onto a super-high shelf that your cane and desperately searching fingers will never, ever have a prayer of finding. And, of course, they will have loaded their own laundry and be long gone and hard to find by the time you come back and start innocently searching for your stuff.

• Fold your money. Seriously. I know it’s a pain, but just do it. Few things are more embarrassing than going down the hall, banging on doors and begging some poor, unwitting sighted fool to analyze ten years’ worth of bills for you. Have some pride and save yourself a lot of aggravation and fold your money.

• Use your resources. RAs in particular are good for this kind of thing. If you have to go trekking all over creation to get a batch of forms signed, or if you need someone to let your dog out while you go to a mandatory, three-hour performance for a class, or if you’re just really hungry and don’t want to deal with the aforementioned dining hall staff, however well-meaning, you can enlist the help of your RA and console yourself with the knowledge that they’re paid to do ridiculous grunt-work like this. And they probably won’t mind too much, either.

GOOD LUCK!!!
SUMMER ISSUE – JUNE – JULY – AUGUST 2009

This will be a summer full of fun and exciting warm weather activities.

Are you teens, Track A (ages 6-8) and Track B (ages 9-12) ready to participate in a summer musical, learn to swim, paddle at Newport Beach, and more? If the answer is “yes,” keep reading to see what exciting activities we have to offer this summer.

Our summer schedule will be:
Mondays, 2 to 4:30 p.m., Youth programs (ages 6-12)
Tuesdays and Thursdays, 2:30 to 5 p.m., Musical Theater Camp
Wednesdays, 1:30 to 3:30 p.m., Judo
Fridays, 2 to 5 p.m., Teen program

CALL TODAY TO REGISTER

TRACKS A & B – SWIMMING
MONDAYS, BEGINNING JUNE 22 - JULY 27; 2 - 4:30 PM
Grab your suits and goggles! We will be heading to the city pool in Los Alamitos for group swimming lessons. We will be broken up into four groups based on skill level and get a half hour of instruction. We will be learning all the basic techniques of swimming and water safety. After the lesson, we will have time to work on arts and crafts, have guest presentations, or just run around the park. Come join the fun in the sun! Space is limited to 20 students, so call soon!

TRACKS A & B – BEACH DAY
MONDAY, AUGUST 3; 2 - 5 PM
Bring the sunscreen and s’mores and come join us on the beach! We will be putting those water safety skills to work and enjoying a day of sunshine and sand. Remember this trip is to reward all those who worked hard and participated in swimming, so make sure you are attending those classes.

“YOU CAN’T STOP THE BEAT!”
SUMMER MUSICAL THEATER CAMP AUDITIONS
After last year’s successful show, we are bringing back Summer Musical Theater Camp for the second year! Under the direction of Marleena Coulston and the talented youth staff and volunteers, you will learn what it takes to master the stage. Students will prepare short scenes and musical numbers from shows including Hairspray, Mary Poppins, The Lion King, and more. From the audition process and rehearsals, to costumes and makeup, students will be given a full theatrical experience and will perform for a live audience at the end of the summer. You do not want to miss this opportunity!

Auditions will be held Tuesday, June 2, and Tuesday, June 9, during regular program hours. This will be a formal audition; however, please keep in mind that you will be cast in parts based on your skill level. Everyone who auditions WILL be cast. Please come prepared to sing a verse and a chorus from a song of your choosing. You may also be asked to do some choreography (simple movement) and read a short scene from a script. Materials will be provided in Braille and large print the day of the audition.
The Musical Theater program will be offered on Tuesdays and Thursday, starting June 23, from 2:30 - 5:00 p.m. Dress rehearsal will be Friday, August 7. Show date is Saturday, August 8. This will be a matinee performance. Students must be available for dress rehearsal and the show date in order to participate. If you have any questions, please contact Marleena Coulston.

**JUDO -- WEDNESDAYS**  
**JUNE 24 - AUGUST 5; 1:30 - 3:30 PM**  
All ages are welcome to try Judo. We provide a dedicated, outstanding instructor, Donn Hearn, from the Akita Martial Arts Academy. Students will need gis (pronounced gee) judo uniform to participate. They are kindly provided by our instructor.

Judo improves body awareness, enhances physical fitness and agility. Judo also incorporates respect, leadership and discipline to an artful sport.

**TEENS -- PADDLING AT NEWPORT AQUATIC CENTER**  
**FRIDAYS, JUNE 26 - JULY 31; 2 - 5 PM**  
The teen paddling program provides students the opportunity to enhance their self-awareness, physical endurance and teamwork.

The day will begin with a brief weight room session, then a 15-minute session on a rowing machine, followed by a challenging workout paddling along the beautiful Newport shoreline.

Teens, you won’t want to miss this fun way to work out!

**WATER SKIING -- TEENS**  
**SATURDAY, JULY 25**  
To add to our cool and wet summer, the teens will take an adventure to San Diego to ride the coast on water-skis. Students will be assisted by sighted guides for safety and have a chance to feel the rush of adrenaline and breeze through their hair on this fun and exciting trip. Students submitting the top essays will be selected for this trip!

**BRAILLE INSTITUTE CAR RALLYE, ALL AGES**  
**SATURDAY, AUGUST 1; 8 AM - 4 PM**  
Students will compete in effective communication and navigation through reading directions accurately and clearly to drivers in beautiful expensive cars. The vehicles are a lot classier than our customized Braille vehicles! Past vehicles have included sleek sports cars, powerful SUVs and real police cars.

All five Braille Institute centers will be participating in this race. Who will take the first place this year?

**INDEPENDENCE UNIVERSITY**  
**MONDAY, AUGUST 10 - FRIDAY, AUGUST 14**  
This year our high school students will be experiencing university life as residents in the dormitories of San Diego State. The application process for Independence University will correspond to the “real” college application process. There are only four spots available for this five-day learning experience.

~ ~ ~ ~ ~
Hello Listers,

Attached is the schedule for short courses for next school year. We have planned some great weeks so have a peek and let us know if you have students who could benefit. I will not be teaching this summer, but will be checking email from time to time. Sharon Sacks will be on campus and she can help if you have immediate questions. Have a great summer! I look forward to working with many of you in the coming year.

Barbara Maher, Coordinator, Short Course Program, CSB
510-794-3800, Ext. 272; bmaher@csb-cde.ca.gov

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.

• September 14-18, 2009 – 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 August 31, 2009.**

• October 13-16, 2009 – Boats, Trains and Buses! Transportation week. Introduction to a variety of modes of transportation available in the Bay Area including CalTrain, BART, bus travel, and a ferry ride. Geared towards students ages 7-10. **Please note. This is a 4 day week and students will arrive at CSB on Monday, October 12, 2009**

• 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 Museum 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.

- **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** Geared 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 light bulbs 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
Sharon Sacks, Director of Curriculum
510-794-3800, Ext. 313; ssacks@csb-cde.ca.gov

Dear friends, attached is a scholarship opportunity to share.
Richard

SUBJECT: 2009 AAHD Scholarship Program

The American Association on Health and Disability (AAHD) is proud to announce the creation of the 2009 AAHD Scholarship Program.

The AAHD Scholarship Program will support students with disabilities who are pursuing higher education. Preference will be given to students who plan to pursue undergraduate/graduate studies in the field of public health, health promotion, or disability studies, to include disability policy and disability research. Royalties from the Disability and Health Journal will fund the first year of the AAHD Scholarship Program.

Please visit www.aahd.us to read more about the Scholarship Program and to download the application.

If you would like to make a donation to the AAHD Scholarship Program, please send your contribution to American Association on Health and Disability, 110 N. Washington Street, Suite 328-J, Rockville, MD 20850. Please indicate your donation is for the Scholarship Program. For additional questions, please contact Roberta Carlin at rcarlin@aahd.us or 301-545-6140, Ext. 206.

To learn more about the peer reviewed Disability and Health Journal, visit www.disabilityandhealthjnl.com.

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.

SUBJECT: Dancing Dots Training at California School for the Blind, October ’09:

Dancing Dots presents two two-day courses in the Use of Accessible Music Technology October 6 – 9, 2009, at the California School for the Blind in Fremont, California.
1. Accessible Audio Production: Track, Mix and Master with SONAR Tuesday, October 6, and Wednesday, October 7, 2009 – 8:30 AM to 4:00 PM

Looking for a creative outlet for your students that motivates them to learn and apply general assistive technology literacy skills? Want to start a recording studio as an after-school program or club? Learn the core technology that allows blind audio producers to create high fidelity music and spoken-word recordings.

2. Producing Accessible Music Materials with GOODFEEL Software from Dancing Dots Thursday, October 8, and Friday, October 9, 2009 - 8:30 AM to 4:00 PM

Learn to use the music notation and transcription software that will help your students learn new pieces quickly. Produce braille music and “talking” scores. This technology even gives them an accessible notation editor for writing their own musical assignments and creative projects in print notation for sighted musicians to read.

Includes use of a PC with all necessary hardware and software installed. Lunch and snacks provided.

Register for one or both of these courses at: [http://www.dancingdots.com/main/training_reg.htm](http://www.dancingdots.com/main/training_reg.htm)

**Overview of Courses**

**Accessible Audio Production: Track, Mix and Master with SONAR**

Learn to use the SONAR digital audio workstation software that converts a Windows-based PC into a multi-track, high-end recording studio complete with high-tech audio effects such as reverb, compression and equalization. SONAR lets you record electronic instrumental sounds onto individual tracks using a MIDI musical keyboard. Using a microphone, you can record acoustic sounds such as someone singing or playing a real violin onto audio tracks. SONAR ships with a number of so-called soft synthes. These are digital software instruments that can be triggered by the musical keyboard.


---

**Producing Accessible Music Materials with GOODFEEL Course**

Many vision teachers and music educators who serve blind students are unsure how to help them to participate fully in school music programs and classes. In this two-day course, they will learn how to prepare accessible music notation quickly and at the local level. Sighted people who can read print music but who do not necessarily know anything about literary or music braille can use the suite of software from Dancing Dots called GOODFEEL to enter, revise and automatically transcribe print music into the equivalent braille score. Blind participants will use Lime with the JAWS for Windows screen reader. They will hear musical tones accompanied by verbal descriptions of notes and other score elements. This information is reinforced by reading the equivalent braille music notation on an electronic braille display connected to the PC. An audio playback option is available as an aid to braille music reading and for those students who cannot read braille but can learn their part by listening to the notation being played back in tempo. Sighted teachers can observe and learn how blind users access scores.


---

Tuition applies. Payment can be made by credit card, check, money order, or purchase order.

Contact Dancing Dots at **610-783-6692** option 1 or **info@dancingdots.com** with any questions.

~ ~ ~ ~ ~
SUBJECT: AFB Webcasts-audio and text transcripts now available

AFB CareerConnect® presented two free online seminars for professionals working with children and adults with visual impairments in April 2009. Each session is now available through audio streaming to your computer or text transcripts. You may also download the PowerPoint presentations that were available for each session. To receive continuing education credits please note the code words available at the beginning and ending of each session and complete the online evaluation form.

Both seminars will be rebroadcast later this summer. We will alert you to the dates.

The following link will take you to the webcast page.
http://www.afb.org/Section.asp?SectionID=7&TopicID=405

Session 1: Lifelong Learning in Career Education Dr. Karen Wolffe, Director, Professional Development and CareerConnect, discusses the career education model, how to help move children and adults through the appropriate stages of the model, and provides activities and resources available to instruct children and adults with visual impairments in career education, and more.

Session 2: Determining Current and Future AT Needs Ike Presley, Project Manager, Professional Development, shows attendees how to create a “toolbox” for success by presenting the tools needed to access and create printed and electronic information. He is then joined by professionals with visual disabilities discussing their career planning techniques as well as the assistive technologies that have helped them compete in the workplace and advance their careers.

If you have any questions please contact Scott Truax at struax@afb.net. Brought to you free-of-charge through the generous support of AT&T.

* * *

We encourage you to forward DOTS for Braille Literacy to a friend, relative, or colleague. If they would like to sign up for an e-mail notification themselves (for free, of course!), they can visit:
http://www.afb.org/myAFBnewsletter2.asp

~ ~ ~ ~ ~

SUBJECT: Just Released: Drawing with Your Perkins Brailler®

An activity guide to creating tactile drawings; Written by Perkins Braille & Talking Book Library. Director, Kim Charlson.

This book contains step-by-step directions for creating 36 different drawings ranging from basic to highly intricate. Drawings include shapes, various animals, and pictures with holiday and transportation themes. The actual braille pictures are included to show what the drawings will look and feel like when completed.

Print edition: 84 pages – 14 point type; Braille edition: 158 pages -- one volume
Available online at www.perkins.org

A WORD FROM KIM CHARLSON...
"Creativity and individual personal style are so often expressed, particularly by children, through art and drawing. The creation of tactile pictures can be an excellent method of developing drawing and other artistic skills for children who are blind or visually impaired."

CTEVH SUMMER 2009 Volume LI, No. 2
Visit us online for more information about the author.

WHAT PEOPLE ARE SAYING...
"Using this book, I can finally do artwork independently. I’ve learned that art is more than colors on paper."
– Sam Lylis, Perkins Student

“These well-designed braille drawings can be a fun, artistic exercise and learning experience that can eliminate some of the anxiety and/or reluctance that frequently accompanies the braille learning process for many older adults.”

**Questions?** Phone: **(800) 852-3133** or **(617) 972-7240**
Email: library@perkins.org

**Posted by:** Sharon von See, Braille Coordinator
TechAdapt, Inc.; Braille Transcription/NIMAS Conversion
http://www.techadapt.com; **360-306-1676** (Voice); **360-544-0112** (Fax)

~ ~ ~ ~ ~

**New Opportunity for Youth who are Blind or Visually Impaired:**
An Online Employment Preparation Program

Are you interested in finding a job? Are you a senior or recent graduate from high school OR a senior or recent graduate from college? If you answer yes to both of these questions, we have a program for you that is being offered online, and it’s free! We know that youth who are blind or visually impaired often have difficulty finding employment, and we want to help by providing a program that specifically focuses on identifying the right job for you and the steps to take to find that job. The program will last eight weeks, beginning in the Fall of 2009 or the Winter of 2010, and it will cover the following topics:

- Self-assessment & discovery
- Interest & career exploration
- Job search skills training
- Employment issues specific to blindness
- How to locate specific job openings & apply for jobs

This program will take place online, so you can be located anywhere in the U.S. and participate. You can participate from home, school, or anywhere you have internet access. We can also help you obtain internet access in order to participate if this is a problem for you. Although this is an online program, it will involve interaction with others and will require completion of assignments. Two programs will be offered: one for seniors or recent graduates from high school and one for seniors or recent graduates from college.

Specific requirements for participation include:
- Legal blindness or more severe visual impairment
- Blindness as the primary disability, without additional significant disabilities
- Senior in high school (or recent graduate) who does not plan to attend college, OR Senior in college (or recent graduate), under the age of 25, who expects to seek (or is seeking) employment after graduation
- Basic computer literacy and knowledge of accessibility software/hardware that would allow participation in an intervention provided on the Internet

If you meet these requirements and are interested in participating in one of these free programs, you may check out our website at www2.blind.msstate.edu, or contact Lynda Goleman: **1-800-675-7782** or lgoleman@colled.msstate.edu
Online Transition Intervention Opportunity for Youth who are Blind or Visually Impaired

Recruiting Participants

The Rehabilitation Research & Training Center on Blindness and Low Vision at Mississippi State University (RRTC) would like to announce a special opportunity for youth who are blind or visually impaired. The RRTC will be conducting two online interventions: one for youth approaching graduation from high school and one for youth approaching graduation from college. The purpose of the interventions is to help prepare these youth to seek and obtain employment; therefore we are looking for participants who plan to seek full-time employment after completing their education. The interventions, which will be approximately eight weeks in length, will take place in Fall 2009 and Winter 2010. Please note that these interventions will be FREE to all participants and will be completely online – therefore participants can be located anywhere in the U.S. and can participate from home.

Requirements for participation will include the following:

- Legal blindness or more severe visual impairment
- Blindness as the primary disability, without additional significant disabilities
- Senior in high school (or recent graduate) who does not plan to attend college, OR Senior in college (or recent graduate), under the age of 25, who expects to seek (or is seeking) employment after graduation
- Basic computer literacy and knowledge of accessibility software/hardware that would allow participation in an intervention provided on the Internet

We currently want to identify professionals who can help us recruit participants in the coming months. Individuals who are interested in participating may check out our website at www2.blind.msstate.edu or contact Lynda Goleman at the RRTC: 1-800-675-7782 or lgoleman@colled.msstate.edu

~ ~ ~ ~ ~

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 in formation 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
FEDERAL QUOTA ALLOCATION First, the CSMT staff wants to thank all of you who have registered students for the annual Federal Quota registration of students who are legally blind. Hats off to Nancy Gaffney who not only has that largest number of students to register in the nation, she found an error in the new software that was supposed to catch duplications. The function was not working properly and Nancy alerted the people at the American Printing House for the Blind (APH) who then corrected the problem.

We have over 6,000 students that qualified for this year. Congress recently allocated $309.28 per registered student. This is an increase of $12.37 over last year. Remember, this money is used to purchase braille, large print, and devices/materials for qualified students. The ordering is completed through IMODS. If you have any questions please contact either Steven Parker at sparker@cde.ca.gov or 916-322-4051, or Nancy Gaffney at ngaffney@cde.ca.gov or 916-323-1329.

CTEBVI The California Transcribers and Educators for the Blind and Visually Impaired (CTEBVI), formerly CTEVH, held a very successful conference March 12-15, south of San Francisco. The attendees were very pleased with the nearly 100 workshop offerings as well as special speakers at events during the conference. There was a special bonus this year acknowledging the career dedication of Steve Goodman offering a Lifetime Achievement Award by CTEBVI. The Braille Authority of North America (BANA) presented its first ever achievement award to Dr. Abraham Nemeth, developer of the Nemeth Code for Mathematics and Science transcription.

INSTRUCTIONAL MATERIALS FUNDS The California budget, which passed a few weeks ago, contained information that continued funding for the Instructional Materials Fund (IMF). There is a proposed decrease to local education agencies (school districts) and some level of flexibility in how funds are used. The fund used for ordering specialized materials for qualified students with disabilities was not affected. We continue to process requests through IMODS for materials needed by students.

TECHNOLOGY FOR THE FUTURE In order to budget for materials into the future we are putting together a survey to ask about trends on the use and availability of technology. Some assumptions will be driving the survey. Only 10% of the students who are legally blind, read braille. Technology devices are advancing at a rapid rate, but funding and professional development may not be aligned to that change. If you have suggestions for the survey, please submit them to Jonn Paris-Salb jparissalb@cde.ca.gov.

DIGITAL TALKING BOOKS Please review the new titles available in the Digital Talking Book (DTB) format.
These titles are available now through IMODS. To find all of the available DTBs go to the IMODS Web site http://csmt.cde.ca.gov/index.aspx and click on the pull down screen just under the top bar. Click DAISY to see all 74 DTB titles.

<table>
<thead>
<tr>
<th>ISBN</th>
<th>TITLE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0153523336</td>
<td>WEATHERING CAUSES CHANGES, CALIFORNIA ON-LEVEL SCIENCE CONTENT READER</td>
<td>2</td>
</tr>
<tr>
<td>0022842381</td>
<td>ACTIVITY LAB BOOK, CALIFORNIA SCIENCE (GR. 2)</td>
<td>2</td>
</tr>
<tr>
<td>0812550706</td>
<td>ENDER’S GAME</td>
<td>HS</td>
</tr>
<tr>
<td>002284239X</td>
<td>ACTIVITY LAB BOOK, CALIFORNIA SCIENCE (GR. 3)</td>
<td>3</td>
</tr>
<tr>
<td>0328175102</td>
<td>THE SHAPE OF OUR LAND (CONTENT READER, GR. 4 UNIT 1)</td>
<td>4</td>
</tr>
<tr>
<td>0618600663</td>
<td>MAGNETS IN MEDICINE (GR. 5)</td>
<td>5</td>
</tr>
<tr>
<td>0328175129</td>
<td>EARLY AMERICANS (CONTENT READER, GR. 4, UNIT2)</td>
<td>4</td>
</tr>
<tr>
<td>0153398264</td>
<td>CALIFORNIA COWHANDS (TIME FOR KIDS READER, GR. 4)</td>
<td>4</td>
</tr>
<tr>
<td>0618600799</td>
<td>STRANGE ROCKS</td>
<td>6</td>
</tr>
<tr>
<td>0153398256</td>
<td>SAVING THE REDWOODS (TIME FOR KIDS READER, GR.4)</td>
<td>4</td>
</tr>
</tbody>
</table>

Friday, May 1, 2009

IMODS ORDERS The CSMT staff are happy that many of you are combining your orders together. While we have an incredible team here at CSMT, our limited staff processes, fills and distributes orders for the entire state. When submitting an IMODS order, place several items (not more than 30) on one order. This makes the order processing time more efficient. Thank you for cooperating in this effort.

UNUSED TEXTBOOKS The CSMT warehouse is prepared to receive textbooks that are not going to be used next year by your students. We have an incredible system to re-shelve braille and large print, in good condition, so the materials may be sent out for summer programs and for students in the fall. Please make sure all volumes are included. Ship the items as FREE MATTER FOR THE BLIND – in the upper right-hand corner (no postage required). The mailing address for the warehouse is; 3740 Seaport Blvd. # 20, West Sacramento, CA 95691

SURVEY SAYS This spring we will be conducting a survey to find out which publisher’s textbooks are likely to be purchased or piloted in your districts or charter schools. Our goal is to prioritize which textbooks to stock in each of these formats: braille, large print, and audio. The survey will also include questions about the availability of assistive technology in your district. We want every decision we make, in providing accessible formats, to help students receive the materials they need.

FEDERAL QUOTA ALLOCATION There have been several calls about the federal quota allocation. The federal quota amount ($309.28) reported last month is for the legally blind students registered with APH in the January 2008 census. These funds are to be used for APH products and books by the end of the federal quota fiscal year, September 30, 2009. If you have questions contact Nancy Gaffney at 916-323-1329 or ngaffney@cde.ca.gov.

DIGITAL TALKING BOOKS To locate DAISY books use the pull-down screen near the top of IMODS located at http://csmt.cde.ca.gov/index.aspx. Click on the word ‘ALL’, then click on DAISY. You will see new additions to the digital talking book (DTB) collection. You can now select from almost 100 titles in the DTB format for your students. New titles are listed here:
ELECTRONIC TEXTBOOKS You have been reading in the newspaper or online about the development of electronic textbooks for students in grades nine through twelve. Additional information can be found on the California Department of Education’s Communications Web page at http://www.cde.ca.gov/nr/ne/yr09/yr09rel81.asp.

RETURNS TO THE WAREHOUSE A thank you goes out to many of you who have returned books to the CSMT warehouse that students are no longer using. On Braille-n-Teach we see many districts offering to loan or give away braille or large print books that other students can use. Your generosity is very much appreciated. Please send your books to the CSMT Warehouse (which is open all year), 3740 Seaport Blvd., Suite 20, West Sacramento, CA 95691. It would be helpful if you would indicate the book title, ISBN, and format on the outside of the box. Remember you can ship these boxes as “Free Matter For The Blind.”

STUDENTS WHO MOVE When a student, who is blind or visually impaired, moves to a new district it is always helpful to provide the new service provider with as much student information as possible. We appreciate all efforts to make the transition a smooth one. This can include sharing, loaning, or giving the books, devices, and tools that the student needs. You are welcome to use Braille-n-Teach to provide that support. When a new student enrolls with unfamiliar vision issues, we encourage you to ask questions of others on the listserv, so that the educational needs of these students are met.

SUMMER DELIVERIES When you are ordering materials for the 2009-10 school year, it is important that you let us know where to deliver items during breaks when schools are closed. We have found, over the years, that some districts close several weeks in the summer and boxes are either held at post offices or are returned to us as undeliverable. This can be avoided by having materials shipped to a location where someone is available to receive the items. To avoid confusion and double orders, please help us to ensure that materials arrive at destinations where they can be delivered to the right people.
**REIMBURSEMENT FUNDS**  The CSMT will, however, continue to provide braille, large print, and audio, as well as digital talking books for grades kindergarten through grade eight through our IMODS ordering system. Purchases through the American Printing House for the Blind, using Federal Quota funds, are still available as well. For additional information please review the CDE’s CSMT Web page at http://www.cde.ca.gov/re/pn/sm/reimburseprograms.asp.

**CSMT EMAIL**  Do you have a question for the Department of Education regarding specialized materials, but you are not sure who would be best to ask? We at CSMT would be happy to provide that information to you. Our email address is csmt@cde.ca.gov. We will find answers to your questions by providing links, information, and resources to serve you in support of your students.

**DIGITAL TALKING BOOKS**

<table>
<thead>
<tr>
<th>ISBN</th>
<th>TITLE</th>
<th>GRADE</th>
<th>PUBLISHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>002286007X</td>
<td>CALIFORNIA SCIENCE, INTERACTIVE TEXT</td>
<td>3</td>
<td>MACMILLAN/MCGRAW-HILL</td>
</tr>
<tr>
<td>0618600779</td>
<td>STRANGE ROCKS</td>
<td>6</td>
<td>HOUGHTON MIFFLIN COMPANY</td>
</tr>
<tr>
<td>0328175153</td>
<td>THE MEXICAN-AMERICAN WAR</td>
<td>4</td>
<td>PEARSON SCOTT FORESMAN</td>
</tr>
<tr>
<td>061848177X</td>
<td>ANNE BRADSTREET</td>
<td>3</td>
<td>HOUGHTON MIFFLIN COMPANY</td>
</tr>
<tr>
<td>061848180X</td>
<td>MADAME C.J. WALKER</td>
<td>3</td>
<td>HOUGHTON MIFFLIN COMPANY</td>
</tr>
<tr>
<td>0618481834</td>
<td>THE LADYBUG AND THE LEGISLATURE</td>
<td>3</td>
<td>HOUGHTON MIFFLIN COMPANY</td>
</tr>
<tr>
<td>032817517X</td>
<td>CONFLICT IN THE AMERICAN WEST</td>
<td>4</td>
<td>PEARSON SCOTT FORESMAN</td>
</tr>
</tbody>
</table>

I hope you enjoy the latest issue of Update. We here at CSMT wish you all a safe summer. Remember, we are here all year to serve you!

CSMT Staff

**CHUCKLES CORNER**

![Cartoon image of a jester saying, "Yesterday, I was reading the braille edition of the king's latest speech." and another saying, "My fingers fell asleep." ](image)

CTEVH SUMMER 2009 Volume LI, No. 2
## Automatic White Space

Tired of having to go back and draw little white boxes around your text to separate it from your background fills or lines? I just recently discovered a little trick that should make life easier for us CG tactile artists who use Adobe Illustrator. (The palettes below might have a different look depending on your version of Illustrator. These examples are from CS4.)

Using the preferred Braille29 typeface (29 point), type a “holding” group. Select it and turn to the Appearance palette which should look like this.

<table>
<thead>
<tr>
<th><img src="image1.png" alt="Appearance Palette" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
</tr>
<tr>
<td><strong>Characters</strong></td>
</tr>
<tr>
<td><strong>Opacity, Default</strong></td>
</tr>
<tr>
<td><strong>Add fill</strong></td>
</tr>
</tbody>
</table>

Click on the “Add Fill” button at the bottom of the palette. And you’ll get this.

<table>
<thead>
<tr>
<th><img src="image2.png" alt="Appearance Palette" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
</tr>
<tr>
<td><strong>Stroke</strong></td>
</tr>
<tr>
<td><strong>Fill</strong></td>
</tr>
<tr>
<td><strong>Characters</strong></td>
</tr>
<tr>
<td><strong>Opacity, Default</strong></td>
</tr>
</tbody>
</table>

With “Fill” highlighted, change the color to white and then click and drag the Fill layer to below the “Characters” layer. Make certain there is no stroke applied to the Fill layer or the Stroke layer.

<table>
<thead>
<tr>
<th><img src="image3.png" alt="Appearance Palette" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type</strong></td>
</tr>
<tr>
<td><strong>Stroke</strong></td>
</tr>
<tr>
<td><strong>Fill</strong></td>
</tr>
<tr>
<td><strong>Characters</strong></td>
</tr>
<tr>
<td><strong>Opacity, Default</strong></td>
</tr>
</tbody>
</table>

Now, with the Fill layer highlighted again, click on the “fx” button at the bottom of the palette and select Convert to Shape / Rectangle…

<table>
<thead>
<tr>
<th><img src="image4.png" alt="Illustrator Effects" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Convert to Shape</strong></td>
</tr>
<tr>
<td><strong>Rectangle</strong></td>
</tr>
<tr>
<td><strong>Crop Marks</strong></td>
</tr>
<tr>
<td><strong>Distort &amp; Transform</strong></td>
</tr>
<tr>
<td><strong>Rounded Rectangle...</strong></td>
</tr>
<tr>
<td><strong>Ellipse...</strong></td>
</tr>
</tbody>
</table>
That will bring up this window. Select Relative and change Extra Width to 9 points (1/8-inch) and Extra Height to 3 points and Click “OK.”

You now have text that automatically has a white box behind it that will grow or shrink with your typing, keeping a 1/8-inch border.

One note of caution, however. If you need to wrap your text, you might need to do it with separate lines. The top example is using a return; the bottom is two separate lines.

Now just put this into your favorite template or somewhere you can easily copy it whenever you need text with a white-out underneath.

Happy haptics!
Teaching Early Piano Formats To A Blind Student

Continued:
Let us expand our discussion of teaching reading skills for bar-over-bar piano music formats.

Continuing with an example from “Introduction to Piano for the Blind Student” – Graded Studies Book 1, the first experience with two hands simultaneously appears on Page 7. In measure 7, there are notes written in both the right and left hand parts. They are exactly the same notes played one octave apart. For our purposes, we refer to them as “unison hands,” even though true unisons in the same octave are not possible on the piano.

Once the student has read hands separately as indicated in the last journal article, he or she has become aware that two hands will be played together in measure 7. Even with shoes and socks intact, assembly of the two parts will be quite easy once the reader sees that both hands play the same notes.

One suggestion is to touch the right hand part with the right hand, and the left hand part with the left hand at the same time. Encourage your student to imagine the bar-over-bar position of the notes in both hands before playing them together.
We must exercise much patience when teaching coordinated hands with music braille. Although piano music is the most challenging of braille music formats for the blind reader, with practice he or she will soon gain much proficiency in reading and playing in this format.

Here is another example from Graded Studies, however, this time measure 8 requires that different notes be read and assembled.

![music notation](image)

Following is an edited lesson from “An Introduction to Music for the Blind Student, Part III* – Teacher Training” [used here with permission]:

**Try this:**
The most difficult concept in teaching a blind student to read music braille in bar-over-bar format is that of how to keep track of, and to assemble, both hand parts. One exercise that can be used to help this process is that of creating special piano-like reproductions, using only rhythmic tapping. The student will simply tap the rhythm of one hand while reading with the other; when arriving at a hands-together part, he or she moves the tapping hand into position to survey the accompanying part. One, then two measures at a time should be read first then assembled after memorizing both hands.

*Part III is a teacher’s training course soon to be released by Dancing Dots ([www.dancingdots.com](http://www.dancingdots.com))
Following are two sample exercises given in piano format; both are for rhythms, and only require hands together in one measure.

1. First, assign the student to right hand rhythms while you tap the rhythms of the left hand in a duet style.
2. Switch parts.
3. Now the student reads from left to right hand part, reading with the same hand, and tapping with the same hand. No need to switch hands, as we are only concerned with surveying the two parts at this point.
4. Once arriving at measure 7 with hands together, pause; read each part, then assemble both.

Skill in becoming familiar with bar-over-bar can be greatly heightened with this approach. Keep in mind that we must develop the ability to keep our place in the braille, and to maintain accurate contact with the music. Continuous flow at this point is not important when arriving at hands-together parts. This approach and exercise is intended to develop a communication with the music, and to maintain contact with the correct measure at all times.

**Sample 1:**

```plaintext
\[ \text{Sample 1:} \]
```

**Sample 2:**

```plaintext
\[ \text{Sample 2:} \]
```

CTEVH 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
Looking to the Future of CTEBVI

In my last article I discussed searching for the money to keep CTEBVI running. I want you to keep that in mind while turning your attention to membership.

We have been here for 50 years. If you think that means CTEBVI will always be there, then sing along with Dinah Shore: “See the USA in your Chevrolet. …” (Ask your parents.). Longevity is no longer an indication of security. The problem with this analogy is that if Chevrolet goes away you can still buy a Ford, a Toyota or some other car. CTEBVI is one of the few organizations that brings the teachers and transcribers together for our specific type of support. We are grouped by the common cause of servicing the blind and visually impaired. We were founded by a group of young kids banging away on Perkins or the slate and stylus. Those kids are now our senior source of experience.

Unfortunately, a number of our founding core have gone to braille for God. Did you know that thunder is really a discussion over formatting? How do we replenish our numbers so CTEBVI will continue another 50 years? Peggy Schuetz, one of our board members, raised a daughter and granddaughter who are now into braille. Since most of us are beyond our child bearing years we had better try recruitment.

I have always said, “Talk braille everywhere, all the time.” Through casual conversations I have been able to bring several new transcribers to the braille field.

From my last article, you know the numbers at our last conference were reduced due to the economy. First, I want to see all of you at conference. I missed you last year. Next, let’s try a new tactic for conference, March 2010 -- “Each one, bring one.” You have a friend or colleague that YOU need to tell about CTEBVI. You need to bring them to the conference and we can “fire them up.” Only you can recruit for CTEBVI. Don’t let CTEBVI become a Studebaker (Ask your parents.).
Hyphen… Dash … or Double Dash?

The hyphen, dash, and double dash have very specific purposes in braille but often can be quite confusing for a transcriber. This confusion lies in the print appearance of these marks of punctuation; they often look alike in print even though there is a great difference in their meanings. It is sometimes necessary to determine from context which braille symbol to use. Once the purpose of the represented marks has been determined, the confusion is removed.

In general, the hyphen is used to divide words or to separate the syllables of words; it is also used to join compound words or expressions;

The dash is used to separate thoughts or segments of a sentence, and sometimes to begin or end an incomplete sentence.

Keeping in mind that the hyphen and dash are marks of punctuation, a couple of very simple rules should always be observed:

- Braille punctuation follows the same order that is found in print.
- Just as in print, there is no space between braille punctuation and the adjoining word.

**Hyphen:** – – (dots 36)


*[Rule 1.5 EBAE]*

The principal use of the hyphen is to:
- separate or divide words at the end of a line.
- connect the components of compound words or numbers.
- leave no space before or after a hyphen in a compound word.
- leave a space appropriately before or after the hyphen in a disconnected compound word.

I like semi-annual clearance sales. (No spaces in print or braille)

I L SEMI-ANNUAL CLE>.E SALES

He wanted to take a five- or six-day cruise. (In braille, use a space after *five-*, but not in *six-day*, just as in the print.)

A FIVE- OR SIX- “D

When hyphens are used to indicate omitted letters in print, use an equal number of hyphens, unspaced, in braille.

He is a d--n (darn) fool.

When transcribing print into braille, be sure to transcribe hyphens only when they denote truly hyphenated words. Do not transcribe a hyphen that is just marking the division of a word at the end of a print line unless you are dividing the same word at the end of a braille line.

assump-... tion...
(The hyphen is not transcribed into braille because it is used in print to divide a word at the end of the line. The hyphen is not an integral part of the word assumption.

I am not up-to-

date. (The hyphen is transcribed into braille because it is an integral part of the compound word up-to-date.)

The Dash: – (dots 36, 36) Note – this is a two-cell sign
[Instruction Manual for Braille Transcribing, 5th Edition, 2009, Section 2.5.] [Rule 1.6 EBAE]

The dash, a punctuation indicator that requires two cells, is used to separate thoughts. In print, the dash is generally longer than the hyphen.

• There is no space between the dash and the word or marks of punctuation which precede or follow it, even though print spacing of the symbol may vary in length.
• A space is necessary after a dash if it ends an incomplete sentence.
• A dash may begin or end a line of braille.
• A dash may NOT be divided.

The giraffe is tall – very tall. (A dash used to separate thoughts). In braille, there is no space between the dash and the words that precede or follow it.

GIRAFFE IS TALL--V TALL4

He is six-feet tall. (Hyphen is used to separate words.)

SIX-FEET TALL4

He just wanted help
– any help at all. (Dash may begin a line of braille.)

HE WANT$ HELP

ANY HELP AT ALL4

He wanted the grand prize –
MORE CASH! (Dash may end a line of braille.)

HE WANT$ GR$ PRIZE

MORE CASH

I love her, but – And that’s the whole story.
(When the dash ends a sentence, there is no space between the last word of sentence and the dash, but space is required after the dash and before the next sentence.)

I LOVE HER--AN THIS IS THE END.
You should not be so foolish – .
You should not be so fool – .

ish – (If the dash is the last character in a paragraph and there is not room for the dash at the end of the line, bring the last word, or last syllable of the word, to the next line. The dash may NOT stand alone.)

The politician lost the vote, 58 – 2.
(Dash terminates the effect of a number sign. Number sign must be repeated.)

She works from 9-5 every day.
(Hyphen does NOT terminate the effect of a number sign.)

**The Double (Omission) Dash:**

[Rule 1.6.a. EBAE]

When in print an extended line is used to indicate that something has been omitted, such as a word, partial word, name, number, or a blank to be filled in, use dots 36, 36, 36, 36. This symbol is referred to as the double dash, or the “omission” dash, since it is used only when something is omitted. When the braille omission dash represents a whole word it is spaced and punctuated as a word.

Five plus five equals ____.

When the omission dash represents missing letters within a word, no space is left before or after it and the other letters of the word.

Mr. G – t is a spy!
Reference Marks and Notes to Headings

Let’s look at *Braille Formats* Rule 4, Section 7.

7. Reference marks and notes to headings

a. Reference marks must be transcribed according to the provisions of Rule 12, Section 1. The format of notes must be in accordance with Rule 12, Section 3b.

b. Placement of notes to centered or cell-5 braille headings. Notes to a centered or a cell-5 braille heading must be placed starting on the line immediately below the completed heading.

   (1) The reference indicator(s) preceding the notes(s) must start in cell 7, with runovers of the notes(s) in cell 5. No blank line must be left between notes when more than one is shown.
   (2) A blank line must be left after the note(s) following a centered braille heading, but not after the note(s) that follow a cell-5 braille heading.
   (3) Where needed for clarity, notes to centered or cell-5 braille headings that occupy more than one braille line may be transcribed according to Section 7c below.

c. Placement of notes to braille column headings

   (1) Before the heading insert a transcriber’s note as follows.

   **Note shown with the heading below.**

   (2) Place the note itself on the next line, preceded by the appropriate reference indicator starting in cell 7, with runovers of the note in cell 5.
   (3) Leave a blank line following completion of the note to separate it from the heading.

d. Placement of notes to braille paragraph headings. Each note must be placed on the line below that on which reference to it appears. The reference indicator preceding the note must start in cell 7, with runovers of the note in cell 5. No blank line must precede or follow the note. When necessary, a note to a paragraph heading that falls at the bottom of a braille page may be placed at the top of the following page.

Examples

**Centered heading with note:**

My First Acquaintance with Poets¹

My father was a Dissenting Minister, at Wem, in Shropshire; and in the year 1798 …

¹. This essay was written in 1823, a quarter century after the events it describes. By then Coleridge and Wordsworth had long given up their early radicalism, and both men had quarreled with Hazlitt—hence the essay’s elegiac note in dealing with the genius of the two poets.
SUMMARY OF COMMA CAUTIONS

1. Don’t use a comma after a coordinating conjunction that links two independent clauses.
2. Don’t use a comma when a coordinating conjunction links two words, phrases, or dependent clauses.
3. Don’t use a comma to separate independent clauses unless they are linked by a coordinating conjunction.

1. Because the comma occurs so frequently, advice against overusing it sometimes clashes with a rule requiring it. In such cases, follow the rule that calls for the comma.

<table>
<thead>
<tr>
<th>Clichés</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy as a lark</td>
</tr>
<tr>
<td>fit as a fiddle</td>
</tr>
<tr>
<td>dumb as a post</td>
</tr>
<tr>
<td>sick as a dog</td>
</tr>
<tr>
<td>crazy like a fox</td>
</tr>
<tr>
<td>slippery as an eel</td>
</tr>
<tr>
<td>blind as a bat</td>
</tr>
<tr>
<td>high as a kite</td>
</tr>
<tr>
<td>smart as a whip</td>
</tr>
</tbody>
</table>

3. A cliché is a worn-out expression.
Paragraph heading with note:

4 WRITING PARAGRAPHS

The mechanics of a paragraph\(^1\). Paragraphing is signaled by indentation. The first line is indented five spaces from the left margin. In a block format the paragraphs are separated by a skipped line between them but no paragraph indentations. ...

\(^1\) A group of sentences that work together to develop a unit of thought.
Nemeth Factorial Symbol

Information on the factorial symbol can be found in Rule VIII, Section 44. The symbol looks like an exclamation point in print. In looking at how the sign is used, you can tell when the Nemeth symbol is needed.

The symbol is: 

When the context is not mathematical, the regular exclamation mark is used.

The print example below shows an example of when the Nemeth symbol is used:

```
EXAMPLE 9  Evaluating Expressions Containing Factorials
Evaluate each expression.

(a) 3!  (b) 6!  (c) (6 - 3)!  (d) 6! - 3!
(e) \frac{6!}{3!}  (f) \left(\frac{6}{3}\right)!  (g) 15!  (h) 100!
```
Family Resources

Providing appropriate resources to assist families in making informed decisions about their child’s growth and development is one of the most important aspects of Early Intervention services. Due to the challenges that our State is facing in regard to our Education budget, it is becoming increasingly important for parents to have tools to create and reinforce learning opportunities for their child at home and in the community.

Early Intervention/VI professionals have a unique opportunity to empower parents to be their child’s best advocate by offering their expertise. Suggestions as to how a family could adapt their child’s play space to encourage visual or tactile exploration, or how to create a concept book centered on the child’s daily routines can launch many great ideas. I remember bringing simple black and white patterns to a home visit with a parent, and upon the very next visit, the infant’s crib was transformed into a play area that supported and encouraged visual interest and stamina. I’m sure we all have stories of the incredible resources of the families we partner with.

Early Intervention services continue to be critical to the families of very young children. Services that respect the inclusion of all family members ultimately result in what best practice is for all children and families. Understanding what help families need from us to encourage their child’s development is our first responsibility. Our weekly or scheduled visits cannot compare with the opportunities family members observe in daily play and in daily routines. What we are best at is providing the tools and techniques that we have learned through our training and experience. For instance, these tools might include how to anticipate the transitional next step in a child’s development, or how to develop a tactile environment that encourages finger strength, how to determine if a behavior is developmentally based or something that requires further investigation, or if self care skills require the specific intervention of an OT, PT or Speech Therapist. These therapeutic and educational strategies are necessary services for children in order to support their growth and development.

Children with a visual sensory loss need to have a program that ameliorates that loss from an early age. Providing the educational tools, resources, and strategies in partnership with parents and families will only strengthen the child’s success.
# CTEVH Specialists 2009

## Braille

**Computer-Generated Tactile Graphics**  
JIM BARKER  
805-648-2224  
jim@barkerductions.com

**Computer Assisted**  
JAMES CARREON  
510-794-3800, ext. 312  
jcarreon@csb-cde.ca.gov

**Foreign Language**  
LISA MCCLURE  
lisa@readmydots.com

**Literary**  
JANA HERTZ  
949-212-7556  
janabrails@aol.com

**Mathematics**  
MARY DENAULT  
702-772-2016  
marybraille@gra.midco.net

**Music**  
RICHARD TAESCH  
661-254-0321  
richardtaesch@menvi.org

**Tactile Illustration**  
KATRINA OSTBY  
ozbee@sbcglobal.net

**Textbook Formats**  
JOYCE WALLING  
j-walling@sbcglobal.net

## Education

**Itinerant/Resource Room/Special Day Class**  
TBA

**Infant/Preschool**  
BETH MOORE  
949-598-3795  
moorebeth@svusd.k12.ca.us

**SUE PARKER-STRAFACI**  
323-906-3138  
sparker-strafaci@brailleinstitute.org

**Handicapped/Multi-Handicapped/Severly Handicapped**  
KATHY GOODSPREAD  
kathy.goodspeed@blindkids.org

**BANA Updates**  
SUE REILLY  
619-725-5651  
sreilly@sandi.net  
sreilly@cox.net

## Large Type & Enlarged Drawing

**JOAN VALENCIA TREPTOW**  
775-353-5948  
jvalencia@washoe.k12.nv.us

**JOAN HUDSON-MILLER**  
310-354-2610, ext. 101  
310-390-4641  
lrsjhm@aol.com

## Business Column

**BOB WALLING**  
210-823-8433  
bigonbrl@yahoo.com

## JAC Representatives

**GINA KEGEL**  
DAN KEGEL  
gkegel@juniorblind.org
## CTEVH SPECIAL AWARDS

### Special Recognition
- 1985 Bob Dasteel
- 1987 Betty Budnro
  - Eleanor & Jack Scharlin
- 1989 Dr. Aikin Connor
- 1992 Russell W. Kirby
- 1995 John Flores
- 1997 Jim Bliss
  - John Linville
- 1998 Dr. Frederic Schroeder

### 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

### 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

### Honorary Life Membership
- 2000 Donna Coffee
- 2009 Phil Hatlen
- 2009 Dr. Abraham Nemeth

### Wall of Tribute at APH Hall of Fame
- 2004 Fred L. Sinclair
- 2008 Rod Brawley

---

## PRESIDENTS AND EDITORS

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

### CTEVH JOURNAL

#### Past Editors
- (formerly *The California Transcriber*)
  - 1959-63 Betty Brudno
  - 1964 Ethel Schuman
  - Kathryn Allen
  - 1965-69 Ruth S. Lowy
  - 1970-75 Norma L. Schecter
  - 1976-88 Dr. Aikin Connor
  - 1989-00 Sue Reilly
  - 2000-01 Joan Valencia
  - 2001-02 Marilyn Westerman
  - 2002-08 Lisa McClure
## Executive Board

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Year (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>
</tr>
<tr>
<td>Special Awards</td>
<td>Debi Martin</td>
</tr>
<tr>
<td>Specialists</td>
<td>Lisa McClure</td>
</tr>
<tr>
<td>Strategy</td>
<td>Patty Biasca</td>
</tr>
<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)
sande8181@yahoo.com

Patty Biasca 2009 (1st)
patbiasca@aol.com

Judi Biller 2011 (1st)
jbiller@sdcoe.net

Christy Cutting 2010 (2nd)
christy.braille@cox.net

Sue Douglass 2009 (1st)
2sonias@msn.com

Norma Emerson 2011 (1st)
braillewriter@aol.com

Tracy Gaines 2010 (1st)
tdgaines@brailleinstitute.org

Bonnie Grimm
bgrimm@brailleinstitute.org

Marie Hadaway 2010 (1st)
mhadaway@lausd.net

Melissa Hirshson 2010 (1st)
lissa@theworld.com

Grant Horrocks 2011 (3rd)
siloti@sbcglobal.net

Gina Kegel
Dan Kegel
gkegel@juniorblind.org

Debi Martin 2009 (1st)
ortenza@att.net

Lisa McClure 2009 (2nd)
lisa@readmydots.com

Jonn Paris-Salb, Ex Officio
jparissalb@cde.ca.gov

Elizabeth Perea 2010 (1st)
liz.perea@wuhsd.k12.ca.us

Marcy Ponzio
mponzio@brailleinstitute.org

Sue Reilly
sreilly@sandi.net or sreilly@cox.net

Wayne Siligo 2012 (1st)
wayne@siligo.com

Fred Sinclair, Emeritus
Cath Tendler-Valencia
eyebabe@aol.com
MOVING? PLEASE LET US KNOW!