Winter 2008/2009
Volume L, No. 4

WHAT’S INSIDE:

• Financial Statement

• Call for Nominations

• More CTEVH Conference Info

• Saying Goodbye to our Textbook Format Specialists and Hello to our new Specialist

• Saying Goodbye to our Education Specialist

And Lots of Great Articles

The official publication of the California Transcribers and Educators of the Visually Handicapped
Hope everyone had a very Happy Holiday Season. The New Year has begun, bringing with it a lot of changes. We’ll keep positive thoughts for great things happening in 2009.

The new year also brings with it two exciting and fun-filled events. First, of course, is the 2009 CTEVH Conference and 50th Anniversary Celebration. There is some additional information in this issue regarding the Conference, and the registration packet has been posted on the website.

Second is the 2009 Braille Challenge. This is always a very rewarding event that I personally look forward to every year. Please check out the flyer in this issue, and think about attending, or maybe even volunteering your time. I guarantee you won’t be disappointed. There are many regionals being held all over the U.S., so if you know of a student that might benefit from this program, please take a look at the list on the website, www.braillechallenge.org, to get more information.

IMPORTANT ANNOUNCEMENT: Beginning with the 2009 Spring issue, there will be a change in the media options for receiving the JOURNAL.

The option of a floppy disk will no longer be available. We are encouraging those who do not receive the JOURNAL in print, braille, or audio to take advantage of downloading it from the website. You have your choice of a Word document or .PDF file.

If you do not have access to the Internet, please contact me and I will provide you with a CD and your choice of a Word or .PDF file.

The other choices remain the same – print, braille, audio, and the website.

Thank you for your understanding regarding this change, and I apologize for any inconvenience this may cause.

Marcy Ponzio
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President’s Message

Early September our Executive Director, Jeannine Tieri, left CTEVH, as her personal career needs had changed. For the few months that we worked together, the many strengths and areas of CTEVH potential were outlined through the development of a comprehensive Business Plan. With the full support of the Board, I have re-allocated the following three essential areas defined by the Executive Director position.

– Bonnie Grimm and Steve Goodman have stepped in as Exhibits Chairs, assuring the continuity with Vendors who provide such a vital dimension to our Conference.

– Bob Walling has offered his services as Director of Business Development for CTEVH. We will be targeting membership growth, increasing access to Conference for families, and ensuring fiscal stability.

– We have engaged the services of Julie Kornack, a professional grant writer. Julie brings an expertise that I am confident will help facilitate our future endeavors.

Our Business Plan is now available on the CTEVH home page. This document, which will continue to evolve as situations and opportunities arise, requires your input. Constructive criticism is always welcomed -- your voice is invaluable in our determinations.

This past October I enjoyed the privilege of attending the APH Annual Meeting in Louisville, KY, marking their sesquicentennial year. Touring the historic APH facilities, the Callahan Museum, the APH Hall of Fame, and the Prison Braille Program brought a renewed perspective on the scope of our work. CTEVH was honored to contribute $500 towards the plaque recognizing Sally Mangold and her induction into the APH Hall of Fame. Our congratulations to Tuck Tinsley and all of those at APH on their milestone anniversary year.

While it is the charge of the Board to manage the future direction and secure the assets of CTEVH, it is clear that our greatest asset has always been our membership. It is important to recognize that while many institutions and organizations are currently confronting changes by implementing cutbacks and the reduction of services, the needs of those we serve do not change — nor can our commitment to them.

This is a time when the resilience and resourcefulness of the CTEVH membership, as transcribers and educators, will become evident. There is no better way to support CTEVH and help accomplish our mission than to participate in our own milestone anniversary conference March 12.

Until then,

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 & No Internet Access
- [ ] Virtual (you are notified by your email when JOURNAL is uploaded to the CTEVH website)

Send this form with payment to:
Christy Cutting, CTEVH Membership Chair
379 Claremont Street, Boulder City, NV 89005-2640
Donna Coffee
2010 Youth Scholarship

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:**

Ann Hinshelwood & Liz Perea, Co-Chairs
CTEVH Donna Coffee Youth Scholarship
19722 Buck Ridge Road
Grass Valley, CA 95949
(530) 913-1320
FAX: (530) 265-0524
Email: ann.hinshelwood@gmail.com

*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.

Name of Student:__________________________________________________________

Student’s Address:____________________________________________________________________

Student’s Telephone Number:________________________________________________________

Student’s Date of Birth:_____________________________________________________________

Grade Level of Student:____________________________________________________________

Student is visually impaired or blind:_______________________________________________

Parent(s) Name:_____________________________________________________________________

School/District:_____________________________________________________________________

School Address:_____________________________________________________________________

Name of Teacher of the Visually Impaired:____________________________________________

Name of Nominator:_________________________________________________________________

Nominator’s Email:________________________________________________________________

Nominator’s Signature:_____________________________________________________________

Date:____________________________________________________________________________

I approve of the Donna Coffee Youth Scholarship – 2009 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
Email: mhadaway@lausd.net
# CTEVH Financial Statement

## CTEVH FINANCIAL STATEMENT AS OF DECEMBER 31, 2007

<table>
<thead>
<tr>
<th>Cash on hand – January 1, 2007</th>
<th>$228,179.81</th>
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### RECEIPTS

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<th>Item</th>
<th>Amount</th>
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<tr>
<td>Membership Dues</td>
<td>$24,695.00</td>
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<td>2007 Membership</td>
<td>$14,945.00</td>
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<td>2008 Membership</td>
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<td>2010 Membership</td>
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<td>Life Membership</td>
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<td>Conference 2007</td>
<td>89,679.50</td>
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<td>Conference 2008</td>
<td>15,400.00</td>
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<td>JOURNAL Advertisements</td>
<td>500.00</td>
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<td>General Fund</td>
<td>733.00</td>
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<td>Donna Coffee Youth Scholarship</td>
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<td>Katie Sibert Memorial Fund</td>
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<td>Interest Income</td>
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**Total income to date:** 147,602.02

### DISBURSEMENTS

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<td>Conference 2008</td>
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<td>Advocacy</td>
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<td>Audit, Taxes &amp; Tax Preparation</td>
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<td>Awards</td>
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<td>Bank Charge</td>
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<td>Board of Directors</td>
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<td>2007 Membership Expense</td>
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<td>Gifts and Tributes</td>
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<td>Office – BIA</td>
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<td>Publications</td>
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<td>CTEVH JOURNAL</td>
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<td>JOURNAL Mailing</td>
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<td>BANA Dues</td>
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DISBURSEMENTS (continued)

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<td>Katie Sibert Scholarships</td>
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<td>Transcriber Support</td>
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<td>Vacaville</td>
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<td>Treasurer</td>
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$140,574.47

Cash on hand - December 31, 2007 $235,207.36

CASH RECONCILIATION

Checking $17,713.18
Savings 77,505.96
General Fund $5,288.49
Liquid Savings CD 54,939.59
Savings Liquid Savings 17,277.88

RESERVE ACCOUNTS

Donna Coffee Youth Scholarship $4,931.92
Katie Sibert Scholarship 63,796.55
Life Membership 57,343.80
Transcriber Support 13,915.95

$139,988.22

TOTAL CASH ACCOUNTS $235,207.36
Surplus for year $7,027.55

CONFERENCE REPORTS

CTEVH 2007 Conference

Receipts 2006 $9,845.00
Receipts 2007 89,679.50
Total $99,524.50
Disbursements in 2006 $4,837.22
Disbursements in 2007 85,436.74
Total $90,273.96
Excess of Receipts Over Expenditures $9,250.54

CTEVH 2008 Conference

Receipts 2007 $15,400.00
Disbursements in 2007 11,184.11
Excess of Receipts Over Expenditures $4,215.89
Call for Nominations

CTEVH BOARD OF DIRECTORS
Call for Nominations

The election of new members of the CTEVH Board will be held at a general session during the 2009 Conference in Burlingame. The following people have been selected by the nominating committee for the upcoming term:

Second Term:
Patty Biasca, Transcriber, Walnut Creek
Sue Douglass, Educator, Albany
Debi Martin, Educator, Sacramento

Third Term:
Lisa McClure, Transcriber, San Clemente

There are openings for two educators from northern California.

Please email your suggestions to one of the members of the nominating committee or mail to the CTEVH address.

Please include:

Name
Address
Email
Qualifications of nominee(s)

Nominating Committee:
Bonnie Grimm (Chair)
CTEVH
741 N. Vermont Ave.
Los Angeles, CA 90029
bgrimm@brailleinstitute.org

Sue Douglass
2sonias@msn.com

Tracy Gaines
tdgaines@brailleinstitute.org

Lisa McClure
lisa@readmydots.com
Conference 2009 marks the 50th Anniversary of the founding of CTEVH. Celebrate with us!

March 12-15, 2009
San Francisco Airport Marriott
1800 Old Bayshore Hwy.
Burlingame, CA 94010
650-692-9100
888-236-2427

Read on for more information about the 2009 CTEVH Conference

HOTEL INFO AND HOW TO REGISTER

San Francisco Airport Marriott
1800 Old Bayshore Highway, Burlingame, California 94010 USA
Phone: 1-650-692-9100; Fax: 1-650-692-8016

The San Francisco Airport Marriott is situated just minutes from the San Francisco International Airport and 15 miles from downtown San Francisco. Onsite restaurants include Hangar Steak, Flights 101 Lounge, and a full service Starbucks. Nearby activities offered are biking, hiking, rock climbing and sailing, amongst others. As well, all guests are provided with a variety of golf courses from which to choose. Onsite fitness center, pool, and spa.

Conference room rates: $129.00 per night
CTEVH code: catcata

A direct link to the hotel’s reservation page is provided on the CTEVH website. At www.CTEVH.org, click on the Annual Conference Information link, then on the Marriott icon.

Parking fee: $2/hour, $18/day. Preferred parking for hybrid vehicles.

Go to www.CTEVH.org for additional information on transportation and directions.
2009 CTEVH CONFERENCE-AT-A-GLANCE

Thursday, March 12
- Preconference activities
- Registration: 5-8 pm
- Welcome Reception
- Exhibitor set-up

Friday, March 13
- Registration: 7am – 4 pm
- Exhibits open
- 50-50 Raffle and Silent Auction
- Workshops 100-112
- Workshops 200-212
- Hospitality Suite open
- Exhibits open – no workshops
- Luncheon: Speaker – Paralympic gold medalist Jessie Lorenz
- Workshops 300-312
- Workshops 400-412
- Special exhibits – only session in the afternoon
- Evening – Camp Abilities begins for children 6-15
- Evening – Exhibitors’ Reception

Saturday, March 14
- Registration
- Childcare open
- Exhibits open
- 50-50 Raffle and Silent Auction
- Camp Abilities activities for children 6-15
- Workshops 500-512
- Workshops 600-612
- Hospitality Suite open
- Lunch on your own – enjoy the exhibits
- *** SFSU Reception
- *** Early Childhood Consortium
- *** Board Luncheon
- Workshops 700-712
- Workshops 800-812
- Special exhibits – only session in the afternoon
- Evening: President’s Reception
- Evening: Banquet – Speaker, Dr. Fred Schroeder

All members are encouraged to participate in the Silent Auction either as participants who wish to donate auction items or as bidders. If you would like to donate an item, please contact Tracy Gaines at tdgaines@brailleinstitute.org by Monday, February 16, 2009.

And don’t forget the 50/50 Raffle, with several chances to win throughout Friday and Saturday.
Sunday, March 15
Registration
Childcare open
Camp Abilities wrap-up
Workshops 900-912
Brunch: 20/20 Hindsight – Sunday Splendid Extravaganza

Have a safe trip home!

SPEAKERS AND SPECIAL EVENTS

Friday Luncheon: Jessie Lorenz
Wearing jersey number 2, Jessie Lorenz was a member of the U.S. Gold Medal women’s Goal Ball team at the 2008 Paralympics in Beijing, China. A 14-year goal ball player nationally and 6-year player internationally, Jessie was also on the 2004 U.S. Paralympic team at Athens, where the team won the silver medal. She has also been a 4-time gold medalist at the U.S. Association of Blind Athletes’ national goal-ball championships and a two-time gold medalist in international competition. Jessie works as public policy director at the San Francisco LightHouse for the Blind and lives in Berkeley.

Saturday Banquet: Dr. Fredric K. Schroeder
Dr. Fredric K. Schroeder was born in Lima, Peru, in 1957. He and his brother Steve were adopted and moved to the United States when he was nineteen months old. Born with normal vision, he began losing his sight at age seven and was totally blind by sixteen. He attended Albuquerque Public Schools with no special education support. Following high school graduation he attended OCB, then San Francisco State, graduating with a bachelor’s in psychology in 1977 and a master’s in special education in 1978. After graduation he worked two years as an orientation and mobility instructor in Lincoln, Nebraska, returning each summer to San Francisco State to complete coursework in O&M. He was the first person admitted to an O&M university program but was denied certification because he was blind.

Fred returned to New Mexico in 1980 to work as a TVI in the Albuquerque Public Schools and work on his doctorate in education administration, which he received from the University of New Mexico in 1984. In 1981 he became head of the program for children with low incidence disabilities in Albuquerque schools and had his program featured on the Today show.

Since his days at OCB Fred had been active in NFB. He was president of the New Mexico state affiliate when, after a long legislative fight, the New Mexico Commission for the Blind was established in 1986. Fred became its first executive director. In 1994, President Clinton appointed Fred as the ninth commissioner of the Rehabilitation Services Administration within the Department of Education. He administered a $2.5 billion dollar program providing services to over one million people with disabilities each year. Subsequently, he joined the faculty of the Interwork Institute at San Diego State University and now works as a research professor specializing in leadership and public policy in vocational rehabilitation and the Institute’s coordinator. He is an ex-officio member of the National Rehabilitation Leadership Institute.

Currently Fred and his wife live in Virginia, where he is president of the Virginia NFB affiliate. Fred served on the national Board of Directors from 1984 to 1994 and was re-elected to the Board in 2005.
In 2006 he was elected vice-president of NFB. The Fredric K. Schroeder award is presented by the National Blindness Professional Certification Board for outstanding contributions to the field of travel training for the blind.

**Sunday Brunch: 20/20 Hindsight: Fifty Years of CTEVH, Sue Douglass, facilitator**

On Sunday morning we will hold a light-hearted Sunday Splendid Extravaganza as we take a 20/20 hindsight look at fifty years of CTEVH. We will honor the people who made CTEVH what it is today, from the first meeting of fifty-four to the conference you have just attended. Prepare to return to the Days of ’59. Come in period costume, including hairdos! The conference chair will coordinate the fun.

**To parents and children attending CTEVH 2009:**

Hello to all of you!

As an organization, CTEVH is committed to reaching out at conference to the families of the children our organization was founded to support.

Our plans for you this year include the following:

1. A series of special newsletters for families written by the conference chair to tell you about the special events for parents and children at the conference. If you are not receiving these newsletters, please contact the conference chair.


3. Child care for children birth up to middle school age. We hope that parents will choose to enroll their children ages 6-15 in Camp Abilities, so the activities will mainly be geared to younger children. More information will be available in a forthcoming parent newsletter.

4. Workshops of special interest to parents and families, for the most part put together by Anne Ward and Judith Lesner of the California Association of Parents of Children with Visual Impairments (CAPVI). These workshops are scheduled for Saturday and Sunday, but there may be others on Friday that may also be of interest. Please look for more information in a future parent newsletter.

5. The Exhibit Hall will contain many exhibitors families will find useful and interesting. The Exhibit Hall will be open Friday and Saturday of the conference.

We look forward to seeing you at the Conference this year!

Sincerely,
Sue Douglass, 2009 Conference Chair
Registration for students taking the contest individually begins November 3, 2008, and runs through December 19. Teachers, please visit our website today – www.braillechallenge.org – to submit an online form to register your students. (If you are unable to access the online form, please call 1-800-BRAILLE for assistance.) Please register all your students on one form. Parents, you cannot register your child yourself; students must be registered by their teacher or attend a regional event, as all Challenge contests must be proctored by a teacher for the visually impaired. Preliminary Challenge contests must be taken and returned to Braille Institute between January 1 and March 9, 2009.

Looking for practice materials to get started right away? Visit the website to access sample contests available for download.

The Braille Challenge is a great way to motivate blind and visually impaired students to practice their literacy skills. Students test their skills in reading comprehension, braille speed and accuracy, proofreading, spelling and reading tactile charts and graphs. More than 500 students from first through twelfth grades participated in the Preliminary Round last year. The top-scoring 65 came to Los Angeles in June for the Final Round of two days of competition, camaraderie and fun!

There are two ways students can participate: teachers can register their students to take the contest individually, or students can take part in one of the regional events held throughout the U.S. and Canada. There are 32 regional Preliminary Round events planned for early 2009, including one in Northern California and one in Orange County. A regional event brings kids, families and professionals together as a fun way to celebrate braille literacy.

Check the website for a list of regional events. www.braillechallenge.org

Nancy Niebrugge Asst. VP of Programs and Services
Braille Institute, 741 N. Vermont Avenue, L.A., CA 90029
323-663-1111, ext. 3113
Announcements

PRESS RELEASE – November 2008

CONTACT: Judith Dixon, Chairperson, Braille Authority of North America
PHONE: 202-707-0722; E-MAIL: jdix@loc.gov

BANA Helps Celebrate Louis Braille’s 200th Birthday

January 4, 2009, will be the 200th birthday of the man who created the tactile code that has allowed blind people around the world to read: Louis Braille. Many organizations, schools, agencies, and individuals are planning special celebrations to commemorate this event and to honor Louis Braille and the code he created. The braille code, based on six dots that fit under the fingertips, allows blind people to read books and magazines, math and science materials, music, and foreign languages.

The Braille Authority of North America (BANA) has created an area on its web site where announcements of special events can be posted and shared. If your organization is planning an event to help celebrate Braille’s birthday, visit http://www.brailleauthority.org, and click the link for the form provided to fill in the information about your planned event. The information will then be posted on BANA’s web site.

The mission and purpose of the Braille Authority of North America are to assure literacy for tactile readers through the standardization of braille and/or tactile graphics. BANA promotes and facilitates the use, teaching and production of braille. It publishes rules, interprets and renders opinions pertaining to braille in all existing codes. It deals with codes now in existence or to be developed in the future, in collaboration with other countries using English braille. In exercising its function and authority, BANA considers the effects of its decisions on other existing braille codes and formats; the ease of production by various methods; and acceptability to readers.

For additional resource information, visit www.brailleauthority.org.

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National Braille Press Celebrates Louis Braille Bicentennial

January 4, 2009, marks the bicentennial of the birth of Louis Braille, and National Braille Press is celebrating throughout the year with a number of commemorative items and a sparkling new website devoted to Louis: LouisBrailleBicentennial.com.

To begin, NBP commissioned artist Judith Krimski to design a new image of Louis Braille to inspire and inform the rest of our bicentennial activities. Her challenge was to illustrate Louis Braille’s vitality today while honoring his place in history. Krimski chose the silhouette, a common form of French portraiture two hundred years ago, still used today—think of those famous iPod commercials of dancing silhouetted figures. But to capture Louis Braille’s genius, Krimski ignited a “fire in his head” by painting Louis’s naturally curly locks in vibrant colors—orange, purple, lime, teal—giving the image a decidedly current look.

With Krimski’s image as inspiration, we created a number of commemorative items to help spread the word about Braille’s genius —and his birthday—to the world: Beautiful metal and enamel lapel pins, striking print/braille bookmarks, gorgeous print/braille note cards, an informative wall
poster for classrooms, and even a tactile representation of Krimski’s image of Louis, created by tactile artist Ann Cunningham.

On Labor Day, NBP launched the new website LouisBrailleBicentennial.com as a one-stop place to learn about Louis Braille and see how his bicentennial is being celebrated around the world. The website also provides a sneak peek at the Louis Braille Bicentennial Traveling Exhibit, a twenty panel freestanding exhibit set to travel the country throughout 2009. Visit the website today to see ten panels in the exhibit, and to learn how to bring it to your community.

Become a Braille Ambassador!

Our goal is to have everyone who cares about Louis Braille and braille in general wearing our lapel pins for his birthday, January 4th. The pins are so colorful and different — they even have some tiny braille letters across the bottom, spelling out “Braille 200”— that people are bound to ask you about it, giving you the opportunity to talk about Louis Braille and his code.

You can also send the lovely note cards to friends and family. They’re blank inside, so you can use them for any occasion, and the back of the card has a brief description of Louis Braille’s life and accomplishments. You can display the stunning Louis tactile plaque on your desk or in your home. Or send your children to school with a packet of Louis Braille bookmarks to hand out to classmates, or with the educational wall poster for the classroom.

All of these items are available through LouisBrailleBicentennial.com — visit today to help us spread the word.

Whatever you do, celebrate Louis Braille!

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American Foundation for the Blind
Atlanta, GA
April 23-25, 2009
Presenter, Ike Presley

The American Foundation for the Blind will sponsor a 2 1/2 day training on conducting assistive technology assessments for students who are blind or visually impaired. Participants will learn techniques to determine the technology needs of students for accessing printed information, accessing electronic information, producing written communication, and producing materials in alternate formats.

Too often assistive technology sits in a closet. This leads to a negative impression of its benefits by students, parents, teachers, and especially administrators who have committed limited financial resources. An assistive technology assessment conducted by members of an IEP team can lead to a better match between students and technology. An investigation of the potential benefits of some of the low-tech and high-tech options can easily be conducted by the teacher of the visually impaired. However, the ability to assess the potential of some high-tech options may be limited because teachers may not have access to the technology. An assistive technology specialist, who does have access to high-tech devices, can then be consulted to fine tune the match between students and technology. A final consultation between the teacher and the assistive technology
specialist can lead to recommendations which allow the school system to spend limited resources wisely. Participants in this session will learn to identify the major components of an assistive technology assessment; the gathering of background information, assessing the student’s options for accessing printed and electronic information determining appropriate writing tools, and determining the tools needed to produce materials in alternate formats.

Participants will explore options for determining the potential of technologies for accessing printed information visually, tactually, and auditorily. In addition, participants will develop awareness of the options available for accessing electronic information through screen magnification technologies, screen reading software, and hard copy and refreshable braille or a combination of these. The assessment of the potential benefits of various written communication tools will be discussed with an emphasis on evaluating the effectiveness of different options. Strategies for assessing the potential of many “stand alone” devices such as talking calculators, talking dictionaries and accessible PDAs will also be presented.

If you are interested in participating, please contact Shirley Landrum at slandrum@afb.net, or call 404-525-2303 to request an application.

Applications must be returned to:
American Foundation for the Blind
100 Peachtree St., Suite 620,
Atlanta, GA 30303
FAX: 404-659-6957

All applications must be received by March 12, 2009. Since there are only 24 spaces available, applicants will be notified of their acceptance status within one week of the submission deadline. If you have any questions, please feel free to contact Shirley Landrum or Ike Presley using the information listed above.

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

BRAILLE AND TEACH UPDATE
Friday, October 3, 2008, Monthly Update

SALUTE TO EDUCATORS This month we look to a prominent ophthalmologist, Dr. Ronald Cole. Some might know him for his 30 years as the bass in a barbershop quartet while others might know him for his clarinet playing.

After 22 years in a retinal disease practice, Dr. Cole opened a new practice called Visual Rehabilitation Center which focuses on a person’s remaining vision using therapy. He has been successful in this practice for ten years using many of the techniques of Dr. Fletcher (the father of vision training). In the case of one student who was scared of her future, dropped out of school, and was unable to do anything at home without supervision. She was diagnosed with Stargardts, her blind spot identified and the therapy shifted her blind spot so she was able to see differently.
With support from the therapy she now cooks, reads, gets around independently, and has a bright outlook on life.

**STUDENT HUNT** As our school year begins, please think of students that we can highlight in this update. We are looking for students who use accessible materials successfully. If they can name an educator who helped on their way to literacy or independence, that would be so much the better. We would love to have a picture of the student to put in the issue as well. There are forms available for you to use. Please contact us with your successful student stories.

**SPECIAL OLYMPICS** Congratulations to all of the athletes participating in the Blind/Visually Impaired Special Olympics at California State University Sacramento, on October 11th. No event is successful without the people working behind the scenes to prepare students, set up volunteers, officials, awards, and the multitude of details involved in transportation and logistics. This event is for Northern California, and we know there are similar events occurring throughout the state.

**9TH GRADE TOOL KIT** Schools are beginning to contact CSMT so that we can to provide tool kits for current 9th graders eligible for the federal quota program. It is very easy: identify the student(s) registered as legally blind with APH (meets vision acuity of 20/200 or less in the better eye), establish the local graduation requirements, meet with the IEP team to review the proposed tool kit that meets the individual student needs. When this is done, contact CSMT and we will send you the tool kit items. It will be the responsibility of the district/agency to teach the student how to use the tools and to maintain them. Once the student meets graduation criteria they will be given the tools to keep.

**HOW TO GROW SUPPORT** The average transcriber is a senior citizen. We are calling on all of you to recruit new enthusiastic people to learn how to format, transcribe, proof, create tactiles, and emboss materials for the blind. Years ago there was a call nationally to encourage people to donate time to record for the blind or to transcribe articles into braille. We now need to call again for volunteers to learn braille and the jobs needed for that purpose. It takes an investment of time and some expense, but it creates a profession that can earn you a living.

> **Friday, November 7, 2008, Monthly Update**
> **Happy Thanksgiving**

**CTEVH** The California Transcribers and Educators board meeting took place October 25-26 in Burlingame. There were many committee reports and several new ideas discussed. Student needs are always a top priority. Plans were discussed about next year’s conference being held March 12-15, 2009. This will be the 50th year, a golden jubilee, chaired by **Sue Douglass**. Make plans early to attend.

**SALUTE TO EDUCATORS** We need dreamers and we need do-ers. **Steve Norwood** is both. Our computer genius developed the Instructional Material Ordering and Distribution System (IMODS) which rivals any on-line ordering system. Receiving materials for students with a disability are only a click away, thanks to Steve.

When the DAISY standard became known, Steve said he could create digital talking books (DTB) for students in California. He wrote over 10,000 lines of code to make this happen. Now a couple
years later the CSMT is producing our first DTB, and Steve is the toast of the international town by putting our DTB ahead of all similar products in the world.

Perhaps it is when he is speeding down a ski slope that ideas come to him. Whatever the reason, we salute Steve this month for all he has done to advance the accessibility of curriculum for our students in California.

BACK ORDERS Due to the budget problems in California we are behind in completing work in braille and large print. It was only last week that we signed large print contracts. We are concerned that students receive needed materials and are working to remedy the back order problem as quickly as possible.

WHITE CANE DAY A special thanks to everyone who attended the White Cane Day at the Department of Education. Andrew Laufer from CDE and a team from the California School for the Blind led by Marsha Vicroy provided a glimpse into the blind world for staff and visitors. Activities included simulations in cane navigation, student panels talking about issues of being blind, reading braille fortune cookies, informational booths, and many other well organized events. We want to thank all participants and look forward next year’s White Cane Day.

SCHOLARSHIP WINNERS The Jewish Guild for the Blind, out of New York, has awarded 13 scholarships, each worth $14,000. Two of the recipients are from California. Congratulations to Janice Jihyun Lee of Huntington Beach (Marina High School), and Samantha Pinnell of Carlsbad (La Costa Canyon High School), our 2009 Guild Scholars.

SPOTLIGHT ON STUDENTS A nine year old big sister named Emily O’Neill is a transcriber! Emily’s little sister was born without eyes, and learning braille was a way for her to read, so Emily had a plan. Emily learned how to braille and began affixing braille tape to picture books that she would read to her baby sister. Then her sister began reading the braille on her own. In her home town, Emily has been checking out books from a special section in the library and labeling them with braille tape.

ORGANIZATION SPOTLIGHT As a new feature of the Update we will be highlighting one organization every month. Sometimes the best information is right under our noses and because we overlook it, we miss opportunities to learn.

This month we are going to provide information about the Joint Action Committee (JAC). Currently, JAC is being led by Jane Vogel, a giant in our field. The organization came about from a need to monitor legislation, introduce proposals at the state and federal levels and advocate for the rights of individuals who are blind or visually impaired. JAC is a non-profit coalition of blind adults, parents, professionals, agencies, and providers of aids and technology. They work together to improve the lives of blind and visually impaired persons. You can become involved, or learn more about the organization at: http://www.jacforvi.org/index.htm.

Friday, December 5, 2008, Monthly Update
Happy Holidays

CTEVH Just around the corner, March 12-15 is the 50th Annual CTEVH Conference. There will be a lot of information offered and activities for each strand (group of workshops); students,
parents, educators, transcribers, and other interested adults. We hope you consider attending this wonderful conference to network and meet new people that share an interest in advances and concerns for the visually impaired.

SALUTE TO EDUCATORS There are few who do not know the name Stuart Wittenstein. Currently, Stuart is the superintendent of the California School for the Blind. In addition, Stuart is the chairman for the California Council for the Blind and serves on several other boards. Stuart also presents at major national conventions, testifies before Congress and Senate hearings, and advocates for students with visual impairments across the country. Stuart is widely respected, and deserves much credit in the work he does, the research he has provided, and his love of his avocation, education. What you may not know is that Stuart is a Yankee fan, recently visiting the stadium before the new home stadium is built, no longer the House that the Babe built.

NIMAS FILE CONVERSION The National Instructional Accessibility Standard (NIMAS) files are ready. If you need a file of a textbook or workbook, assuming the publisher has added them to the NIMAC, we can make them available. You will need to register with the NIMAC as a user (for information go to: http://nimac.us/). Once registered, you need to contact Jonn Paris-Salb jparissalb@cde.ca.gov with the following information; publisher, title of the book, and ISBN. Jonn will open the file so that you will be able to download the file. This file is not student ready, but help exists. Chris VonSee, of TechAdapt, has provided free software (link for information is: http://www.techadapt.com/services/faq/NIMASConversionToolFAQ.htm) that can convert the file to either a braille file or text file. For those of you who may not be tech savvy at downloading files please contact Paul Barth here at CSMT 916-323-4735 or pbarth@cde.ca.gov.

APH REGISTRATION The official registration for students who are legally blind begins Monday, January 5, 2009. You will be receiving a packet of information that tells you all about how to register students, mark their current grade and update information. Inside the packet you will find a list of students registered in 2008. A student can only be registered with one school/organization (whoever has the student for the majority of time, 51% or more). Federal Quota funds will then be generated for that student the following fall. If you do not receive a packet by December 15th please contact Nancy Gaffney at CSMT 916-323-1329 or ngaffney@cde.ca.gov.

ORGANIZATION SPOTLIGHT In December we are shining the spotlight on The Hatlen Center, formerly the Living Skills Center for the Visually Impaired. The name honors the founder, Phil Hatlen, who in 1972 had the foresight to create a residential program where independence was taught; cooking, cleaning, organizing, planning, travel, time coordination, and important budget management. Currently, Patricia Williams is the director who, along with a very caring and dedicated staff, has changed countless lives in the blind community for the better. To learn more about the wonderful work Hatlen Center does go to www.hcblind.org or call 510-234-4984.

STUDENT PROFILE UPDATE Since our article last month highlighting Emily, we have a picture to add. Her community library recently did an article on her in their local newspaper. A few things in our article need to be corrected; Emily is actually 11, almost 12, and Jeni is 3, so not yet reading braille on her own. Emily did start learning braille when she was 9. Right now she is taking Introduction to Braille at Hadley School for the Blind so that she can begin learning Grade 2. They made an exception for her as their age limit is 14!
DUPLICATION AND DISTRIBUTION CENTER

CSMT proudly opened its doors to the new Duplication and Distribution Center at the CSMT Warehouse. Duplication services include the American Sign Language Video library, Digital Talking Books, and audio versions (cassette and CD) of text and literature. Distribution services include mailing of the duplicated products. All orders will come in through the IMODS system and processed in the new center for efficiency and speed return.

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 CTEVH.

SUBJECT: Ohio State School for the Blind Marching Band

Did you hear?! The Ohio State School for the Blind marching band has been selected for the 2010 Rose Parade! I think it is fabulous!

I had a thought . . . they need to raise funds to help pay for their trip. Does anyone have a great idea on how we, along with our students, can help?

Go here for more information and a video of the band: http://www.ossb.oh.gov/MusicNews.html

Libby Nyblade, Teacher for Students with Visual Impairments
San Diego County Office of Education, North Coastal Consortium for Special Education

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SUBJECT: CSUN Conference

Greetings from the Center on Disabilities at California State University, Northridge. If you’re looking for some light reading material, may we suggest the Fall issue of the Conference Newsletter? It can be found at: http://www.csunconference.org/index.cfm?EID=80000144&p=89

The Conference Newsletter is a great place to catch up on what’s happening at the Center on Disabilities and information on the 2009 event. The conference will be held March 16-21, 2009 at the Los Angeles Airport Marriott & Renaissance Montura Hotels.

We hope you enjoy the start of the holiday season and look forward to seeing all of you at the 2009 Conference next March.

Regards,
Sandy Plotin, Managing Director, Conferences, Training & Contracts
Center on Disabilities, California State University, Northridge
818-677-2578; conference@csun.edu

* * * * *
I came across this information recently and thought there might be interest in our TVI and O&M instructors passing it on to students. I have no idea of the cost, but I do know the group is Non-Profit. The web site is pretty interesting.

Jonn Paris-Salb, Manager
Clearinghouse for Specialized Media and Translations

SUBJECT: Adventures for B/VI Students

If you knew one trip could change your life, would you take it? Last summer 12 students, half of them blind/vi, embarked on a truly life-changing adventure: Rafting the Grand Canyon.

With the Colorado-based non-profit Global Explorers, this unlikely team spent two weeks shattering expectations and using adversity to their advantage as they explored science, culture, leadership and service within the canyon walls.

Nicole, 2008 Grand Canyon Student Participant, said: “I hope to let other people know that they can step outside their comfort zones. This is a little hard for us, of course. But, I hope to inspire other people to just get out there and experience life for what it really is.”

Developed in partnership with world renowned blind athlete, Erik Weihenmayer, the Leading the Way program teams high school and college students who are blind, visually impaired and sighted for an unparalleled science, community service, leadership and cultural adventure.

Sound exciting? Well, we’re going back to the Grand Canyon this summer and want you to help us spread the word and/or nominate a student (blind, visually impaired or sighted!) to join us!

To nominate a student or to learn more about 2009 Leading the Way expeditions, visit: www.globalexplorers.org email: shannon@globalexplorers.org or call 877-627-1425. Scholarship funds are available.

Leading the Way has been featured on CBS Sunday Morning, The Travel Channel, ABC Nightline, and World News Tonight.

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SUBJECT: Adventure & Environmental Pilot Program

Hello friends and listers,
Please share this exciting article gleamed from the fall publication of Ski For Light with students who fit the bill. This sounds like a very exciting adventure in independence.

Richard Rueda
As cited from: http://www.sfl.org/sflb08c.doc

Adventure and Environmental Pilot Program for Teenagers with Visual Impairments
By Brook Yates

I am seeking your help in order to get this amazing pilot program off and running. I am designing a 6-10 day adventure based program in the west for August of 2009. Our needs are backwards
in that we have the funds, we just now need to hunt down participants and this is where you come in. Please read the following blurb and pass the information to any students who might be interested and capable, as well as to anyone else who might be interested. Thanks for your help!

**What:** A 6-10 day adventure based leadership and environmental trip in the outdoors of beautiful Colorado or Utah.

**Who:** We are targeting highly motivated, independent high school students who have low vision or who are blind.

**Cost:** Hold on tight because here is the most exciting news, this pilot program will be fully or in large part underwritten. We will be requesting a small contribution from the students in order to cultivate investment into the program.

*This is a pilot program because it will be the first of its specific design, and it is our long-term vision to create a program for this population that we can continue running for many years to come for students from all over the United States.*

**More details:**
The program will be run through the Breckenridge Outdoor Education Center ([www.boec.org](http://www.boec.org)). I worked for the BOEC as a Recreation Therapist for five years so I am very connected and familiar with this world class organization. Curriculum can and will be further developed once we establish a demand, but these are the possibilities:
- River rafting or canoeing multi-day overnights
- Camping
- Backpacking
- Fishing
- Orienteering
- Rock climbing
- Environmental education (even some student led sessions)

**Goals:**
To allow young adults with visual impairments the opportunity to:
- travel independently (without their parents/family)
- increase their activities and daily living skills
- increase their orientation and mobility skills
- increase their environmental knowledge
- increase their social skills
- increase leadership skills
- Have Fun!

**Transportation:**
The students will need to travel to Denver.

In order for me to move forward with this project, I need to know if there is or is not a need for this type of program so please contact me one way or another.

Thanks!
Brook Yates, WMU O&M Grad student
Phone: 970-333-4035; E-mail: brookyates@gmail.com
SUBJECT: Airsla.org

Hi,
Lately, I have been using Airsla.org as a teaching tool for my students who are learning to use the internet and RSS. Airsla.org is a non-profit organization that records podcasts on a variety of content that is not readily available. Students can listen to the streams while visiting the web site or download them as a podcast.

As you know, the Braille Challenge is coming up at the end of the month. It will be streamed live on the Airsla web site. It will also be recorded as a podcast and it will be made available as a download in the future.

If you have students learning how to use the internet and are interested in RSS, you will want to check it out with them. It is accessible with JAWS. There are some great recordings there. For example, if you missed Tom Kenny at CTEVH 2008, you will want to download the presentation as a podcast and give it a listen!

When you visit, please give them your feedback. They really want to make the website a valuable resource for us and our students. Visit them at: www.airsla.org

Keith

SUBJECT: A Resource for Making PowerPoints Accessible

Hi All,
I am forwarding this info submitted by Dr. Huebner on another listserv as the links may be useful to those using PowerPoint.

The University of Wisconsin has a lot of great materials based on research related to accessibility. Here is a great resource for making ppts accessible that I refer our students to. Enjoy.
http://www.cew.wisc.edu/accessibility/tutorials/pptmain.htm

Take care,
DrV

SUBJECT: Terry Bradshaw to Serve as National Ambassador for Braille Literacy

Baltimore, Maryland (November 3, 2008): The National Federation of the Blind (NFB), the nation’s leading advocate for braille literacy, announced today that Terry Bradshaw, Hall of Fame NFL quarterback and current football analyst and co-host of FOX NFL Sunday, will serve as a National Ambassador for braille literacy. As an ambassador, Terry will help advance the NFB’s Braille Readers are Leaders campaign, a national initiative to promote the importance of reading and writing braille for blind children and adults. The Braille Readers are Leaders campaign kicked off in July of 2008 with the unveiling of the design of a commemorative coin to be minted in 2009 in recognition
of the two hundredth anniversary of the birth of Louis Braille (1809-1852), the inventor of the reading and writing code for the blind that bears his name.

Dr. Marc Maurer, President of the National Federation of the Blind, said: “The National Federation of the Blind is pleased to have Terry Bradshaw as part of this historic initiative to bring braille literacy to all of the blind children and adults in America who need it. As one of the most popular personalities in America, Terry Bradshaw’s impact as a national spokesperson for braille literacy will surely be huge. There can be no doubt that the ability to read and write braille competently and efficiently is the key to education, employment, and success for the blind. Despite the undisputed value of braille, however, only about ten percent of blind children in the United States are currently learning it. Society would never accept a ten percent literacy rate among sighted children; it should not accept such an outrageously low literacy rate among the blind. The Braille Readers are Leaders campaign, with the support of influential Americans like Terry Bradshaw, will reverse the downward trend in braille literacy and ensure that equal opportunities in education and employment are available to all of the nation’s blind.”

Terry Bradshaw said: “I am honored and pleased to serve as a National Ambassador for the Braille Readers are Leaders campaign. I strongly believe in the importance of literacy for everyone, and I am excited to help make a difference in the lives of blind children and adults throughout the country.”

For more information about the Braille Readers Are Leaders campaign and the Louis Braille commemorative coin, please visit http://www.braille.org.

SMART introduces first interactive table for elementary school students

New multiuser, multitouch table enables small group learning and collaboration

CALGARY, Alberta — October 23, 2008 — SMART Technologies announces the SMART Table interactive learning center, a ground-breaking learning display designed specifically for preschool to sixth grade students (ages 4 to 11). The new product is a brightly colored table with a touch–sensitive surface where groups of students can simultaneously interact with digital content. Working together to complete interactive lessons, play educational games and solve problems, students think the interactive learning center is fun and easy to use, and their teachers find it educational. The SMART Table provides a learner-centric experience for small groups that allows students to select or move objects, draw or write on the screen simultaneously, and work together to find answers to preset questions. The interactive learning center is an ideal complement to the whole-class learning opportunities provided by SMART Board™ interactive whiteboards. For example, a teacher can introduce a concept on an interactive whiteboard and then ask students in small groups to explore it further on a SMART Table. The SMART Table’s touch technology builds on SMART’s DViT™ (Digital Vision Touch) technology, which enables multiuser and multitouch functionality. The product reflects the company’s leading role in touch interaction technology, particularly as it relates to interactive whiteboards and interactive displays.

The SMART Table (patent pending) is ready to use right out of the box, containing a customized PC and a projection system that are turned on with a single button. It has a built-in 27” (69-cm) screen (on the diagonal) that can read simultaneous input from virtually unlimited number of fingers or pen tools. At 29”
(73 cm) wide and 25” (65 cm) high, the SMART Table is ideal for small groups to work around without crowding. It ships with a standard set of interactive learning applications, interactive lesson activities and educational games, and also supports SMART Notebook software through the SMART Table toolkit. A toolkit is included with every unit and allows teachers using a PC or Mac to create their own customized lesson activities and content, which can then be easily loaded onto the table with a USB key. Independent software and content developers have already recognized the potential of the SMART Table and are creating additional content for it, which will be available with the product in spring 2009.

“Technological innovation in education over the past two decades has enriched student learning and made it a more effective, learner-centered experience,” says Nancy Knowlton, SMART’s CEO. “The SMART Table interactive learning center builds on that success by giving students a 21st-century tool they will understand and use to further their own sense of collaboration, discovery and excitement.”

Image

To download an image of the SMART Table, go to www.smarttech.com/table

Features

Multitouch – Accepts simultaneous input from an virtually unlimited number of fingers or pens
Multiuser – Accepts simultaneous input from many users
SMART Table toolkit – The toolkit is a stand-alone application that runs on teachers’ computers so they can customize SMART Table applications, or create personal content in SMART Notebook software and load them on the SMART Table’s customized PC using a USB key
Audio support – Supports applications with audio
Gesture recognition – Supports object scaling (pinching the sides of an object to control the size) and object rotation (putting two or more fingers on an object to rotate it)
Customizable – Offers a wide range of images and backgrounds to make activities more engaging for specific topics
Convenient size – Approximately 29” (73 cm) wide and 25” (65 cm) high with a 27” (69-cm) screen (on the diagonal), making it ideal for young children in small groups
Wide viewing angle – Ensures viewers can clearly see the information on the screen from any angle
Precision touch – Direct, precise touch control for accurate data selection and interaction
No calibration – Ready to use; take it out of the box and plug it in
SMART Table product package – Ships with a standard set of interactive learning applications, interactive lesson activities and educational games

Pricing and availability

The suggested North American education price for the SMART Table interactive learning center is US$8,000 (to be confirmed upon release). The suggested education price in all other regions will depend on applicable taxes, duties and import costs. The product will be available in Spring 2009. For more information, specifications and a list of SMART authorized resellers, visit www.smarttech.com.

About SMART

SMART Technologies invented the touch-sensitive SMART Board interactive whiteboard in 1991. It was just the first of many innovative, easy-to-use products that have earned SMART worldwide
recognition and made it the undisputed global leader in the interactive whiteboard product category. Its strategic alliance with Intel® Corporation and strong commitment to research and development has accelerated SMART’s growing line of technology solutions. SMART’s ever-expanding line of powerful technology solutions has given educators the ability to transform learning for over 20 million students around the world.

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Please note that SMART is written in all capital letters.

* * * * *

SUBJECT: Results for Reading Fluency for Print Reader

Hi everyone,
I felt a bit silly posting my question, but I’m glad I did because I got some good feedback. Thanks especially to Dr. Bill! Here’s what I got:

Response 1) This is Dr. Bill. Here are a few thoughts:

1. She should not require large print books if she is able to read 5-point print. The larger text will probably not improve her reading speed.
2. Make sure she is wearing reading glasses are a bifocal. Check to see where is the line of the bifocal. If it is too low, it will reduce her reading speed.
3. Many children with congenital cataracts have nystagmus. This can affect her tracking. Try to see if she has nystagmus. Then, determine if her nystagmus becomes worse when she looks to her right, left, up, or down. Most patients with nystagmus have a location where the nystagmus is minimized. She may do best when looking in this direction. If her bifocal does not coincide with the location no where the nystagmus is minimized, she may benefit from single vision reading glasses, not a bifocal.
4. If she is wearing very thick glasses for the aphakia, she will have distortion when looking to the sides of her glasses. An aspheric lens design will be helpful.

It will be helpful to differentiate whether her tracking is slow or her ability to eidetically or phonetically read words is normal. Have her simply read each individual letter aloud in a book. Measure her speed of reading each individual letter. If she is slow or loses her place while reading the individual letters, she may have a tracking problem. She may benefit from an evaluation by a low vision specialist who tests tracking.
I would recommend vision tracking activities such as the Ann Arbor Michigan Tracking Series to improve her tracking speed.

Hope this helps. If you have any questions, please feel free to call me.
Bill Takeshita, O.D., F.A.A.O., F.C.O.V.D.
310.458.3501; 818.705.5954

Response 2) One person simply told me “NO.”

Response 3) Another person reminded me that reading rates are slower for people with nystagmus and suggested trying a CCTV.

Response 4) Another person said that she was under the impression that VI teachers weren’t reading teachers, so therefore didn’t work on reading speed. She wanted to know what others thought.

My comment here is that I was at a workshop recently in San Diego presented by Sharon Sacks and Liz Barclay. In their discussion of the recent braille study, Liz mentioned that VI teachers also need to be reading teachers! She mentioned this in the context of braille instruction, though.

Response 5) Just a quick reply with a few ideas. Does she use audio books? I think this might be a good way for her to get the info without visually decoding. She might also want to follow along in print with the audio books. Also, I think I might write a tracking goal with speed as criteria instead of a reading speed goal.

I wrote a tracking goal for the student; we’ll see if it helps. I’m also going to use audio books paired with text. She wants to go to college, so I figure every little bit of extra support helps!

Thanks for the feedback!
Martha Castiglia

***

SUBJECT: Itinerant Organization

Hi listers,
Can any of you share your organizing strategies with itinerant teaching? I need an easy light weight method of carrying files around in my car, and form/checklist ideas to keep track of my students’ progress and anything else you would like to share.

Thanks so much!
Suzanne Balmaceda, Teacher of the Visually Impaired Orientation and Mobility Specialist, PAUSD
Hi everyone!
Thank you so much for all of your wonderful suggestions! It is very helpful. Here are the results – for those of you who requested them.

Thanks!
Suzanne

~~~

Jean Olmstead wrote a wonderful and fun book for itinerant teachers that is available through AFB, I believe. I think it’s called Tricks of the Trade or something like that. My copy is long gone so I can’t give you exact details.

I used a crate with wheels that folded down flat when not needed to schlep things in and out of schools. I kept materials in plastic crates and would have a little portable file box for each school with all the kids in one box. When questions came up about other students in that school, I didn’t have to run out to the car to get the file. Copies of frequently used checklists could go into each file box. The file box and any materials could go into the wheely crate to take into schools.

You can put your files in a box that you can put hanging files in and then use your cart to transport as needed.

If you have a homebase, that’s where I keep all my files(one for each student). In there is all I need for them...IEP/notes/need/etc. I also have a contact log where I write down everything I do every time I see the student or even talk to a teacher about them. I only take the files I need to the first part of the week and come back by on Wed to drop those off and get the others for the rest of the week. I carry them in a carrying file folder case...real little..got it at Target. Then when I see each student, I just grab their file and take it with me in case any needs come up

I made an NCR 3-copy form (like the ones IEPs are run on) that had some pictures at the top so folks could see at a glance who the form referred to... and a title

==============================================================================
= picture =   Notes of                visit by                = picture =
======       Jane R.     teacher of Visually Impaired     ========
what we worked on (including IEP items)
==============================================================================
materials used
==============================================================================
materials left
==============================================================================
etc., etc.

Next visit:
Comments/concerns: perhaps follow-up items...good progress on item...etc.
==============================================================================
I made a semester’s sets for each student, 3-hole punched them, put them in the student’s binders. After the session, one stayed with the teacher, one went home and the original stayed in the binder.... this way, I had on-going proof of covering IEP items, account for materials or equipment left (possibly lost by the child, family or school) and have a record of any concerns so that I could show it if parent’s felt that they were not informed of an issue.

Nothin’ like having a paper trail! And planning ahead makes life calmer and more focused for me...

~~~

I just came from Target looking for the same thing. If you go to the car section, there are products made by CaseLogic (and others) that make portable “office organizers” for the car! There are at least 5 or 6 different kinds, each with handles for easy access moving from car to home (the bulk of my transporting “burden” was toting it up and down stairs from my car to my apt.). I have to say I’m sort of anti-cart on wheels, so I was looking for an alternative for that one. This way I can keep all my files in my car and either remove the whole unit if need be or just take one or two files when necessary to school sites.

I keep two rolling carts in my car. One has students’ notebooks in it and the other has materials to take into each school as needed. I keep a 3-ring binder on each student with their schedules at school, IEP’s, charts I am using with them for progress, etc. I also keep 3-page NCR forms in each notebook so I can write a note to home or classroom teacher and also have a copy for parent so they all know about my consultation and results. I also keep a case of water and snacks in the car that won’t cook in the heat or freeze in the cold.

I carry my files in two CTEVH bags, and almost always write comments in the file when I finish working with a student. I don’t think there is a light weight method unless you have five or less students.

I would never keep the main copy of the file in your car, only essential information. I use data sheets to keep student’s progress.

* * * *

SUBJECT: AbleNet – Five New Assistive Technology Products
CONTACT: Kris Sundberg: 612-332-4222 or kris@linksresults.com

St. Paul, MN – October 3, 2008 – AbleNet announces the release of several new assistive technology products to be showcased at the 26\textsuperscript{th} annual ‘Closing the Gap’ Conference being held in Minneapolis on October 16 – 18\textsuperscript{th}. Five new assistive technology products and a software tool are being introduced, plus several recent curriculum products are being featured at this conference. The extensive new product line introductions this year demonstrate an aggressive focus by AbleNet to develop more tools that stimulate learning, improve mobility and facilitate communications which enhance productivity and life satisfaction for people with disabilities.

AbleNet has introduced new technology in the communications devices as well as two new product additions for individuals unable or restricted in their ability to speak. The Augmentative and Alternative Communication (AAC) digital upgrade now offers crystal clear sound, longer recording time and greater battery life in all our core communication products: BIG/LITTLEmack, Step-by-Step, SuperTalker, and iTalk2™. The iTalk2 now comes with levels technology – called the iTalk2 with Levels. This new
product allows for multiple pre-recorded communication phrases as well as multiple choice making options throughout the day – no need to erase and re-record. The third product, Prism C, is an infrared controlled telephone that enables those with physical limits to easily use the telephone.

Two new switches are also being introduced, the Big Red Twist and the Jelly Bean Twist. Both offer interchangeable tops so that individuals can now choose their favorite color. We will be offering different color sets designed to appeal to adults plus more colors for special education classroom use. A complete list of the products with more detailed descriptions is provided at the end of this release.

Additionally, Read, Write, Grow!™ is a comprehensive electronic literacy and assessment software program that was specifically designed for the needs of special education students. It has level-appropriate content and allows students to Read, Write, and Test using non-traditional methods including switches, picture-symbols, and speech generating devices. For more information, visit www.ablenetinc.com.

NEW PRODUCT OVERVIEWS

iTalk2™ with Levels
The iTalk2™ with Levels is a three level communicator giving users the freedom to choose between sets of communication messages as desired. It has improved digital sound and 80% more recording time than the original iTalk2™. The increased power combined with the added convenience of three levels allows pre-recording a number of choices for use throughout the day, or for recording and storing choices that are used on a regular basis. It also helps the individual with speech impairment ask and answer questions, tell jokes and make comments in social situations. A toy or appliance can be added for immediate positive reinforcement and message enhancement.

Prism C (phone)
The Prism C phone is an infrared controlled telephone that can be used by virtually any Electronic Daily Living Aid that can send an infrared signal. This assists those with physical limitations to easily use the telephone to communicate. It is feature rich with ultra-clear speakerphone sound. This remote control phone is the most affordable, high value phone on the market at $950. Accessories include extension microphone, wall mount and infrared remote for programming non-Sicare ECU’s.

Augmentative and Alternative Communication (AAC) Upgrades
For children and adults who are unable or reluctant to use their voices, AbleNet offers a complete line of user-friendly augmentative and alternative communication (AAC) tools and systems that encourage social interaction, while fostering greater independence in virtually any environment.

The digital enhancements offer significantly improved sound quality, making sound more true-to-life than ever before. Additionally, there is 80% more recording time and 25% more battery life.

Read, Write, Grow!
Read, Write, Grow!™ is a comprehensive electronic literacy and assessment software program for students with disabilities. But it is more than simply an “e-book reader.” Read, Write, Grow!™ was developed in a partnership between AbleNet, Inc. and SoftTouch and was specifically designed for the needs of students in special education or alternative education (ESL, ELL). In addition to level-appropriate content, Read, Write, Grow!™ allows students to Read, Write and Test using non-
traditional methods including switches, picture-symbols, speech generating devices like BIGmack, Step-by-Step, SuperTalker and a variety of software access options.

Key Features:
- Dozens of educational e-books
- Writing for students of any ability
- Complete system including e-reading, e-writing, and e-testing
- Customizable options for each student
- Integrated technology options

Big Red Twist
The Big Red Twist offers a lifestyle ‘twist’ on this popular activation switch. The interchangeable 5-inch switch tops of different colors is perfect for those who value style and have a desire to ‘fit in’ or ‘stand out.’

AbleNet has built simple, yet sophisticated switches allowing persons with disabilities to access the world around them at the slightest touch of a button. The success of the first Big Red® switch led to the research and development of what is now considered the most comprehensive line of switches in the assistive technology industry worldwide.

The Big Red Twist features a 5-inch activation surface, making it the best choice for persons with visual impairments and persons with physical disabilities who require a larger target area.

Jelly Bean Twist
The Jelly Bean has a 2 1/2-inch switch activation surface and also comes now with interchangeable color switch tops. The Jelly Bean is recommended for users who are able to access smaller target areas.

Believe It or Not!

Recently while visiting with Julia Moyer, she related to me a true incident that happened to a friend of hers.

This woman was scheduled to take a math test in order to receive a higher college degree. The test was to take place in Sacramento. She called the office and spoke to a woman involved in the testing, explained she is blind, and asked if she could use an abacus during the test.

The testing person replied, “Do you have a doctor’s permission to use one?”
OUR SWAN SONG

Your current Textbook Formats Committee is passing on the baton! We’ve worked together as a committee for many years now, proofing each other’s articles in order to weed out as many mistakes and misinterpretations of the rules as we could find. If any of you readers asked questions of us, we answered after checking the rule book and conferring with each other. We have worked jointly and alone in preparing workshop material for presenting at conferences. In the course of our exchanges over these years we have laughed together and have become wonderful friends.

Patty and Joanna encouraged Linda to present a workshop on Beginning Textbook Format. As attendees, you were nice enough not to frighten her any more than she was frightening herself. This year she is presenting an expanded version with new material.

It has been said that to really learn a subject you should write about it and teach it. How true, how true! But eventually it is time to let someone else learn this way. Organizations need new blood, new ideas, new ways of presenting information, and new presenters.

As of Conference 2009, Joyce Walling will be taking over as your Textbook Format Specialist. It will be up to her to select a committee, if she wants one. We wish her tremendous success and hope she learns as much as we did while having as much fun.

Below is a listing of all the articles we have written for the JOURNAL. Anything after 2002 is available for viewing, downloading, studying, or ignoring on the CTEVH Website, www.ctevh.org.

Patty Biasca

Special Symbols: Winter 1999-2000

Poe-etry: Pun Intended: Summer 2000

Textbook Potpourri: Do You Know Who Your Specialists Are?: Spring 2003

Crossword Puzzles: Fall 2003

Headings: Spring 2004

Common Format Mistakes: Winter 2004-2005

Make Sense of These Sentences: Fall 2005

Stairstep: Fall-Winter 2006-2007

Acknowledgments, Attributions, Credit Lines, Source Citations, and Permission Notices: Summer 2007

Acknowledgments, Attributions, Credit Lines, Source Citations, and Permission Notices – Part 2 of 2: Fall 2007
Joanna Venneri

*Lists and Listed Items*: Fall 1999  
*Line-Numbered Poetry*: Fall 2000  
*Why We Must Follow Braille Formats in School Braille*: Summer 2003  
*Those !#%@^& Blankety-Blank Blanks!*: Winter 2004  
*Blank Lines and the Page Change Indicator*: Fall 2004  
*Not Just a List—IT’S SPELLING WORDS*: Summer 2005  
*For Example*: Spring-Summer 2006  
*Time for Time Lines*: Summer 2008

Linda McGovern

*Tables of Contents*: Summer 2004  
*Transcriber’s Notes*: Spring 2005  
*A Rose is a Rose: Terms in Braille Formats*: Spring 2007  
*What’s New in Formats*: Spring 2008

In closing we bring you this ageless question –
Q: What do you call a good braille idea?
A: Brailliant

Sayonara,
– Patty Biasca, Specialist, Textbook Format Committee  
– Joanna Venneri, Member, Textbook Format Committee  
– Linda McGovern, Member, Textbook Format Committee

*Editor’s Note*: A special thanks to these dedicated and talented women who have contributed so much not only to the JOURNAL, but to the CTEVH organization as well. Hopefully, the JOURNAL will continue to be graced with articles by them from time to time in future issues.
I met Dee Konczal while on holiday in The Netherlands. While chatting at dinner, Dee suggested I consider becoming a braille transcriber (a job I had never heard of before) and told me to call her when I returned to the States. A week after I returned home, I called Dee to say I was interested. She said “That’s good, because I’ve talked to the instructor (Lisa McClure) and you’re scheduled to attend class next Thursday.”

Since that auspicious beginning I have received the Library of Congress Literary certification (March, 2006), the Library of Congress Nemeth certification (February, 2008) and the National Braille Association Textbook Formatting certification (July, 2008).

I transcribe for ATPC (Alternate Text Production Center) where Sandy Greenberg, the braille coordinator, always has a project, or two, or three for me. Once a month I instruct the inmates working in the Braille Unit at Avenal State Prison (a program sponsored by ATPC). I have one student working on his literary manuscript. The others are already literary certified and are studying the Formats Course with me and taking Nemeth instruction from Mary Denault.

Braille transcription is the most challenging, rewarding work I’ve ever done and I’m honored to be the next contributor to CTEVH JOURNAL as the new Textbook Formats Specialist.

Joyce Walling

Editor’s Note: A very warm welcome to our new Textbook Formats Specialist, Joyce Walling. As you can see from Joyce’s braille background and history, she has been quite busy and accomplished much in just a few short years. We look forward to her articles in the upcoming issues of the JOURNAL.

IMPORTANT ANNOUNCEMENT FROM THE PRESIDENT

The CTEVH Board proposes the following name change for your consideration to be voted on during general session March 13, 2009.

That CTEVH Inc. becomes CTEBVI, California Transcribers and Educators of the Blind and Visually Impaired.

Alternative suggestions are welcomed.
The 50th Annual CTEVH conference (JUBILEE) is in March at the San Francisco Airport Marriott Hotel in Burlingame! I hope you are all able to join us. If you are like many of us who have been told by your district that there is no money or release time available for any conferences longer than one day, I know you are starting to figure out how to afford the time and money to attend the best conference in the West in our field.

Like many of us, you are also probably feeling overwhelmed with the continuing and expanding responsibilities of our careers. You want to be able to actually TEACH students who are visually impaired. You do your best to save creative energies to design and implement creative lessons to best instruct your students with myriads of visual impairments, chronological and/or developmental age levels, in various locations with different school schedules. Some of my best ideas come to me on drives between schools, but they are often lost when I walk into a site to find a situation which needs handling. It often feels that we are crisis management specialists more often than teachers.

You DESERVE to make yourself a priority and find a way to come revitalize your professional (and personal) self at the conference so that you can continue to be effective in teaching our wonderful students. Perhaps you could unearth funding by giving simple 15 minute talks given to your local service organizations. Detailing what you hope to learn at the conference such as ways to download materials into devices which may be new to them and explain how the conference is the best way to effectively teach your students so that they can be proactive in the real world and keep up with their sighted and visually impaired peers, may give the leaders of the community the incentive they need to support you to learn new skills to help their local children! Most people honor us for the fact that we are ‘so patient,’ teaching our students with special needs – but may be amazed to discover just some of the new low and high technology that our students need to survive in today’s fast moving educational and employment arenas. The magazine of the Lions International, The Lion, provided information on the BrailleNote and the Victor Stream in one of its fall issues, and this might be a golden time to be able to let people in the community know that this technology is in use in their schools!

Last week, in an effort to assist the upper management and school board of our school district to make well-informed decisions on budget allocations, our wonderful county special education and SELPA director, asked us to give her in-depth information about our caseloads. After completing the Michigan Severity Rating Scale for individuals on our registers and the VI Staff Member Caseload Review, both found on the Texas School for the Blind and Visually Impaired (www.tsbvi.com), I learned that I was spending 29.98 hours per week Total Time Commitment for 20 students served. This left me .02 hours per week to complete some other duties which have to be accomplished. How many of these are included in YOUR OTHER DUTIES AS ASSIGNED?

- Act as Case Manager for students at the current time, and therefore preparing the necessary documents, arranging for the IEP within state mandated timelines, and, with all forms completed, affirmed, and attested
- Write goals and special factors information for IEP meetings for students with duplicate services which often extend significantly beyond the contract day
- Attend county Early Start meetings
- Attend infant team and other collaboration meetings 1 X 60 min/week minimum
- Handle referrals and assessments for students who may qualify for VI services
- Monitor students who have eye conditions that are unstable
• Collaborate with specific teachers for specific students
• Provide ongoing consultation with each classroom teacher, school principal, family, eye specialists and significant staff working with each student
• Attend eye specialists’ appointments with students and families when possible
• Write quarterly and trimesterly progress reports
• Complete and submit American Printing House for the Blind annual census of students who are legally blind served by ACOE
• Complete and submit annual Southwestern Region Deaf-Blind census for the State
• Submit information to each principal and/or school site representative for STAR and CAHSEE test for their students: assisting in ordering said materials, receiving, organizing, and delivering individual tests with accommodations (special factors) information to the correct teachers; completing the scantrons sheets for each child at each site before the site has turned in their scantrons; and then collecting and returning the large print and Braille copies of the tests to the Special Education office.
• Administer Braille STAR tests to individual student who legally uses two times the given testing time for print administration (8 – 10 partial and full days)
• Administer large print test(s) to individual students, as needed
• Complete Letters of Intent for reimbursements for Visually Impaired Program for Braille, large print and audio texts for each Fiscal Year
• Order materials in braille and large print from the California State Department of Education Clearing House Depository using the IMODS system
• Participate in Low Incidence Funds meetings
• Learn the use of new equipment and teaching those new skills to students
• Participate in school site, special education, and district meetings, as required
• Determine quarterly service delivery schedule for students on my caseload to coordinate with regular and special day class’s schedules while minimizing travel times and expenses
• Write and present persuasive proposals for low incidence funds for materials to meet my students’ educational/disabilities needs

I will be leaving the post of CTEVH Education Specialist after the Itinerant Roundtable workshop at this year’s Conference. My stepdaughter, who has developmental delays and CVI, is now 21 and will be ‘aging out’ of the educational system in the next year. I have had other family changes in the past few months and find that I need to put my energies to work closer to home at this time. I have been honored to be able to have met so many of the members of this organization over the past seven years. The comments I have received from those of you who have read some of my articles and the chance I have had to assist you with problems in the field, have given me satisfaction. The next of our colleagues who is given this opportunity will take pleasure in the position and will bring new ideas for us to consider! Stay in touch!

Sheila Bonito
sbonito@amadorcoe.k12.ca.us

Editor’s Note: Our thanks to Sheila for her many great contributions to the JOURNAL and to CTEVH. She has shared much knowledge and experience with our readers. And hopefully the urge to write will strike her from time to time and we will see articles from her in the future.
MASKING MADE EASY

There are at least two ways to do things: hard and easy. Take a moment to learn the easy way; it’s a good investment.

Chemistry Close-Up

As senior (read that “oldest”) graphic artist where I “do my stuff,” I’m called on to create the graphics for a number of chemistry textbooks. As expected, there are numerous close-ups of molecules and atoms and microscopic organisms using that monoculared circle denoting a microscopic view of the subject. More often than not, the subject extends past the circle. Sure, you could just use the scissors tool. But if fills/patterns are involved and/or there are lots of them to cut, it takes time.

Before we begin, let me explain that these graphics are created in Adobe Illustrator and are not to scale. My facility produces our graphics for swelltouch (or encapsulated) paper.

Here’s how to use a mask to make it much easier.

The Mask of Zero

First create the circle that will hold your subject. I highly recommend you drag a copy (alt/option – shift) off to the sidelines for use later. It’s suggested to use the shift key so it will be easier to align the circle. You’re going to lose your original circle when you create your mask.

Now, begin creating your subject. In this case, it’s tightly-packed molecules.
Fill out your circle, deleting unnecessary objects.

Making certain the bounding circle is “on top” of your subject (it’s important), highlight the circle and subject, go to Object > Clipping Mask > Make (or use Control/Command-7)...
...and voilà—you have a masked graphic.

Here’s where the saved bounding circle comes into play. Notice you’ve lost your original circle? Select your second spare circle and bring it “to the top” because if you aligned it with your masked graphic now, it would be “below” and partially hidden. And since you used your shift key when you created it, you may use your shift key to drag it back, making it much easier to align again.

![Masked Graphic](image)

Just because it has been created doesn’t mean you can’t edit it. Nothing was lost. If you click on it, you’ll see the “cut off” portion of the subject is still there. If you need to edit it (change the fill or adjust a line or two), you can use your direct selection tool. When you masked it, everything was automatically grouped. If you need to do major revisions, you may go back to Object > Clipping Mask > Release (or alt/option-Control/Command-7) which will take it back to where it was before the mask was created.
LET'S TALK FONTS

For those of us who have the luxury of working directly with VI teachers, we can create materials for individual students’ needs. We can design their materials to exact specifications: font size, font type, and color of paper.

I have discovered over the years that not all fonts are created equal. As you will see, a 16-point Manuscript is not a 16-point Tahoma. These are just a couple of the fonts that are available on any computer. Remember we are looking at what might work best for low vision students. Making the whole text bold-face type may not be the answer either.

I have acquired a print gauge that measures the size of a font. It is clear plastic and fits over the material, so you can see the size of the original text. Times New Roman is the font that printers use as a measure. Most print shops and office supply stores sell these.

The correct font type and size can help students succeed. It can make reading more comfortable for students who fatigue quickly. It can keep a students’ interest longer, thus making reading more enjoyable.

Changing to a font that does not have flags and/or tails (serif vs. sans serif) may make the words easier to read. Expanding the space between letters can help the struggling student identify letters easier; especially letters that tend to blend together on the page. Such as, ‘f i’ looking like ‘h’, or ‘c l’ looking like ‘d.’

I am using a 14-point font for this article. It is my opinion that large print materials should start at 18-point and go up from there to match student needs.

A Few Font Examples 14-point
The quick brown fox jumps over the lazy dog. APHont
The quick brown fox jumps over the lazy dog. Times New Roman
The quick brown fox jumps over the lazy dog. Tahoma
The quick brown fox jumps over the lazy dog. Vladimir Script
The quick brown fox jumps over the lazy dog. Century Gothic

Now let’s expand them 1 point
The quick brown fox jumps over the lazy dog. APHont
The quick brown fox jumps over the lazy dog. Times New Roman
The quick brown fox jumps over the lazy dog. Tahoma
The quick brown fox jumps over the lazy dog. Vladimir Script
The quick brown fox jumps over the lazy dog. Century Gothic
16-point – Differences between I J Q T
I   J   Q   T   APHont
I   J   Q   T   Times New Roman
I   J   Q   T   Tahoma
I   J   Q   T   Vladimir Script
I   J   Q   T   Century Gothic

16-point – Differences between a c e g y
a   c   e   g   y   APHont
a   c   e   g   y   Times New Roman
a   c   e   g   y   Tahoma
a   c   e   g   y   Vladimir Script
a   c   e   g   y   Century Gothic

To Expand a Font in Word
Select portion of text to be expanded: [Edit] Select all
Select [Format] Font
Choose [Character Spacing] tab
Choose the box that says: Spacing: choose Expanded
There is a small box to the right that says: By: 1 pt
From here you can choose any distance between characters that best suits the students’ needs. When finished press [OK]

As we enlarge the font, the amount of text on the page decreases (obviously). I have found it useful to change the margin settings for large print materials.

Changing Page Setup in Word
Select [File] Page Setup
Then choose [Margins]
I set the margins at:
.7” for top and left sides,
.5” for bottom and right sides.

The color of the paper used for large print material can have a bearing on readability too. Some students find reading easier on ivory or buff colored paper. It eliminates some of the glare from overhead lighting. Remember that there is a huge difference between goldenrod paper and buff paper; and canary yellow paper and ivory paper. When you compare each of these colors side-by-side, there is a big difference between mellow and yellow! Each student will have a preference, and these should be taken into consideration and applied wherever possible. It is understood that not all needs can be accommodated at all times. But we try.

If you have any questions, problems, helpful hints, or a need to chat, please feel free to contact me. Work email: jvalencia@washoe.k12.nv.us; Office phone: 775-353-5948
LINKED EXPRESSIONS

The criteria for a linked expression requiring special margins can be found in Rule XXV, Section 189, page 191:

When a linked expression meets the following criteria, it is subject to the special margin requirements set forth in Section 190c, Section 191a(iv) and b(v).

i. The expression must be displayed and not embedded within text.

ii. Its signs of comparison must be vertically aligned in print, except possibly for the last few which may occur in the last print line of the expression.

iii. No sign of comparison, except possibly the first one, may be preceded by any expression on its left.

This expression is linked, requiring special margins.

Example 10

Rationalize the denominator in \( \frac{7}{\sqrt{4}} \).

Solution

Because \( 4 = 2^2 \), we can multiply both numerator and denominator by \( \sqrt{2} \) and obtain \( \frac{\sqrt{2}}{2} \) in the denominator.

\[
\begin{align*}
\frac{7}{\sqrt{4}} &= \frac{7}{2} \\
&= \frac{7}{2} \cdot \frac{\sqrt{2}}{\sqrt{2}} \\
&= \frac{7\sqrt{2}}{2} \\
&= \frac{7\sqrt{2}}{2} \\
&= \frac{\sqrt{2}}{2}
\end{align*}
\]
This expression is linked, requiring special margins and has cancellation.

Example 19
Reduce \( \frac{210}{231} \) to lowest terms.

**Solution**

First we factor 210 and 231 into the product of prime factors. Then we reduce to lowest terms by dividing the numerator and denominator by any factors they have in common.

\[
\begin{align*}
210 &= 2 \cdot 3 \cdot 5 \cdot 7 \\
231 &= 3 \cdot 7 \cdot 11
\end{align*}
\]

Factor the numerator and denominator completely.

\[
\begin{align*}
\frac{210}{231} &= \frac{2 \cdot 3 \cdot 5 \cdot 7}{3 \cdot 7 \cdot 11} \\
&= \frac{2 \cdot 3 \cdot 5}{3 \cdot 7} \\
&= \frac{2 \cdot 5}{7} \\
&= \frac{10}{11}
\end{align*}
\]

Divide the numerator and denominator by 3 and 7.

The shaded lines we have drawn through the factors that are common to the numerator and denominator are used to indicate that we have divided the numerator and denominator by those factors.
**Examples**

Simplify each expression using the rule for order of operations.

5. \( 5 + 3(2 + 4) = 5 + 3(6) \)
   - Simplify inside parentheses.
   - \( = 5 + 18 \)
   - Then, multiply.
   - \( = 23 \)
   - Add.

6. \( 5 \cdot 2^3 - 4 \cdot 3^2 = 5 \cdot 8 - 4 \cdot 9 \)
   - Simplify exponents left to right.
   - \( = 40 - 36 \)
   - Multiply left to right.
   - \( = 4 \)
   - Subtract.
REPORT ON: “QUESTIONS TO LEARN FROM” SOME OF YOU FLUNKED!

I hope that you all enjoyed our little quiz in last issue. Upon conferring with the braillist for our journal, I found that yours truly has made some of his own mistakes! Braille proofreaders certainly deserve much praise, as many things can be discovered that are sometimes illusive in the print proofreading. Many of the errors found in our MENVI journal are revealed while checking the braille translation.

I thought about wiggling out of this one by saying that it was a test to see who was paying attention – but alas – who would believe that one? So I’m going to give my CTEVH Music Committee members a chance to see if they can find the error before our members at large do.

HINT: Check the braille on page 47; then look at the report on page 48. Results will be posted in our next JOURNAL.

For transcribers and music braille readers only …

STEM SIGNS: ANOMOLIES, OR IN-ACCORDS IN DISGUISE?

Attention, transcribers! There is a very fine article in the last NBA journal by Dr. Larry Smith, Music Committee Chair, on this perplexing subject! All of Larry’s articles are extremely informative, and are a valuable resource to collect in one’s personal notebook. No music transcriber should be without his treatment of the melisma in the NBA Journal of fall 1999. It is never out of reach when I am transcribing vocal formats.

For those who are not music transcribers, the “stem sign” is a device that can be used when a single note may require a multi-value; in other words, it will not be considered as part of the overall count in a measure, but indicates that the note must be sustained for the value of the print stem while the normal metric value continues. In print, the note may be in a group of eighth notes, for example, but will have a second stem shown in a different direction.

Here we see a four-count measure, but on the first note there is a stray quarter note lurking. The composer intends for the note to be held for one count, and yet not interrupt its job as an eighth note within the melody line.

In braille, the quarter “stem sign” follows the eighth note, indicating to the reader that the note is to be held while playing the second eighth note, B. In this sense, the note serves a momentary dual value.
Most discussions on stem signs seem to resist the temptation to call this device a “one-note in-acord” sign; however, it does indeed function as an in-acord value on one isolated note. This makes it possible to avoid a full-measure in-acord for a divided rhythmic part, and yet allows the note to serve two values at one time.

Transcribers strive to be true to the Music Code 1997, as we depend upon it for guidance and consistency for our readers. Perhaps no one wants to be blamed by the braille police for using a term that is not code-compliant. Yes? No?

**Auto-Translation, Formatting, and Proofreading … Help is at hand!**

It sometimes comes to our attention that music being transcribed by scanning and auto-translation can sometimes cause problems for young readers who read music braille. In one situation, a very conscientious child brought his music from the school band program to his music braille teacher, asking for help.

The boy was literally shaking with fear, as he did not know why he was always lost, and could not ever play at the same time as the sighted band members. It seemed as though he was afraid that his music braille teacher would scold him for being remiss, and for not learning his music as he was taught to; he felt that his teacher would consider him to be negligent. No, this was not at all the case!

Following is an excerpt from a trumpet part for orchestra in print copy; it is not the same example as the boy was working on, but contains some similar things that he encountered. Below the print you will see an example facsimile of the translation work, and a few of the types of problems that sometimes occur. Study them carefully; then read the discussion that follows them.

**NOTE:** The additional music in the braille version after the ending double bar is similar to how we found a transition into another movement of music to appear.
Items that we will discuss are shown highlighted.

There are several issues that we will look at, but most important is why the child was not able to find his place before the others began to play without him. Note the following:

1. Measures 6 and 13 in the print copy are boxed-in rehearsal numbers; these are meant to give the director and the student landmarks to which to refer for start points during practice. None of them were marked, and the boy was unable to locate the measures quickly enough when the director called for them.
   a. Rehearsal numbers should be clearly marked when they occur, and be enclosed in braille word signs; they can be placed at the margin on a free line when they differ from actual measure numbers.
   b. Measure 6 should have begun at the margin with the four-measure rest. Measures 10 and 14 are not relevant to sections or any other landmark.
2. The entire 25-line page showed measure numbers at the beginning of each and every line. One cannot determine musical segments unless the measures are marked only every 3-5 braille lines of music. Too many markings only serve to act as obstacles in the reading, and interrupt the musical flow in the reading process.
3. Although the title and the “First Trumpet” designation should have been centered, this did not in itself cause any real problem; such sloppy formatting is typical in braille translations of all kinds where formatting has not been done.
   a. “First Trumpet” did not need to be enclosed in word signs. Word sign enclosures should be used only for terms pertaining to the music lines themselves.
   b. The new movement, “Maiden Voyage,” should have been centered, and not placed on the same line with a new mood, key, and time signature. The student was very confused, as he could not determine where music stopped, or what the words meant at that point.
4. In the last braille line at measure 20, the phrase “Poco rit.” Should not have been run together, and should have been enclosed within word signs. All multi-word expressions must be separated by spaces, and enclosed.
Now take a look at a formatted example below; I’ve highlighted some of the items to discuss that will follow (what is your opinion about contracted braille for the titles?):

In this version, note the following observations (highlighted in braille):
1. Although Grade One braille is recommended in music formats, since these titles are not directly within the music itself, contracted braille can be used.
2. The common time signature is centered.
3. Measure 6 is clearly marked, and enclosed as a rehearsal landmark.
4. Measure 13 is also marked; note that there is no measure 1 marked. A number one at the first measure of the piece is redundant, and just one more sign to wade through; it has been omitted here. (Thank you, Bettye!)
5. A warning key change to 2 flats is given at the end of the first movement, just as would usually be done in print music.
6. A dash was placed at the margin before going to the new centered title line; this is this transcriber’s own idea to help clarify the change in context; this is a recommended procedure between parallels in orchestral score music, and also works well for other applications.
7. “Maiden Voyage” has been left uncontracted as a matter of protocol, as it does appear within the context of the music.
8. The tempo and key are centered directly below the title of the new movement. “Slower” is un-contracted, and followed by a literary period.
9. Poco rit., meaning a little slower, is a two-word expression, and must be enclosed within word signs with an empty cell left on either side of it.
A music byte-scriber may differ as to the importance of these points, but in no way must a student ever suffer the consequences of software domination as happened in this example. The boy needed to be assured over and over – through teary eyes – that this was not his fault.

Such an experience can easily be avoided. Braille translation programs are a joy and an extremely great help to us, but they require specialists to understand and know what they are doing. They cannot think for themselves, nor can they perform as the revolutionary tools that they are without human partners knowledgeable of our music code, a code for which much time has been spent to develop. The full potential and power of technology is stunted at best, when totally left to its own devices. And as such, becomes just another “paradigm shift” gone adrift without navigational aids. Moreover, the software’s potential and credibility suffers.

**New England Conservatory of Music – A Model Conservatory!**
I cannot praise NEC enough for its seamless support of blind music students! Several have gone all the way through Masters programs, and have graduated highly braille music literate. Currently, at least three vocal arts majors are working their way toward the coveted degree, and will have earned their way to become fine assets to the school’s already prestigious reputation. One blind graduate is anticipating her Carnegie Hall debut in the near future, and currently enrolled in a doctoral program!

NEC has no braille embosser of its own, nor does it have a full-time DSS Officer. It has no braille specialist on staff, nor does it have sophisticated adaptive technology. So why is it so efficient?

The answer to that is simply a willingness to work closely with braille specialists, and sensitive professors who are willing to listen to the students’ needs, and professors who also possess one very important skill: the ability to plan ahead! Exams are submitted far in advance, and regular communication with the transcriber seems to be intuitive, and a matter of routine.

Hopefully, we will be able to profile different schools in future columns. There is always room for good news and praise for good work!

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Whenever I say “life is just a bowl of cherries,” someone always points out the pits. Have you ever noticed that a cherry is mostly fruit and the smallest part of the cherry is the pit? Life is great. This is a good time of year. The election is over. We can now watch our favorite T.V. programs again. The textbook adoption cycles are about to start. I look up at the blue skies with a few billowy white clouds. The weather is mild and the nights are breezy. I am a happy camper.

I am writing this in December of 2008. We are in an economic downturn and some investors are losing money in the stock market. Hopefully, you are not. Some people are facing home foreclosures because they can’t pay the mortgage. Hopefully, you are not. Businesses are closing and people are losing their jobs. Hopefully, you are not. The definition of a recession is when your neighbor loses his or her job. A depression is when you lose your job. American auto workers may be in trouble, but not educators. Books still need to be turned into braille.

Transcribers and teachers are smart, right? So let me boil it down to this: you have two alternatives -- to be dead or alive. The latter choice is far preferable to the former. You have already decided to “go through life.” Now the only decision left is how you will do it. You can be negative and go around like a grump all day, or be positive and dance through life with a song in your heart. Either way, you have to “go through life.” For the last few years I have looked at the negative side of things. With all the current trouble and strife, I am reminded of the parable, “I cried because I had no shoes and then I met a man who had no feet.”

We may have little or no control over what happens in the global community. But, we have total control over our attitude about life. Attitude is the most important component in business. A positive attitude will overcome much adversity. At the writing of this article there is an overwhelming sense of fear. But by the time you read this we will have a new president. I am going out on a limb here, but I bet the sun still comes up in the morning. Start with thinking about good things and join me at Marie Callender’s for a piece of cherry pie. I bet we don’t find any pits.
TRANSCRIBING RECIPES

The essence of winter is the aroma of cookies baking fragrantly in the oven. This brings to the home feelings of joy and immense hunger. Nothing compares to the intoxicating aroma of cookies baking in the oven, except, of course, having a nice warm cookie melting in your mouth.

With the holidays upon us and festivities involving family, friends, and food...this month’s featured item is recipes...and the guidelines for transcribing them. While there are no set codes or rules for transcribing recipes, a sound knowledge of the basic literary Braille code and a thorough familiarity with Braille Formats, Principles of Print to Braille Transcription is the best preparation a transcriber can have for transcribing such materials. The most important ingredient in a brailled recipe is accuracy!

An error in measured ingredients or baking time can turn a chef’s delight into an abysmal failure. Recipes should be brailled according to client preference; however, if no preference is indicated, the following guidelines should be considered:

- If the recipe starts on a new braille page, the title should be centered and fully capitalized on line 3 following the running head and a blank line. If a recipe starts in the middle of a braille page, the title is preceded and followed by a blank line. If there is not room on a braille page for the title and at least three listed ingredients, take the recipe to the next page. (*Note – some people prefer one recipe to a page – transcribers should accommodate the wishes of the person they are transcribing the recipes for.)

- If a second page is required, single cap the recipe name at the left margin and follow it with (Cont.). Enclose in parentheses, use Con contracted and capitalized, end with a period, do not use apostrophe.) Abbreviate the recipe name on the second page if necessary to fit it, the Cont., and the page number all on one line. Do not leave a blank line following the recipe name on the second page.

- When information such as the number of servings or preparation time appears along with the title, in braille this material is placed at the margin with runover lines starting in cell 3. Follow with a blank line.

- If a recipe is divided into several parts that are identified with headings such as Cake, Frosting, etc., start these headings in cell 5 with runover lines also starting in cell 5. Cell 5 headings should always be preceded by a blank line but never followed by one.

- List the ingredients at the margin with runovers to cell 3 (1/3). Follow the braille reader’s desires concerning ingredient quantities in units-quantity sequence or quantity-units sequence. E.g., if print shows...
3 oz can pineapple

braille as either

3 oz can pineapple

or

3 oz can pineapple

• Remember – when listing ingredients that use mixed numbers such as 1 1/2, in braille
the fraction is joined to the whole number by a hyphen, and the number indicator is not
repeated before the fraction. When a mixed number is printed with a space between the
whole number and the fraction as in 1 1/2, in braille a hyphen is substituted for the space.


• Follow ingredient list with the directions in standard paragraph style (3/1). If the directions
are numbered, omit the number and start a new paragraph.

• Do not use abbreviations in braille when they are not used in print. Abbreviations are
transcribed as they appear in print with one exception. To avoid confusion between can and
cup, whenever the abbreviation c is used for cup, the word should be spelled out in braille.

Potato Soup

8 slices bacon, fried and crumbled
1 cup onion, chopped
2 cups potatoes, chopped (Try Yukon Gold potatoes for a special flavor)
1 cup water
10-3/4 oz. can cream of chicken soup
1 cup sour cream
1 3/4 cup milk
1 Tbsp. parsley, chopped
1/2 tsp. salt
dash of pepper

Fry bacon and crumble. Set aside, reserving some drippings in skillet. Sauté onion in same skillet
until transparent. Add potatoes to water and boil until tender, about 15 minutes. Add soup, sour
cream, milk, bacon and onions, parsley, salt and pepper. Mix well and let simmer 2 hours.
**POTATO SOUP**

- 1 TBSP SPLIT PEAS
- 1 TSP SALT
- 1 CUP CRÈME ÉVÉE
- 1 CUP DRY CRÈME
- 2 CUPS MILK
- 1 CUP CRÈME
- 1 CUP CRÈME
- 1 CUP SPLIT PEAS
- 1 CUP CRÈME
- 1 CUP DRY CRÈME
- 1 CUP MILK

**Instructions:**

1. Fry bacon and crumble, set aside.
2. In the same skillet, sauté onion until transparent and potatoes until tender, Add split peas, crème, milk, bacon, onion, split peas, milk, and salt, mix well and let simmer 3 hours.
Crunchy Apple Muffins

Muffins:
1-1/2 c. flour, sifted
1/2 c. sugar
2 tsp. baking powder
1/2 tsp. salt
1/2 tsp. cinnamon
1/4 c. shortening
1 egg, slightly beaten
1/2 c. milk
1 c. apples, peeled and diced

Topping:
1/4 c. brown sugar, packed
1/4 c. walnuts, chopped
1/2 tsp. cinnamon

Sift flour, sugar, baking powder, salt and cinnamon in a large mixing bowl. Cut in shortening until it resembles fine crumbs. In a separate bowl combine egg and milk, then add to dry ingredients. Toss in apples, stirring just until moist. Spoon batter into muffin tins, filling two-thirds full. Sprinkle with topping and bake at 375 degrees for 25 minutes. Serve warm. Makes 12 servings.
2009 CTEVH CONFERENCE

The 2009 CTEVH Conference packet is now available online. This is the complete packet and contains workshop information. Registration deadline is March 1, 2009.

Don’t forget the insert in the fall issue of the JOURNAL where you can find an application form.
BANA Update

Sue Reilly, CTEVH Representative to BANA

BRAILLE AUTHORITY OF NORTH AMERICA UPDATE

The Board of the Braille Authority of North America met in November, 2008 in Boston, MA, hosted by the National Braille Press.

The BANA website is undergoing a re-design. Go to www.brailleauthority.org to view and download many of BANA’s documents in multiple file formats. Newly adopted BANA Position Statements are “Braille is NOT a Language” and “Guidelines for Brailling Business Cards.” Also posted are minutes of past meetings, press releases, publications, rosters and more.

Elections were held for the Executive Committee. Officers for 2009 are:

Chairperson: Judy Dixon (National Library Service for the Blind and Physically Handicapped, Library of Congress)
Vice Chair: Sue Reilly (California Transcribers and Educators of the Visually Handicapped)
Secretary: Mary Nelle McLennan (American Printing House for the Blind)
Treasurer: Mary Archer (National Braille Association)

The work of the technical committees is moving along. The draft of the tactile guidelines is currently being prepared for review by all technical committees. The Research Committee is working on the evaluation tool. The technical committee anticipates having the document ready for the Board at the next fall meeting.

BANA will be holding its spring 2009 meeting immediately after the CTEVH conference in March. There will be a joint technical committee meeting of the Literary Technical Committee and the Braille Formats Technical Committee just prior to the conference. Please consider attending the BANA Open Forum on Saturday, March 14, 2009 at conference. Stop by the BANA booth in the Exhibit Hall. Look for any BANA members at conference—introduce yourselves and give us feedback and suggestions!

Many organizations, schools, agencies, and individuals around the world are planning special celebrations to honor Louis Braille and the code he created. January 4, 2009 will be the 200th anniversary of his birth. The BANA website and the National Braille Press website www.nbp.org/ic/nbp/louis/index.html (among others) have listings of events celebrating this bicentenary. Please consider adding any celebrations you are planning to these lists.

IMPORTANT ANNOUNCEMENT FROM THE PRESIDENT

The CTEVH Board proposes the following name change for your consideration to be voted on during general session March 13, 2009.

That CTEVH Inc. becomes CTEBVI, California Transcribers and Educators of the Blind and Visually Impaired.

Alternative suggestions are welcomed.
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