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Message from the Editor

In this issue are a couple of items for your review that will be voted on during Conference. Please read and familiarize yourselves with the contents of the documents and be prepared to cast your vote. (See Cover for To be voted on at Conference.)

If you are not able to attend Conference, please consider renewing your membership for 2011. See the article on page 15 by Judi Biller, our Membership Chair.

IMPORTANT NOTICE: Please note that our MESSAGE ONLY phone number has been changed to (323) 217-5039.

The Conference Registration Packet is now online. Registration began on January 1, 2011, with a deadline of February 10, 2011. As always, Conference will feature many interesting and informative workshops, well-known Guest Speakers, fun activities like the Welcome Reception, Friday Luncheon, and Saturday Banquet. The Sunday Brunch will again feature a Roundtable Discussion with former students followed by a Q&A session. Musical entertainment is being offered throughout the weekend. A new feature at this Conference is the “Meet and Greet” taking place Friday evening. This is being sponsored by Alternate Text Production Center (see registration packet for more detailed information). And, of course, we continue our Silent Auction and 50/50 Raffle. Our conferences truly do have something for everyone. So come, enjoy, say hello to old friends, and meet some new ones.

Hope you all had a safe and Happy Holiday Season. 

Marcy Ponzio
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As you are reading this, our 52nd annual conference – *Defining Our Future: A Winning Hand* – is upon us. For those of you who may have not yet registered, I encourage you to do so.

Our slate of workshops and presenters this year is one of the most comprehensive and varied ever assembled. Pre-Conference activities include tours of the Blind Babies Foundation, Guide Dogs for the Blind, the Hatlen Center, and the new Ed Roberts Campus in Berkeley. We are honored to have Dr. Stuart Wittenstein and author Wendy David as our event speakers, and renowned concert pianist Ayaka Isono will perform Saturday night.

The Thursday night *Welcome Reception* is an ideal kickoff to conference. Great food, great music and a chance to visit with old friends. Friday night, our *Exhibitors Reception* will once again be catered, this year with extended hours from 5:15 - 7 p.m., allowing ample time to peruse the hall. Immediately following from 7 - 9 p.m. is an ATPC sponsored *“Meet and Greet the Transcribers”* mixer, offering an opportunity to network and meet hiring agency representatives.

On Sunday morning following the final business session, we will continue our newly established tradition (initiated last year by Nancy Niebrugge) of ending the conference with an open forum featuring a panel of former students. This year, the panel will be co-moderated by Patti Maffei, Program Director of The Hatlen Center for the Blind, and Richard Rueda, Director of Community Services at the Lighthouse for the Blind and Visually Impaired.

Please take some time to review the new slate of nominees for our Board of Directors and the proposed CTEBVI Bylaws revisions (on pages 13-14 of this *JOURNAL*) which will be put to a vote on Sunday morning. In an effort to encourage and enable participation in all three of our formal sessions (Friday Luncheon, Saturday Banquet, and Sunday Brunch) we continue to subsidize the cost of meals by offering the three event package for virtually half of our cost. We appreciate your support by planning to take advantage of this rare opportunity to enjoy a few meals with your friends and colleagues. As always, there will be ample seating at all three events for those who don’t wish to eat.

In our ongoing effort to encourage family attendance to conference, thanks to Anne Ward and the generosity of CAPVI, there are once again a number of CTEBVI parent memberships being offered this year. Coupled with our policy to waive all conference registration fees for any current CTEBVI member who is the parent of a blind or visually impaired child, we are intending to develop a new tier of membership and interest in our work. Additionally, we have just recently implemented a new membership category for post high school students.

More than ever, Continuing Education Units are an essential component to certification and wage scale advancement. Our conference offers an ideal opportunity to attain CEUs for a nominal administrative fee of $35, which will cover as many workshop hours as you wish to attend.

My recent trip to APH in Louisville was as edifying as it was enjoyable. Proudly, our own Cath Tendler-Valencia was honored this year as an APH Scholar. The day-long Prison Braille Forum is a true watershed of minds towards a common goal, and a privilege to attend. For those who aren’t familiar with the Accessible Instructional Materials Consortium (http://aim.cast.org/) I highly recommend visiting their website and reviewing their efforts.

Finally, I must make mention of the *JOINT ACTION COMMITTEE OF ORGANIZATIONS OF AND FOR THE VISUALLY IMPAIRED* (JAC) – an organization that since its inception in 1981 has been responsible for much important advocacy and implementation of policy in our field. Over the years, this coalition has provided a concerted voice which has been clearly heard and acknowledged throughout many legislative hallways. In an effort to adequately address the pressing contemporary issues affecting us all, JAC is currently restructuring their executive board and seeking individuals at all levels of involvement who are interested in this important work. Please contact Jane Vogel at jrvogel@dslextreme.com for more information.

Defining Our Future – Let’s all play a part.

See you at Conference,

*Grant Horrocks*
CTEBVI Membership Application and Renewal Form

CTEBVI membership dues are for the calendar year. Any dues received after October 1 will be applied to the following year. Members receive the quarterly CTEBVI JOURNAL.

For your convenience, you may log onto www.ctebvi.org to submit the following information and make payment by credit card. Membership chair gets notified immediately and, upon request, will send an email acknowledging your charge.

<table>
<thead>
<tr>
<th>Membership Type</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic or Foreign (individual or family with VI children) Membership</td>
<td>US $50</td>
</tr>
<tr>
<td>Student Membership (post high school -- ID required at conference)</td>
<td>US $25</td>
</tr>
<tr>
<td>Life Membership (check only – no on-line payment)</td>
<td>US $500</td>
</tr>
</tbody>
</table>

I would like to make the following donation(s):

- General fund
- Katie Sibert Memorial Fund
- Donna Coffee Youth Scholarship Fund

Thank you for your donation. Receipt available upon request.

TOTAL $

CHARGE CARD NUMBER:
EXP DATE: CVV2:
Signature (if using your charge)

NAME ____________________________

ADDRESS ____________________________

AFFILIATION (if applicable) ____________________________ COMPANY (if applicable) ____________________________

TELEPHONE ____________________________ (necessary if using your credit card)
EMAIL ____________________________ (necessary if requesting virtual JOURNAL delivery)

Please circle your choice of how you want to receive the quarterly CTEBVI JOURNAL. It is available to members online and in the following formats:

Print  Braille  Audio CD  Email**
Compact Disk (.doc file) If NO internet access

**You will be notified when the latest JOURNAL is available on our website. Issues are available in both .pdf and .doc formats

Please help us know our membership by circling all descriptions that apply to you. Retired  Active

VI Educator  O&M Instructor  Dual certification  Transcriber
Parent(s) of VI student  Proofreader  Student
Other (e.g. librarian, administrator, counselor, vendor, consumer)

Please send this form with payment to:

Judi Biller, CTEBVI Membership Chair
1523 Krim Place, Oceanside, CA 92054
ctebvi.membership@gmail.com
CTEBVI sponsors the Donna Coffee Youth Scholarship in honor of Donna’s exceptional service to our organization and to the visually impaired in California. The award is to be used to promote the academic and social development of a California student. The prize worth up to $1,000 will be given to the successful candidate. 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 will 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 web site: [www.ctebvi.org](http://www.ctebvi.org). Applications are due to the committee by January 28, 2011. The winner(s) will be selected by consensus of the Committee, and notified by February 10, 2011.

- 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 medium or media 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 2011 scholarship must be received by January 28, 2011, and sent to:**

Cath Tendler-Valencia  
1036 Olympic Lane  
Seaside, CA 93955  
eyebabe@aol.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.

Student’s Name: ________________________________________________________________

Student’s Address: ______________________________________________________________

Student’s Telephone Number: _____________________________________________________

Student’s Date of Birth: _________________________________________________________

Student’s Grade Level: ___________________________________________________________

Student is Visually Impaired or Blind: _____________________________________________

Parent’s(s’) Name(s): _____________________________________________________________

School/District: _________________________________________________________________

School Address: ________________________________________________________________

Name of Teacher of the Visually Impaired: __________________________________________

Nominator’s Name: ______________________________________________________________

Nominator’s Email: ______________________________________________________________

Nominator’s Signature: ____________________________________________________________ Date: ______________________

II. APPLICATION REQUIREMENTS for the Student

1) In an essay of no more than two double-spaced typewritten pages, explain why you deserve the Donna Coffee Scholarship.

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

I approve of the Donna Coffee Youth Scholarship 2011 application and use of funds for the project/activity that my child has proposed.

Parent’s Signature: ____________________________________________________________ Date: ______________________

Completed application must be received by January 28, 2011.
The purpose of the scholarship is to foster the acquisition and improvement of skills necessary to provide high quality educational opportunities to visually impaired students in California. In a typical year, the Katie Sibert Committee awards $3,000 divided among qualified applicants.

These scholarships may be used to attend CTEBVI conferences, provide training, purchase books, materials and/or equipment. Scholarships awarded must be used as stated in the application. Winners will be notified by February 1, 2011.

Katie Sibert was a charter member of CTEVH (now CTEBVI). She began teaching elementary grades in the 1930s before becoming a resource room teacher and coordinator of programs for students with visual impairments for Stanislaus County. During the summers, Katie prepared teachers at San Francisco State, the 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.

QUALIFICATIONS

• All applicants must be current members of CTEBVI.
• Transcribers must be actively transcribing.
• Educators must have a credential in the education of students with visual impairments or be enrolled in a program to earn such a credential.
• 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. 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
2011 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 is: _____________________________

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: January 15, 2011

The applicant is responsible for sending the complete application packet to:

CTEBVI KATIE SIBERT MEMORIAL SCHOLARSHIP
741 North Vermont Avenue
Los Angeles, CA 90029-3594

Marie Hadaway, Chair
Email: dandog1944@yahoo.com
## Gifts and Tributes

### OUR GRATITUDE AND THANKS TO ALL THOSE WHO SUPPORT CTEBVI THROUGH GIFTS AND TRIBUTES

<table>
<thead>
<tr>
<th>General Fund</th>
<th>Donna Coffee Fund</th>
<th>Katie Sibert Fund</th>
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<tbody>
<tr>
<td>Patty Biasca</td>
<td>Judi Biller</td>
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<td>Judi Biller</td>
<td>Lyn Clemons</td>
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<td>Mary Blakemore</td>
<td>Vicki Garrett</td>
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<td>Lynn E. Carroll</td>
<td>Margaret Glaeser</td>
<td>Cristin Lockwood</td>
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<td>Lyn Clemons</td>
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<td>Vicki Garrett</td>
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<td>Debi Martin</td>
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<td>Vanessa Stenz</td>
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<td>Linda McGovern</td>
<td>Vanessa Stenz</td>
<td>Kathleen E. Talley</td>
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<td>Cath Tendler-Valencia</td>
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<td>Ellen Voyles</td>
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<td>Jacqueline Wise</td>
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</table>
Contributions to the CTEBVI Gifts and Tributes Fund will be used to improve services to persons who are visually impaired.

Your Name, Address, Zip for acknowledgment:

Name: __________________________________________________________________________

Address: __________________________________________________________________________

City: ______________ State: __________________________ Zip/Route Code: ______

In honor of: __________________________________________________________________________

In memory of: __________________________________________________________________________

May we please know date of death: ______________

Let us know your wishes:

☐ Please direct contributions to the KATIE SIBERT MEMORIAL SCHOLARSHIP FUND

☐ Please direct contributions to the DONNA COFFEE YOUTH SCHOLARSHIP FUND

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

Make checks payable to CTEBVI and mail them to:

CTEBVI Gifts and Tributes
Peggy Schuetz
10675 Harris Road
Auburn, CA 95603
peggys@juno.com
CTEBVI BOARD OF DIRECTORS
CALL FOR NOMINATIONS

The election of new members of the CTEBVI Board will be held at the general session of the CTEBVI 2011 Conference in Oakland. The following people have been selected by the nominating committee for the upcoming term:

**First Term:**
Dawn Gross, Parent/Braille Transcriber, Camarillo, CA
Cristin Lockwood, Braille Transcriber, Edmond, OK
Sue Reilly, Braille Transcriber, Chula Vista, CA

**Second Term:**
Grant Horrocks, Educator, Winnetka, CA
Wayne Siligo, Educator, Alameda, CA

As per the Policies and Procedures (III-D-2): “Additional nominations, if any, from the membership must be received, in writing, by a member of the Nominating Committee no later than three weeks prior to the Annual Meeting. These written nominations must include name, address, qualifications, and a signed statement by nominee that he/she understands the requirements of Board membership and is willing to serve if elected.”

The Board of Directors elected the following members as officers for the 2011-2012 term:

- Sharon Anderson, Treasurer
- Debi Martin, Member at Large
- Wayne Siligo, Member at Large

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

Patty Biasca
pbatisca@aol.com

Sue Douglass
vipreteach@msn.com

Tracy Gaines
tdgaines@brailleinstitute.org
PROPOSED BYLAWS CHANGES

The CTEBVI Board of Directors, at their semi-annual meeting, approved the following changes to the Bylaws. A two-thirds vote of the membership present and voting at the annual business meeting (Sunday, March 13, 2011 – the last day of Conference) is needed to ratify these changes.

1. All references to “California Transcribers and Educators of the Visually Handicapped” (CTEVH) will be changed to “California Transcribers and Educators for the Blind and Visually Impaired” (CTEBVI). All references to “Handicapped” will be changed to “Impaired.” All references to “Chairperson(s)” will be changed to “Chair.”

2. Article II, Section 1. Current:
   The purpose for which this corporation is formed shall be to establish and delineate common transcribing procedures required to produce educational materials for use by persons who are blind or visually handicapped and to coordinate the activities of volunteer and career transcribers who produce these materials with the educators, and to promote acceptable educational practices and technology which enhance the total educational program for persons who are blind or visually handicapped.

   Change to:
   CTEBVI’s purpose is to promote excellence in braille transcription and the education of persons who are blind or visually impaired, to remain in the forefront by being responsive to changing technology and developing educational strands for transcribers, educators, paraprofessionals, parents, orientation and mobility specialists, and advocates for the blind and visually impaired.

3. Article III, Section 2. Current:
   No individual, agency or organization otherwise eligible will be denied membership on the basis of age, gender, sexual preference, race, religion, national origin, or disability.

   Change to:
   No one will be denied membership on the basis of age, gender, sexual preference, race, religion, national origin, or disability.

4. Article III, Section 3. Current:
   There will be two classes of membership, as follows: a) individual, and b) fictitious entity (e.g. agency, corporation, and organization).

   Change to:
   There will be three classes of membership as follows: a) individual, b) family, and c) student.

5. Article III, Section 3.1 Current:
   3.1 Individual members will elect the Board of Directors, approve changes in the bylaws, ratify changes in dues, be entitled to receive the membership publication in the reading medium s/he selects, vote on the dissolution of the corporation and, in the event of the dissolution, the distribution of assets.

   Change to:
   Members will elect the Board of Directors, approve changes in the bylaws, ratify changes in dues, be entitled to receive the membership publication in the reading medium s/he selects, vote on the dissolution of the corporation and, in the event of the dissolution, the distribution of assets.

6. Article III, Section 3.2. Delete entirely
   3.2 Fictitious entities will receive the membership publication.
Announcements

7. Article IV, Section 1. Change “treasurer” to “Treasurer”


9. Article V, Section 1a. Current:
   a. The authorized number of elected directors shall be fifteen (15) members.

   Change to:
   The authorized number of elected directors shall be no fewer than 12 with a maximum of 20.

10. Article V, Section 2. Change from “Clearinghouse for Specialized Media and Technology” to “Clearinghouse for Specialized Media and Translations”

11. Article V, Section 3. Delete following sentence:
   “One-third of the directors shall be elected at each annual meeting.”

12. Article V, Section 9b5. Current:
   5. The Board of Directors shall approve the site of the annual meeting, based on:
      a. General practice of selecting areas in diverse sections of the state.
      b. Possible invitation from a group in that predetermined area.
      c. Recommendation from Site-Finding Committee.

   Change to:
   The Board of Directors shall approve the site of the annual meeting based on the recommendation from the Site-Finding Committee.

13. Article V, Section 12, Paragraph 2. Delete “or, if the director’s address is not shown on the corporation’s records or is not readily ascertainable, at the time when the meetings of the directors are regularly held”

Respectfully submitted,
Grant Horrocks and Patty Biasca
Bylaws Committee
CTEBVI MEMBERSHIP
by Judi Biller, CTEBVI Membership chair

Welcome to 2011! It is time to renew your membership so you are current through 2011.

As you carry the holiday spirit into the new year, our hope is that you’ll take a moment to reflect and remember what this organization has meant to you over the years – providing educational workshops for transcribers and educators, and supportive/informational workshops for students and parents at its annual conference; awarding scholarships to deserving students, transcribers, and educators.

New this year is a reduced Student Membership of $25/year for students in Post-Secondary school (out of high school).

Please take a moment this week to check your yellow flyer that you received in November to see if you are a current member. If next to your name it says anything 10 or less, you need to renew your membership! (There will be a letter next to that number, indicating what format you chose to receive the JOURNAL.)

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

If you are not current, please consider renewing your membership now, rather than later. Your $50 annual membership is necessary for CTEBVI’s ongoing operation, whether or not you are planning to attend the 2011 Conference.

If you know of someone who would benefit from becoming a member, please encourage them to fill out an application, or perhaps ask them to donate whatever they can to one of our funds. Donations of any size are always welcome.

You can use the membership application in the JOURNAL, or go to our website, www.ctebvi.org, and renew your membership online, as well as make a donation, to pay by credit card. Life memberships MUST be paid by check only.

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

Thank you for your past, present, and future interest in CTEBVI.

Judi Biller
CTEBVI Membership Chair
1523 Krim Place
Oceanside, CA 92054-5528
ctebvi.membership@gmail.com
Announcements

NATIONAL BRAILLE ASSOCIATION
SPRING 2011 PROFESSIONAL DEVELOPMENT CONFERENCE

APRIL 14-16, 2011

The National Braille Association is pleased to announce that we are returning to California for our spring conference. That’s right… after nearly ten years, we’re heading back to the Golden State… next stop, San Diego. Among the many offerings of this beautiful city are the world-renowned San Diego Zoo, LegoLand, and Birch Aquarium. These destinations and many more are less than 20 miles from our host hotel, the pet-friendly, Doubletree Hotel San Diego/Del Mar. (Of course, if you are the kind that prefers the beach scene, Del Mar beaches are within minutes of the hotel.) Plans are underway for a group activity that will take place on Wednesday, April 13th. Information will be posted on the NBA website as details become available.

The Doubletree Hotel San Diego/Del Mar provides a welcoming environment including that famous warm, chocolate-chip cookie upon arrival. In addition to the many standard amenities offered by this hotel, such as complimentary parking and shuttle service in the surrounding area, newly-remodeled Precor fitness center, and resort-style pool and patio, they are providing in-room, high speed internet access free-of-charge. The nightly room rate is $115.00 plus applicable taxes. Please visit their website to learn more about the hotel and nearby attractions.

www.sandiegodelmar.doubletree.com

Once again, we are looking forward to our 5-of-5 workshop series. As usual, topics will include but are not limited to textbook and Nemeth format, music, computer-assisted transcription and tactile graphics. Just to pique your interest here are a few of the sessions being developed just for you:

Literary: Proofreading
Tactile Graphics: Drawing w/MS Word
Computer-Assisted Transcription: NIMAS File Handling Options in Braille2000
Nemeth: Nemeth Course & Certification Exam
Textbook Formats: Formats Course FAQ

Keep checking the NBA website for more information and to download the registration packet.

www.nationalbraille.org

You work hard and you deserve a break! This is a terrific place to take a few extra days just to BE! Come early or stay late and enjoy the beaches, local attractions, and beautiful weather that make San Diego the destination of choice for so many each year.

We look forward to seeing you there!!!
ESSAY CONTEST “POWER OF PEACE”

Lions Clubs International is offering an essay contest for students who are considered visually impaired and were 11, 12 or 13 years of age as of November 15, 2010.

The theme for the essay contest is “Power of Peace.” Each essay must be submitted with a completed entry form. Essays must be no longer than 500 words in length, submitted in English, typewritten in black ink and double-spaced.

One grand prize winner will receive an award and US$5,000, and if able to travel, Lions Clubs International will provide accommodations and round-trip travel.

Expenses for the winner and one parent to accept the award at the Lions International Convention, June 29 to July 3, 2011, in Seattle, Washington, will be provided.

A Lions Club must sponsor participants! If students in your school/organization would like to participate, it will be necessary for them to contact their local Lions Club. Club locations are listed on the Lions Clubs International Web site at www.lionsclubs.org.

You will see a link to “Find a Club,” or you can simply keyword search “find a club” in the search box. Once again, please note that a school/organization cannot submit entries directly, but must work with its local Lions Club.

If you have any questions about the contest, or need help to get in touch with a local Lions Club, please feel free to contact Kristopher Kempski, Public Relations Specialist, Lions Clubs International, via phone at 630-468-6835 or Kristopher.Kempski@lionsclubs.org

Ardis Bazyn
For inspirational speaking, business coaching, or writing:
www.bazyncommunications.com
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REMOTE CONTROL: A BLIND MAN GOES SAILING WITH HELP FROM AFAR

When Ed Gallagher goes sailing, he wears a webcam on his head, straps a netbook computer to his hip and hops onto a boat with his dog. Then he relies on Herb Meyer, a skipper back on land, to watch the live, streaming webcam video and give him instructions.

Mr. Gallagher, who is 59 years old, is blind. “I used to listen to the old blind guys who had been sailing for years say you don’t really need your eyes. I wanted the ability for blind people to truly sail by themselves without a whole crew.”

Mr. Gallagher’s sailing experiment was on view one Sunday afternoon. While Mr. Meyer, who is also disabled, parked his wheelchair at the bar in the San Francisco Yacht Club with a laptop, cellphone and a beer, Mr. Gallagher was in a 36-foot sailboat with his guide dog, Genoa.

“Tack left, Ed. Tack left,” Mr. Meyer spoke into his headset. “Ed, you’re not listening to me. I’m the captain. Tack left. Oh, I lost him again,” he said after the screen went dark from a weak signal. For Mr. Meyer, who still sails after a boating accident left him wheelchair-bound 17 years ago, it was like playing a videogame.

Blind sailor Ed Gallagher has developed webcam technology called Genoa Systems that allows him to sail solo, with the aid of a sighted partner back on shore. The sailing experiment is part of Mr. Gallagher’s broader project to offer a remote guidance system to help the blind perform everyday tasks from reading expiration dates on food packaging to crossing streets.

In the past four years, the retired building contractor has performed a number of dangerous and ordinary tasks using the system.

He has driven a car through the Rocky Mountains, fired handguns, practiced archery and repaired his broken thermostat—all the while receiving instructions from a sighted person miles away.

Mr. Gallagher’s vision loss prevents him from obtaining a driver’s license, but no federal or California laws prohibit him from recreational boating as long as he “obeys the rules of the road.”

Mr. Gallagher’s system is controversial, and isn’t foolproof. Last March, he suffered a bad concussion in a skiing accident when he hit a big rock that his guide hadn’t seen. It took him months to recover. “I’ve been going skiing there for years,” he says. “After this accident, I think it’s time to hang up my skis.”

Mr. Gallagher lost his sight 15 years ago to CMV retinitis. An avid sailor, he thought at the time that his vision loss “was the end of sailing.” But Mr. Gallagher regained his sea legs when in 2000 the Department of Veterans Affairs suggested that he join a nonprofit organization called Bay Area Association of Disabled Sailors in 2000. The group offers specially engineered dinghies that allow its quadriplegic and paraplegic members to sail solo.

In 2006, he teamed up with psychiatrist Richard Baldwin and wheelchair-bound sailor Paul Walker to create Genoa Services, named after his dog. By 2007, they had created a rudimentary system using a laptop and a bike helmet with a bulky video camera strapped on top. But with improvements in technologies, the system progressed to include sunglasses with a webcam embedded inside, and a small Asustek Computer Inc. netbook.

But not everyone is excited by Mr. Gallagher’s invention. Bryan Bashin, chief executive of San Francisco LightHouse, says the system could prevent blind people from learning basic, nonvisual survival skills. “I fear that they will think having someone sighted see for you is the only solution to blindness.”

Mr. Gallagher remains undeterred by skeptics. Meantime, Mr. Gallagher is having fun with his system. Last month, he took Genoa (the system and the dog) to a San Francisco park for a game of fetch. He hurled a tennis ball across the park, while being guided by his assistant Isabel Tifft, about 15 miles away.

Genoa scurried after the ball but refused to return it to Mr. Gallagher. “Where’s the ball?” Mr. Gallagher asked aloud.

Some people standing nearby who thought he was talking to them called out, “It’s to your left, a little further.” Mr. Gallagher quickly replied, “I know where it is.” To their astonishment, he quickly picked up the ball.

“They must have thought I was talking to myself or had gone completely crazy,” Mr. Gallagher said, laughing.
Special Article

THE LONG AND WINDING ROAD …
A JOURNEY TO SUCCESS
(submitted by Jana Hertz)

As a braille transcriber and teacher of transcribers, I know that every transcriber has a story. Every September, a new set of people join the transcribing course here in Orange County, taught by Diana Burkhardt and Jana Hertz. As introductions are made, we ask our students, “Why do you want to become a braille transcriber?” “What motivates you to want to learn how to read dots?” The replies are varied, but every person has a unique, touching story. This is just one of many I’ve chosen to share.

In the fall of 2009, I was contacted by a woman who was interested in joining our braille transcribing class. She indicated to me that she had begun a course some 39 years ago, but never completed the course. Now we all know that things change over time. Just imagine the changes to the braille code over the last 39 years! This is the story of Karen.

Karen started her braille journey in the fall of 1971, after she had signed up for a sign language class at Anaheim High School. Across the hall from the sign language class was the braille class, and Karen became intrigued watching the class operations through a window during break time. She was reminded that her grandmother had been blind and had never had the opportunity to learn braille; and Karen thought that learning braille would be a good way to “give back” to the community.

Under the instruction of Joyce Ward, Karen began learning to transcribe braille using a slate and stylus! Now that is some difficult work! After weeks of “punching” her braille work by hand, attending sign language classes, and being accepted into a program that was to mainstream students at a local high school, Karen was faced with a difficult decision. A bend in the road! While she thought she could manage her classes and her work, she found that continuing down the braille road was more than she could handle at the time through correspondence with Library of Congress. After a few months, she put the braille aside. She kept her books with the intent of returning to braille and completing the journey she had started. Years passed. Every time the family moved, her husband would ask her, “Do you still want these books?” and she’d grab the books and fondly recall those long-forgotten days. “Of course I want them! I’ll do it … someday.”

In the summer of 2009, Karen’s ears perked up when she overheard a coworker mentioning a braille transcribing course. She obtained the information, contacted Jana, and joined the class on opening night. Could it be that her “…someday” had arrived? Although nervous and frightened, she persevered. Would she remember anything? Imagine her delight when she found out that technology had made advances … Braille writers … Computer programs … No slate and stylus … This is fantastic!

After completing the course over a nine-month period, and despite obstacles thrown her way by some coworkers, Karen persevered. She got right to work on her certification manuscript and read, reread, proofread, and proofread again. Nine weeks after submitting her certification manuscript, Karen received the good news: She passed! Congratulations to our newest literary certified braille transcriber, Karen Pugatch! We are so proud of you! I know it must feel fantastic … achieving your goal and crossing that finish line … even if it has been 39 years coming!
THE FINELY TUNED ASSEMBLY LINE – YOUR BOARD MEMBERS

Have you ever gone to an auto manufacturing plant? If not, have you ever thought about how a car is made? Henry Ford set up an assembly line in 1908 which literally changed the world. The “vehicle” travels along a path that is lined by assembly workers. Each worker attends to one specific task over and over. Each vehicle and each worker depends on the last worker doing his/her job. Something as simple as putting the lug nuts on the tires can’t happen if the previous worker hasn’t put the tires on the vehicle. Every process depends on a pre-process. Can you picture the seats being gently lowered onto the chassis and an assembly line worker bolting the seats to the frame? Where did the seats come from? They arrived at the plant fully assembled. Who assembled them? Where? The guy on the line is not concerned with where or who, just that the seats fit so he can do his job, bolt them on to the frame, and send the car to the next station.

What keeps CTEBVI running year after year? Where does the Spring Conference come from? How/where is it made? The assembly line for the conference is just as complicated and precise as that for the vehicle. The workshops that appear at just the right time (like the seats) had to come from somewhere. All these years, did you think there was a workshop tree where someone would pick the number and variety of workshops required for a conference? In that grove, in addition to the workshop tree, we would also need a membership tree, a money tree, a vendor tree, a hotel tree, and so on.

I have been involved with CTEBVI since 1993 and attended conferences every year starting in the spring of 1994. This November the Board of CTEBVI met in Oakland and outlined what, where, and when for the Spring Conference. I couldn’t see the forest for the trees. After all these years I could only guess at how much “pre-manufacturing” occurred prior to the board meeting. I was awestruck as the finely tuned assembly line started to build a magnificent conference, while at the same time the board was developing strategies to keep CTEBVI in business. The people who have volunteered to be your Board are truly awesome.

After all the heavy lifting has been done, at the last minute there are always things to be done. As an example, we will need people to help the vendors load and unload. We always need people at the registration desk or monitoring the workshops or a myriad of other routine but essential tasks. How about you lending a hand? Pick any aspect of the conference. Call the person in charge and offer to help. The more you get involved, the more it becomes YOUR conference and the more you get out of the experience. If you don’t know where to start, call or email any board member.

Make sure you have all your “lug nuts,” and I will see you in Oakland.
A DIFFERENT PATH

“Development” has been on our minds lately. We have been working with a delightful set of twins that are now almost 18 months with a visual diagnosis of anophthalmia. Due to the changes in services from Regional Centers for our solely low incidence babies, we have been working with them since they were three months. It is the first time in my long career that I, Beth, have been involved at the very beginning of a student’s path. Sue, in her work in Early Intervention has been fortunate enough to walk the early stages of the path with many families.

Of course, we know that the effect of being totally blind will lead to development occurring on a different timetable. But I feel that different is the key word, not delayed. Their development is delayed when compared to a typical eighteen month old, but can you even use that basis when you are deprived of a sense that provides typical children with 85% of their information. How do we translate developmental charts to accommodate the unique learning of a totally blind infant? How do we then account for the amount of time it takes to process a concept that is so clear to a sighted infant? Only through many hours of talking with family members and observing the infant’s play in the context of the developmental learning charts can we be reasonably sure that we have a grip on the child’s developmental trajectory.

We did some exploration online and found a wonderful source of developmental articles, research, and information in general from a wide variety of sources. The website is www.wonderbaby.org. Their focus is on hands-on ideas.

Here are a couple of quotes from a couple of the sources on the website that provided some food for thought on development for blind babies:

“Many experts believe that children with visual impairments develop more slowly than “typical” children. In fact, we now know that babies with visual impairments show just as much variability as other children in terms of when they acquire a skill. More important, the range of ages when babies who are visually impaired acquire milestones falls within the same age range as typical children.”

And, again, some advice that a parent received and her reaction to it:

“‘This child has an idiopathic learning process and we must alter the way we assess goal attainment in order to accommodate it.’ In other words, Elizabeth was responding to the world as a blind child and an individual, and we must take that into consideration when assessing her. That was the thread we wove around our fears, eventually stifling them. And, in retrospect, it seems so obvious – how could we not have realized that because her experience of the world was so different because of her lack of vision, her learning would take a different path to get her to the same place?”

This parent summed up our fears and frustration in working with “our twins” as well. We, as professionals in the field, will get responses from other well-intended professionals that will lead us to doubt our assessment of what the path of learning should be like for our kids. This exploration has helped us on our journey with the twins and their parents. We, of course, will leave no stone unturned to get those appropriate interventions and services for very young children who are visually impaired. However, we need to continue to be their advocates to encourage other professionals to appreciate their “idiopathic learning process.”
As a teacher of literary braille, I am always on the prowl for ideas to enhance the learning experience and take the monotony out of everyday "book-learning." While creating fun and games can sometimes be a challenge, there are publications readily available that have activities already in place; activities that may emphasize contraction recognition or review rules.

FUN WITH BRAILLE is a publication of braille activities, designed for braille readers, but easily used as a tool to add some fun to those who want to test their skills. With permission of the publisher, American Printing House for the Blind, a couple of activities have been reproduced for you in this publication.

Activity 2 – Whodunit?

The police are looking for the person who committed a bank robbery. They have a group of suspects and some clues. The suspect’s names are listed below. Use the clues to eliminate suspects and determine which suspect actually committed the crime.

Maureen  Thelma  Alexander  Vincent
Clarence  Jeffrey  Justin  Butch
Martin  Steven  Christopher  Kirsten
Constance  Jennifer  Mark  Sandra
Barbara  Charlene  Thomas  Vera

Clues

The criminal’s name:
1. has at least one upper-cell contraction containing dot-one or dot-four.
2. has more than one contraction.
3. does not have the same contraction appear more than once.
4. has at least one contraction that has more than two dots.
5. ends with a contraction.
6. does not start with a contraction.
7. does not take up more than six cells in braille including the capital indicator.
8. has a two-cell contraction.

Who did it? If you think you know, turn to the answer key and find the answer. If you did not get the right answer, check the eight clues again and see who should have been eliminated with each one. (Answers can be found on page 40 in this issue of the JOURNAL.)
Activity 6 – Who Am I?

Read the clues. Determine which contraction the clues best describe. Solve the riddle on your own, or if you need assistance, use the contraction bank provided below. There are extra contractions in the bank so all of them will not be used.

*Note: Contraction Bank is provided with the answers. How many can you figure out without looking at the contraction bank?

Who Am I?

1. I am a two-cell contraction. I can be used as a part-word or a whole-word. I describe speed.

2. I am a two-cell contraction. I can be used as a part-word or a whole-word. I am someone you like but are not related to.

3. I am a one-cell contraction. I can only be used in the middle of a word. If I was used at the end of the word, I might be confused with an exclamation point.

4. I can only be used at the beginning of a word. If used any place else, I might be mistaken for a hyphen.

5. I am a two-cell, lower contraction that must be joined to the next word. I represent 4 letters.

6. I am a one-cell contraction. I may not be used at the beginning of a word. If I were, I might be confused with the number indicator.

7. I am a one-cell, part-word and whole-word contraction. I may be joined only to a few other special contractions and the letter a. My cell contains only four dots.

8. I am a short-form word. My meaning is the opposite of apart.

9. I am a two-cell contraction. I am the second word in most fairytales.

10. I am a part-word and a whole-word contraction. When I’m in a word I am letters, when I stand alone I am a word. I start with a vowel.

Source:
FUN WITH BRAILLE by Robin Wingell, author; and Eleanor Pester, Project Director
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For this issue of the JOURNAL, permission was granted by American Printing House for the Blind; APH is pleased to grant you permission to use the information that you requested in the email below. Thank you for crediting the author and APH. We appreciate that you would consider using this material for your publication and we thank you for all that you do to support students who are blind and visually impaired. Best wishes and have a great weekend. Ralph Bartley, APH Director of Research [November 10, 2010]
BOOKSHARE: MAKING THE DIGITAL DIFFERENCE

In the ‘90s, while I was attending CSU Fullerton, obtaining textbooks and other materials was very different. It was the student’s responsibility to scan their own books and find ways to clean them up. I remember organizing volunteers to clean up the texts and to have them ready to be used by a deadline. It took a great deal of effort to keep up. The accuracy of the initial scan was not very good, so the cleanup was extensive. However, current technology allows students to focus on utilizing the materials instead of how they are going to get them into a readable format by a deadline. Getting electronic versions of books continues to be a challenge, but fortunately, there are resources available.

Here in California, we are fortunate to have access to the Clearinghouse for Specialized Media and Translations. They provide the state adopted K-12 textbooks in accessible formats. As you know, many books that our students need are not available for a variety of reasons. They may be new releases, they are not state adopted, or they could be new adoptions that have not been translated yet. Whatever the case may be, we need to be resourceful. This may include teaching our students how to search the internet for the books or to teach them how to use a scanner to convert them into electronic text the old fashioned way--manually.

Bookshare is an excellent internet resource for students, teachers, transcribers, and parents to locate or request books and periodicals. It is certainly the first place I go. Bookshare currently has over 90,000 books available for download from their website. If a book is not available, it is a simple process to request it. Generally, they will obtain the publisher files or they will purchase the book and make it available for you to download usually within just a few weeks!

Books are provided for download in mainly two formats. The first is a Braille Ready File (BRF) format. These files can be read electronically on a student’s braille note taker or computer; or the files can be sent to an embosser from a braille translation program such as Duxbury or Braille 2000. The second format is called Digital Accessible Information System (DAISY). This is a versatile format that can be used with note takers, Digital Talking Book (DTB) players, or computer software programs. What is unique about the DAISY content is that there is the potential to mix audio, video, and text together in one format. When reading a book that possesses each of these features on a computer, it is possible to listen to the audio recording of the book while reading the text on a refreshable braille display or on the computer’s screen. The audio recordings can be increased or decreased to meet the reading speed of individual readers. This is handy for building reading fluency. Another helpful feature for low vision students is to have the text on the monitor enlarged with highlighting turned on. As the text is read aloud, the text is highlighted in a contrasting color making it easy to track. I believe we will see the DAISY content continue to increase in popularity in the years ahead. It is worth checking out how easy it is to navigate DAISY files. One can navigate books by word, sentence, paragraph, chapter, or by headings. DAISY book software also allow students to insert bookmarks, highlight, or notes to aide study skills.

Getting started with Bookshare

If this sounds like a useful tool for your students, you will be happy to find out that becoming a member of Bookshare is free and easy. All of the forms needed are on Bookshare’s website. As a teacher, we can obtain an institutional membership where we can download books on behalf of our students. After teaching students how to use the appropriate adaptive technology to download books, they will be motivated to learn the skills required so they can utilize their own individual membership. They can download books for themselves anywhere there is an Internet connection, as long as they have the motivation to do it! Students can search for books by Author, Category, Language, New Books, Most Popular Downloads, Special Collections, or by Newspapers and Magazines. If you are interested in K-12 textbooks, you can search by
grade, publisher, or books in the National Instructional Materials Access Center (NIMAC). Books in the NIMAC can only be downloaded by teachers for students with a “print disability” with a current IEP.

It usually takes less than five minutes to log in, search, and download a book. These books can be quickly sent to an electronic braille note taker (BrailleNote, PAC Mate, Braille Sense, etc) or Digital Talking Book (DTB) player such as the Victor Stream, Book Sense, Book Port, Braille Plus, etc. If a student wishes to listen to the book and read the text in large print on the screen, there is free software available on Bookshare’s website that will do this as well called VictorSoft by HumanWare. Students with low vision and other reading disabilities may be interested in another application called Read: OutLoud by Don Johnston. If students have access to Openbook or Kurzweil, they are also excellent applications for working with Bookshare files. They also have the ability to search for books that do not require one to use an Internet browser. Books are downloaded directly into the application! This is extremely easy to use and a great place to start using Bookshare.

It is highly recommended that you take advantage of this wonderful resource and teach your students how to use it. Remember, a Bookshare membership is free for current students in the United States. It is possible to browse the titles available without being a member. You just will not be able to download them. You will quickly find out what an invaluable tool it is and become a member. Their web site is at bookshare.org and an email address where you can send questions is info@bookshare.org.

If I can be of any assistance, you can contact me at keithchristian@roadrunner.com. Your feedback is appreciated and I look forward to hearing from you.
RULES FOR ENCLOSED LISTS

The rules for enclosed lists can be found in the Nemeth Code book, Section 10. Read through the following requirements before looking at the examples.

An enclosed list must meet the following requirements:

i. It must begin and end with a sign of grouping. These signs of grouping do not necessarily have to be of the same kind.

ii. It must contain no word, abbreviation, ordinal ending, or plural ending.

iii. A function name, an abbreviated function name, or a sign of shape and the signs which follow them are regarded as a single item.

iv. An item of the list may be the ellipsis or any sign used for omission.

v. No sign of comparison may appear anywhere within the list.

vi. The list must have at least two items. The items of the list must be separated only by commas; the list must not contain any other kind of punctuation mark (except the ellipsis or the long dash which is used for omission) and the space cannot be the sole means for separating items.

The numeric indicator is not used at the beginning of an item which is part of an enclosed list in regular type, even if the item has been run over to a new line. Refer to Section 11 of the Nemeth Code for additional information. The English letter indicator is also not used with any English letter or combination of letters in regular type in an enclosed list.

Examples:

(1, 2, 3, 4)

⠼⠁⠼⠃⠼⠙⠼⠙

This is an enclosed list, it meets all of the requirements above.

(1 2 3 4)

⠼⠁⠀⠼⠃⠀⠼⠙⠀⠼⠙

This is not an enclosed list, refer to vi above. The items in parentheses are not separated by commas.

(1st, 2nd, 3rd, 4th)

⠼⠁♂⠝⠃♂⠝⠙♂⠝⠙♂⠝⠙♂⠝⠙

This is not an enclosed list, refer to item ii above. It contains ordinal endings.
This is an enclosed list, it meets all requirements. The signs of grouping don’t need to be the same.

This is not an enclosed list, see item ii, this contains plural endings.

This is not an enclosed list, see item i above. The numbers are not enclosed.

This is an enclosed list. It meets all requirements.

This is not an enclosed list, it doesn’t meet requirement ii, it contains the word “and.”

This is an enclosed list, it meets all requirements. See vi above.

This is not an enclosed list, it does not meet requirement v. It contains a sign of comparison.

This is an enclosed list, it meets all requirements.
The Problem

A while back, I had to draw floorplans for various types of theaters for a theatercraft textbook. For some of the graphics it was necessary to show the arena seating—especially the ancient Roman and Greek theaters. Sure I could do it the long (and hard) way, but a single Illustrator tool made it a cinch.

Building an Audience

Choose your Ellipse tool (L) and designate a 2-pt stroke with no fill. Proceed to draw three circles; the inner circle will be the stage and the outer and middle circles will be the first and last rows of the audience.

Make the Rows

Select the middle and outer circles. Then choose the Blend Tool (W); with your Alt/Opt key held down, click on a single point on either circle. That will bring up this palette. However many rows of seats you want, subtract 2 and enter that number. In this case, I want 6 rows, so I have entered 4. Then click OK. This will not produce a result until you click your cursor once again; this time on the corresponding point on the other circle. As soon as you do that, there will be a “blend” of four evenly-spaced circles between the two selected circles. While the two circles are still selected, go to the menu bar at the top of your screen and select Object and then Expand… Click the OK button if there are checks in all three Expand boxes. You may now deselect all the circles.

With your Direct Selection tool, click and drag over the top handles of all the circles and depress your delete key.
Using the Direct Selection tool again, select the open ends of the inner circle (the “stage”) and type Ctrl/Cmd+J to join the handles.

Select the remaining half-circles. Go to the Stroke palette. Make certain Butt Cap is selected. Increase the stroke size (in this case 24 points) to the width you wish your seats to be.

While the lines are still selected, go to the Object menu again and choose Path and then Outline Stroke. Then type “D” which will give you the default fill and stroke. Adjust them accordingly. In this case, I’m using 2-pt stroke and a “stipple” fill. And while I’m at it, I’ve filled my “stage” with a diagonal stroke.

**Finally, the Eraser Tool**

After all that, I’ve finally gotten to the Eraser Tool. By using Shift+E, you access the tool. It may be sized by using the left or right bracket key on your keyboard; the cursor grows or shrinks accordingly so you know what you’re getting. And, like most of the Illustrator tools, you can constrain its path to 45°, 90° or 180° by holding down the shift key before you click and drag the cursor. What makes the Eraser Tool worth the effort is that it “closes up the wound” it leaves behind.
Music in Education

Richard Taesch, CTEBVI Music Specialist

Special Features in this Issue:

- Workshop 2008 series – Acknowledgements and Final Reflections
  The state of music education for the blind child
- Teaching bar-over-bar reading – piano ensembles
- New: Featured Articles and Announcements; MENVI Reprints

Recap:
Looking back over the concluded series on music education and how blind students are affected, I would like to re-state my gratitude to those panelists who made the 2008 workshop so very successful.

Mr. Michael Bastine – Director, Alternate Text Production Center - ATPC
Mr. Anthony Del Castillo – Graduate, USC School of Music; former SCCM staff
Mr. Ed Del Castillo – Parent; retired school district principal
Ms. Ayaka Isono – Educator; concert pianist

Thanks also to others scheduled to participate with my panel, Professor Dr. Penny Rosenblum (University of Arizona) and CTEBVI President, Grant Horrocks. Unfortunately, unexpected conflicts prevented their presence.

The 2008 session included the following topics:

1. Discussion: If you teach music braille, how do you go about it?
2. Are teachers being trained and certified?
3. Why is networking important, and how do you get connected?
4. Available instructional methods; how are they different?
5. Is there really a need for training in pedagogy for music braille?
   (Why certification for transcribers, but not for teachers?)
6. If there is a need, how do we advocate for it?
7. Tony’s classroom experiences (grad school at CSULA; SCCM)
8. Group participation: The Seven Little Steps to Read Music in Braille

Many questions were asked during that session and in this series; a historical research was offered for consideration. Three questions in particular remain foremost: Just what direction is the education of our children taking? Who has been responsible for that direction? And of course, just what does braille music have to do with it?
The following reflections were included in two successive issues during the course of this series. Let’s think about them one last time as a reminder.

(1) How many parents and educators are aware that music degrees for blind and sighted graduates have been honored highly in many fields OTHER than music performing and/or teaching? (2) If they were in possession of this information, would they have been more willing to encourage a musical child to pursue his or her dreams? (3) How many are aware that more than one counselor has been known to discourage a blind student seeking funds for a music education with statements such as: ‘... your direction is unrealistic.’ (4) Do you feel that it is acceptable for a counselor to act as an expert in viability – or employment opportunities that could result from a music education*? (5) And, how many are aware that published labor statistics clearly dispel such myths*?

*See: A Blind Music Student’s College Survival Guide
Free download – www.menvi.org (Downloads section)

ENSEMBLE WORK FOR GROUP TEACHING

To continue our discussion of ideas to develop piano teaching environments for music braille readers, the following trio may serve as a useful classroom tool for you. Taken from An Introduction to Music for The Blind Student, Part III – Teacher Training (Dancing Dots www.dancingdots.com), a pedagogical suggestion for the teacher follows:

“Study the music carefully then construct a fingering plan for each of the three parts. You could also use the chromatic solfege syllables to create a sight-singing project for each part. You would then need to fit the parts into a better vocal range for such a project.”

This little piece is dedicated to a very special student who loved rainy days. It must be played very slowly with a rather cloudy, but peaceful, mood. It is called "Adriana’s Blues."
In measures 3 and 4 of print, part 3 shows a slur following the A-flat; here it would simply mean to let the notes ring, as there are only rests that follow them.

However, for our braille facsimile that follows, the special slurs are omitted in order to keep the music simple for readers at this level. They are included in print in order to provide an interpretative suggestion of musical texture for a sighted teacher.

Part 1
FEATURED ARTICLES and ANNOUNCEMENTS!

MENVI – Music Education Network for The Visually Impaired

Thanks to the kind permission of our CTEBVI editing staff, some articles in the MENVI News Journal are edited reprints from my column appearing in past CTEVH and CTEBVI JOURNALS. Here, we would like to include some portions of MENVI journal articles as a reciprocal project.

LOOK WHAT’S NEW FOR BRAILLE MUSIC READERS!

Christina Davidson and Karen Gearreald are pleased to announce a new resource for braille music literacy: **HAPPY FINGERS**: Easy Songs for Braille Music Readers, Book 1. Dedicated to Louis Braille and Bettye Krolick, this new book presents the words and melody for ten public-domain songs. Permission for use is granted to all who promote braille music literacy. Sales in any format are strictly prohibited. These files are available as free downloads from [http://www.ctdcreations.com](http://www.ctdcreations.com)
EXCITING NEW PRODUCTS

Following is an article contributed by our MENVI specialist and advisor, Mr. Bill McCann, President of Dancing Dots Braille Music Technology [Mr. McCann also serves on our CTEBVI Music Committee.]

High-Tech Help for Low Vision Musicians
The Lime Lighter from Dancing Dots
By Bill McCann

As I myself am a blind musician, it is no surprise that my company, Dancing Dots, has focused first on developing and adapting music technology to benefit musicians who use braille and speech as their primary communication methods. Using braille, verbal and/or musical cues, our customers can read and write music and independently produce audio recordings.

But over the years, many people have asked us about developing solutions for low vision musicians: people whose primary reading medium is large print. At last, we have something to offer low vision players. We have spent the past three years developing a solution that should help many low vision people to read print music more easily. See announcement enclosed for details and links to our webpage and YouTube demo.

People with low vision have used different approaches to get access to the information in the music they want to perform or study. Using a hand-held magnifier, CCTV, enlarged photocopies—all of these methods are still certainly viable options. It turns out that low vision performers, like totally blind players like me, tend to memorize their music, as it is often impossible to read while playing. With The Lime Lighter, we have actually enabled some low vision performers to sight-read their music; that is, read while playing the music thus removing the necessity to memorize. Of course, using The Lime Lighter is also an excellent approach to practice and study.

The magnified notation appears on the 20-inch diagonal screen. Choose your zoom level up to 10 times the original size. Press the right side of the pedal to advance one measure at a time or the left control to move back by measure. Press center control to move to beginning of piece or, if the current measure is within a repeated section, move to start of repeat. Mark your score with the special stylus provided. Your markings can be saved for future use.

You have the option to use Lime Lighter with third-party text magnification software such as ZoomText and MAGic or the built-in magnification features of Windows. Advanced musicians can even use Lime Lighter to write and revise music notation. A copy of the SharpEye Music Reader music OCR software is also included so that you can scan in [the] pieces you want to play or study.

Dancing Dots thanks our friends at the Lighthouse Music School in Manhattan, who served as a test site for The Lime Lighter. This new device is already helping low vision musicians to “know the score.” One customer was overcome with emotion when he saw the music notation clearly, something he had not experienced for many years since losing his vision. As a technology developer, just one moment like that makes it all worthwhile!

Bill McCann, President and Founder of Dancing Dots – www.dancingdots.com
FREE STUFF FOR LEARNING!

Remember that the guidebook for blind college students is available for free on our website at: www.menvi.org. A Blind Music Student’s College Survival Guide is available as a free download, and is in a Word .doc format. Those considering college, or simply looking for information to pass on to professors and administrators, may find this little book useful as an informative handout. It can also be used to “educate your educators” on the special considerations required for a successful college experience. It is intended for both students and their teachers, and inspired by real life situations. Contributions include those of administrators and teachers from colleges and universities.

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CONSUMABLE MATERIAL

The subject of consumable or expendable braille is a controversial topic throughout the braille community. No matter where in the United States I attend development conferences, when the subject of consumable braille textbook format comes up, a lengthy discussion begins immediately. The opinions fly through the room from experts in the field, each one strongly believing that “their way” is best.

Unfortunately, there are very few set standards regarding consumable braille materials. It is my intention to give a workshop at the upcoming spring CTEBVI conference addressing consumable issues. My coworker, Dena Garrett, and I will hold a round table discussion. This will be an opportunity for all to be heard and, hopefully, we can learn from one another.

One thing I have discovered about those of us who work in the field of braille is that we are passionate about what we do and are always thirsty for new knowledge and ideas.

Therefore, I would like to invite one and all to participate in a survey that has been set up to gather information about consumable material. The link is:

http://www.surveymonkey.com/s/63KSSCV

The results from the survey will be presented at the spring conference.

Happy Holidays and many blessings to everyone!
Jayma Hawkins
GUIDELINES AND STANDARDS FOR TACTILE GRAPHICS

I am excited to let you all know that BANA has approved the “Guidelines and Standards for Tactile Graphics.”

I can’t yet tell you when they go into effect, or how or when you will be able to obtain a copy of the guidelines, but the most likely source will be the BANA website at www.brailleauthority.org. Click the “Publications” link on the left side of the page, and then look for a “Tactile Graphics” link. At present, this is just text, and not an active link. But in the very near future, “Tactile Graphics” may become a link to a web page with information on downloading and/or purchasing the guidelines and the tactile supplement.

If you want to be notified when BANA adopts new codes or makes revisions to existing codes, please subscribe to the BANA-Announce list-serv. To join this list, send a blank email message to bana-announce-subscribe@brailleauthority.org and follow the directions in the confirmation email that will be sent in response. The BANA list-serv only sends out a few emails each year, so all transcribers, proofreaders, and tactile artists should subscribe.

The new tactile guidelines will include very high quality pictures of many tactile graphics, allowing the reader to follow the process from print diagram to finished tactile graphic.

Remember Guidelines for Mathematical Diagrams (GMD)? Well, many of the concepts from those guidelines were incorporated into the new guidelines. GMD becomes an obsolete document as soon as the new BANA guidelines will go into effect. After that, all tactile diagrams should be drawn according to the new GSTG. Now, if you are in the middle of a book when the new guidelines go into effect, it might be best to finish it using the old guidelines.

You may contact Katrina Ostby at tactiles@sbcglobal.net.
I’m sitting here more busy than ever in my third year of semi-retirement, aware of the rapidly changing world of “reading,” and realizing that it’s time to take a look at what has happened with the large print media for K-12 students with visual impairments. In this digital age, a “book” now has more than one physical structure – it can be a traditional ink-on-paper version or a digital file to be used on a computer or hand held reading device, such as the Kindle.

In the past, as CTEBVI Large Print Specialist, I have written articles for the JOURNAL and led conference sessions on various topics related to the standards, characteristics, qualities, and formats for the traditional ink-on-paper large print schoolbooks that meet the needs of our students with visual impairments. A book they can and will use, whether used alone or in conjunction with braille, audio or optical aids.

Throughout the last 30 years with all the contacts I made around the country with teachers and program staff, there has been a consensus that there should always be a choice of alternative media and formats for each student and at each stage of their education. At any one time a student may use a single alternative media or a combination. What makes the difference is the right combination at the right time. Up until a few years ago, the options included large print books, optical aids, audio, and colored overlays.

Now the e-textbook has been added to the alternative media options. E-textbooks in this instance are digital books that are displayed on devices such as laptops, tablet computers such as the iPad, or enlarged e-readers such as the Kindle DX. This does not include digital textbooks designed for braille or digital audio purposes.

Students, including those with visual impairments, are beginning to use these, particularly at the college level. With all the hype, there are school district administrators, entranced with the new technology and dreaming of cost savings, talking about replacing all books. We must assume this includes large print books.

Just remember that most of the alternatives that are available to students with visual impairments are offered in place of and not because they are better than printed books.

So let’s take a look at today’s e-textbook and in particular the digital versions of elementary and secondary level textbooks, for example: math, science, history, and geography, but not digital versions of reading materials such as novels, biographies, etc.

Following is the best overview I have come across, written by Peter Jones, President of Library Reproduction Service.

The e-textbook: The Good, the Bad and the Ugly

The Good

• E-textbooks are powerful, especially when written for digital use, and for the VI community when used by all the students in a regular classroom.

• E-textbooks are inevitable. The most popular reading device at present is the laptop, but versions of netbooks, tablets (iPad) or enlarged e-readers (Kindle DX) are under constant development. Reading from the screen is not always easy for all students, but there are an increasing number of options available.

• Digital versions of reading materials such as novels and biographies are excellent for many students and there are a large variety of e-readers available for these, some backlit, virtually all of which allow enlargement of text.
The Bad

• Most e-textbooks are for college students at present, since the laptop is commonplace in college; there’s also less incentive for publishers to produce K-12 e-textbooks as they are not sold to individuals. (E-textbooks eliminate the college book resale market, conveniently for the publishers.)

• Many e-textbooks are still just digitized versions of the printed book.

• E-textbooks usually cannot be printed from, and usually have a limited life.

• E-textbooks are not free; there is the cost of buying and maintaining the reading device and the cost of the actual book itself.

The Ugly

• From the perspective of the VI community, the greatest short-term danger is that decision-makers will delay or cancel providing large print materials in the belief that a digital solution is imminent.

• Inevitable does not mean imminent as there are still problems to overcome and in the interim it is important that high quality large print continues to be made available to VI students in the regular classroom. A classroom using hard-copy textbooks with a VI student using a Kindle DX or iPad is not acceptable, nor even legal.

There will always be students who will be unable to use a computer or reading device. Just in the last month I know of a university and a high school student, both of whom were offered e-textbooks, but because of their visual conditions, could not “read” them. The only other media that works for them is the large print book.

In conclusion, although the use of digital books will grow significantly in the general and VI populations, in the interim and into the future, full accessibility should continue to include large print schoolbooks. In addition, these large print textbooks should meet the accepted national and state standards and guidelines. They should continue to have a minimum of 18 point type size; be an exact copy of the same materials that other students in the classroom are using, with matching page layout and pagination; and have a closed book size as close to the original as possible. In other words, books that VI students can and will use.
FUN WITH BRAILLE
Honoring Your Literary Braille Skills with Fun Activities
Answers to Activities on Pages

Activity 2 – Whodunit?

Answer:
Clarence

Progression of Elimination:
1. Eliminate Maureen, Vincent, Jeffrey
2. Eliminate Thelma, Butch, Mark, Sandra, Thomas, Vera
3. Eliminate Barbara
   Remaining suspects are Clarence, Martin, Constance, Steven, Jennifer, Charlene, Alexander, Justin, Christopher, and Kristen.
4. Eliminate Steven, Justin, Kirsten
5. Eliminate Charlene
6. Eliminate Constance and Christopher
   Remaining suspects are Clarence, Martin, Jennifer, and Alexander.
7. Eliminate Jennifer, Alexander
8. Eliminate Martin

Activity 6 – Who Am I?

Contraction Bank:

under and ble ow com
today with together mother into
dd friend the con were
ff upon for by quick
be still ou us

Answers:
1. quick
2. friend
3. ff
4. com
5. into
6. ble
7. the
8. together
9. upon
10. ou
CTEBVI Specialists 2010

BRAILLE

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JAC REPRESENTATIVE

To Be Announced
## EXECUTIVE BOARD*

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Year (Term)</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Grant Horrocks</td>
<td>2011 (1st)</td>
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</tr>
<tr>
<td>Vice President</td>
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<tr>
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<tr>
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* Your Conference Chair for 2011
COMMITTEE CHAIRS

BANA Representative                      Sue Reilly
Conference Program Chair                  Marcy Ponzo and Kevin McCarthy, Co-Chairs
CSMT Representative                       Jonn Paris-Salb
Donna Coffee Youth Scholarship            Cath Tendler-Valencia
Fundraising                               Tracy Gaines
Gifts and Tributes                        Peggy Schuetz
Historian                                 Cath Tendler-Valencia
JAC Representative                        To Be Announced
JOURNAL                                   Marcy Ponzo
Katie Sibert Scholarship                  Marie Hadaway
Membership                                Judi Biller
Nominations                               Bonnie Grimm
ByLaws/Policies/Procedures                Grant Horrocks
Sitefinding (Northern California)         To Be Announced
Sitefinding (Southern California)         To Be Announced
Special Awards                            Debi Martin
Specialists                               Patty Biasca
Strategy                                  Patty Biasca
Website                                   Vicki Garrett

Fred Sinclair, Emeritus
MOVING? PLEASE LET US KNOW!