



CTEBVI JOURNAL

WINTER 2016

Volume LVIII, No. 3

A Few Highlights...

- President's Message
UEB Implementation, Symposium topics, and more . . . pg. 4
- Nominations Committee Report . . . pg. 7
- Financial Report . . . pg. 12
- BVI Students Preparing for College and Career . . . pg. 18

And Articles from our Specialists. . . starting on pg. 22

THE OFFICIAL PUBLICATION OF THE

***California Transcribers and Educators
for the Blind and Visually Impaired***

THE CTEBVI JOURNAL

Message from the Editor

Hello fellow CTEBVlers! I hope everyone had a great holiday season with family and friends. Now it is back to work and time to start gearing up for the conference!

The 57th CTEBVI conference will be held at the LAX Airport Marriott April 7-10. This years' theme is "Focus on the Future." If you haven't done so already, please go to our website, www.ctebvi.org and fill out your registration form and sign up for any workshops you are interested in taking.

I hope to see everyone there! Please feel free to track me down and let me know of any questions, concerns, or ideas you may have regarding the *JOURNAL*.

Well wishes and many blessings,

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Message from the President

The official start to the UEB implementation is here and we'd like to know what's being done in each state. Our conference, which is just around the corner, will be devoting a significant amount of time to the implementation. For example: the symposium will cover UEB math, Nemeth within UEB, using refreshable braille displays and Smarter Balanced testing. There will also be a Twitter lunch focusing on UEB and the symposium in addition to the various workshops. You may send me an email describing what your state is planning to do with UEB or just your questions you'd like addressed at the conference. You may contact me at: bttranscribing@hotmail.com.

It's been almost two years since I stepped into the role of president of CTEBVI. The value of this experience cannot be measured in words, from working with the board of directors, keeping the organization running as efficiently as possible to individual member concerns and questions. I have learned so much and for that I will always be grateful. When my term ends upon the completion of the 2016 conference, I look forward to chairing the nominations committee as past president and representing CTEBVI on the BANA board. To all of the members, I sincerely thank you for the privilege of serving as your president.

Tracy Gaines

In Memoriam



Philip Herbert Hatlen

1934-2016

CTEBVI Honorary Life Member

When I heard the news of Phil Hatlen's passing, I found myself deeply saddened and I can't lie, teary eyed, so sorry he is gone. Yet, a flood of memories swept over me; beautiful recollections of so many of his triumphs, innovations, encouragement and challenges he brought to the myriads of people he has touched over time. Phil has moved the direction of many lives.

He may not have realized what a mentor he was to me. I first met Phil as a student in one of his great classes at SF State in the summer of 1980. I was awestruck at his quiet, earnest approach to giving us future teachers the knowing, no nonsense tools and ideas of education for the visually impaired.

Phil was one of those magical teachers you just couldn't wait to get back to his classroom for the next session, just to hear more of his candor and wisdom. With his six-four height, soft voice, sandals, beard and casual dress, he portrayed a far less striking figure than his powerful conviction, driving goals and dedication to his field often displayed.

At one time in the early '80s finding my daughter was terminal, and my wife was diagnosed with another deadly illness, my personal life was in shambles; I felt I couldn't continue with my program. I was approached by Phil after one of his classes. He told me he was aware of my unusual behavior, so he asked if I needed someone to talk to. I think he stayed with me for the best part of an hour, and when I finished pouring my insides out to him, he told me, "don't even think of giving up or quitting this program, here's why." What followed was the most spirit lifting, self-esteem building, and most encouraging words I had ever been given in my life. It always seemed Phil wasn't a demonstrative man, but when he left me that day, he put his long arm around my sagging shoulders and told me to be strong and believe in my goal and my course ahead. I will say to all, had it not been for Phil Hatlen's encouraging words and strength that afternoon, I would not be a successful and fulfilled VI teacher to this day.

From every one of us across this wonderful land and to the many you have touched in other parts of our world, we say in unison and respect, "Thank you Phil Hatlen for all you have done, from the bottom of our hearts."

Wayne Siligo

Director of Music, California School for the Blind



For more information on Phil Hatlen please visit the following websites.

<http://m.legacy.com/obituaries/statesman/obituary.aspx?n=philip-h-hatlen&pid=177327938&referrer=0&preview=True>

A profile of Phil Hatlen with photos and videos by Kay Ferrell upon his induction to the American Printing House (APH) Hall of Fame in 2012 can be found at:

www.aph.org/hall/inductees/hatlen



Nominations Committee Report

Patty Biasca, Chair

The election of new members of the CTEBVI Board will be held at the general session of the CTEBVI 2016 Conference in Los Angeles. The Board of Directors has nominated the following slate for approval.

First Term:

Grant Horrocks

Peggy Schuetz

Karen Tomlinson

Second Term:

Sharon Anderson

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, and qualifications.”*

CTEBVI Nominating Committee:

Patty Biasca, Chair patbiasca@msn.com

Tracy Gaines bttranscribing@hotmail.com

Cristin Lockwood mc.lockwood@att.net

Maureen Reardon reardonesq@att.net

Gifts and Tributes

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

DONATIONS FOR WINTER *JOURNAL*, SEPTEMBER 1, 2015 – DECEMBER 31, 2015

GENERAL FUND

AMAZON SMILE

Ann Madrigal

Barbara Rudin

Kathleen Talley

KATIE SIBERT FUND

Ann Madrigal

Jacqueline Wise

Kathleen Talley

DONNA COFFEE FUND

Ann Madrigal

Jean Ann Wright

Sharon Pember

Kathleen Talley

Carol Morrison

**Contributions to the CTEBVI Gifts and Tributes Fund
will be used to improve services
to persons who are blind or visually impaired.**



Donation Form

Thank you for your contribution to CTEBVI. Please complete the following information.

Your Name and Address for acknowledgment:

First Name: _____ Last Name: _____

Company Name, if applicable: _____

Mailing Address: _____

City: _____ State: _____ Zip/Route Code: _____

Please let us know if this is a general donation or if you would like it directed to one of the following funds:

- Please direct contributions to the KATIE SIBERT MEMORIAL SCHOLARSHIP FUND \$ _____
- Please direct contributions to the DONNA COFFEE MEMORIAL SCHOLARSHIP FUND \$ _____
- Please direct contributions to the CTEBVI GENERAL FUND \$ _____

Direct my General Fund to this specific item: _____

All contributions to CTEBVI are tax deductible. Please print a copy of this form as your receipt for your donation and send a copy along with your check.

Make checks payable to **CTEBVI** and mail to:

CTEBVI
c/o Judi Biller
1523 Krim Place
Oceanside, CA 92054

Again, thank you so much for your contribution.

CTEBVI Membership

It is the expectation that to be a member in good standing, that we all stay current with NO lapse in our memberships.

Your \$50 annual membership is necessary for CTEBVI's ongoing operation, whether or not you are planning on attending the 2016 Conference in April in Los Angeles.

If you received a yellow flyer in October and have not yet done so, please renew your membership now. It only went out to those who are not current members. Here is the link to renew:

<http://www.ctebvi.org/onlinerenew.html>

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

For those of you seeing this in print, as always, we are more than happy to receive a donation to help defer the cost of printing and mailing.

CTEBVI cannot survive, grow, and remain a productive organization unless we have your help. CTEBVI could not be possible without your continued support and participation.

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

Judi Biller

CTEBVI Membership Chair

CTEBVI Gifts and Tributes Chair

1523 Krim Place

Oceanside, CA 92054-5528

ctebvi.membership@gmail.com



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 *CTEBVI JOURNAL*. **Expectation is that everyone stays current with NO lapse in membership!**

For your convenience, you may log onto www.ctebvi.org to submit the following information and make payment by credit card.

Domestic or Foreign (individual or family with VI children) Membership	US \$50	\$
Student Membership (post high school -- ID required at conference)	US \$25	\$
Life Membership	US \$500	\$
I would like to make the following donation(s):		
• General Fund		\$
• Katie Sibert Memorial Fund		\$
• Donna Coffee Youth Scholarship Fund		\$
In Honor/Memory Of (or designated use for a certain purpose):		
	TOTAL	\$
CHARGE CARD NUMBER:		
EXP DATE:	CVV2:	TELEPHONE on acct:
Signature (if using your charge)		

NAME _____

ADDRESS _____

AFFILIATION/COMPANY (if applicable) _____

(TELEPHONE) HOME _____ WORK _____ MOBILE _____

EMAIL _____ (required for *JOURNAL* delivery)

The *CTEBVI JOURNAL* comes to current members via an emailed link. You will be notified when the latest *JOURNAL* is available on our website. Issues are available in .PDF, and .doc formats.

If you require PRINT or BRAILLE, you will need to email ctebvi.membership@gmail.com specifying your request **OR** you may send mail to the address below with your request.

Donations accepted to help defray costs of printing and mailing. **Thank you!**

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

VI Educator O&M Instructor Dual certification (TVI and O&M) Transcriber

Parent(s) of VI student Proofreader Student Paraprofessional Retired

Other (e.g. Librarian, Administrator, Counselor, Vendor, Consumer) _____

Please send this form with payment made payable to CTEBVI, Inc. to:

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

Financial Statement

Cash on Hand – January 1, 2015: \$245,607.17

RECEIPTS

Membership Dues		\$22,325.00
2015 Membership	\$16,575.00	
2016 Membership	\$4,000.00	
2017 Membership	\$250.00	
Life Membership	\$1,500.00	
Conference 2015		\$90,428.00
General Fund		\$1,522.07
Amazon Smile	\$33.48	
Rebate Ink Chase Card	\$488.59	
General Fund Donations	\$1,000.00	
Donna Coffee Youth Scholarship		\$2,457.00
Katie Sibert Memorial Fund		\$355.00
Interest Income		\$48.51
Total income to date:		\$117,135.58
Balance:		\$362,742.75

DISBURSEMENTS

2015 Conference Expenses	\$84,636.96
2016 Conference Expenses	\$177.72
Advocacy (APH trip)	\$2,441.80
Audit & Tax Preparation	\$1,801.00
AV Rental Expenses	\$1,800.00
Awards	\$51.26

Financial Statement

Board of Directors		\$10,712.84
e-Commerce fees		\$3,204.48
Amex fees	\$305.10	
Visa/MC fees	\$1,465.38	
Redwood %	\$1,314.00	
EPN fee	\$120.00	
Gifts and Tributes		\$0.00
Insurance		\$5,200.00
Office	\$466.00	
Combined O&L	\$4,734.00	
Membership		\$1,244.96
Miscellaneous		\$849.95
Publications		\$5,222.20
Journal Publishing	\$3,844.48	
Editor	\$1,100.00	
Publisher	\$1,200.00	
Mailing	\$173.12	
Misc.	\$583.29	
Return to Staples	-\$172.57	
Printing	\$960.64	
Proofing mail	\$0.00	
Website	\$1377.72	
Linksky	\$237.72	
Webmaster	\$1,140.00	
Special Service Projects		\$9,273.35
BANA Dues	\$1,000.00	
BANA Meetings	\$1,989.24	
Donna Coffee	\$995.94	
Donna Coffee Expenses	\$17.28	
Katie Sibert Scholarships	\$4,963.18	

Outreach	\$307.71	
Treasurer		\$154.13
Total expenses to date:		\$126,770.65
Cash on hand – December 31, 2015		\$235,972.10
Surplus/Deficit for year		-\$9,635.07

CASH RECONCILIATION

Chase Checking		\$93,535.58
Combination Funds CD		\$78,660.77
Contingency Funds	\$69,173.66	
Donna Coffee Scholarship	\$2,690.89 (Dedicated)	
Transcriber Support	\$6,796.22 (Dedicated)	

DEDICATED ACCOUNTS

Katie Sibert Scholarship		\$63,775.75
Katie Funds	\$59,257.57	
General Funds	\$4,518.18	

TOTAL CASH ACCOUNTS **\$235,972.10**

Conference Report

CTEBVI 2015 Conference

Income in 2014	\$650.00
Income in 2015	\$90,428.00
Total Conference Income	\$91,078.00
Disbursement in 2014	\$75.00
Disbursement in 2015	\$84,636.96
Total Conference Disbursements	\$84,711.96
Surplus/Deficits	\$6,366.04

CTEBVI 2016 Conference

Disbursement in 2015	\$177.72
Total Conference Disbursements	\$177.72

BANA Update

Tracey Gaines, CTEBVI Representative to BANA

Darleen Bogart received the BANA Braille Excellence Award at the Getting in Touch with Literacy conference held in November in Albuquerque, New Mexico.

Diane Wormsley retired from the BANA board as the AER representative. Mary Nelle McLennan will take her place. Cathy Senft-Graves is the APH representative.

As of January 2016, Braille Institute changed its status from full BANA member to associate member.

Committees in the following areas are currently working on provisional guidelines or updates: Graphic Calculator and Tactile Graphics Guidelines; the Formats update is near completion and the Music Braille code has been approved and will soon be published.

There's a press release of actions taken at the BANA fall meeting including a statement regarding the use of Nemeth and UEB. The release can be found on the BANA website at:

<http://www.brailleauthority.org/pressreleases/pr-2015-11-18.html>.

The International Council on English Braille (ICEB) is holding its Sixth General Assembly on Sunday, May 22, 2016 through Thursday, May 26, 2016 in Baltimore, Maryland, hosted by BANA. More details can be found at: www.iceb.org.

BANA Officers for 2016: Jennifer Dunnam, Chair; Sandy Ruconich, Vice Chair; Ruth Rozen, Secretary; and Jackie Sheridan, Treasurer.

You can follow the work of BANA by signing up for BANA-Announce, a one-way email list that disseminates news and information. To join this list, send a blank email message to: banaannouncesubscribe@brailleauthority.org and follow the directions in the confirmation email that will be sent in response. You can also follow BANA on Facebook and Twitter!

Featured Articles

MAKING A DIFFERENCE...

by Bob Walling

I have written articles for more years than anyone cares to remember, and have focused on providing assistance/accommodation for the visually impaired student. So I ask, "Why do we spend so much time on any given student?" The overwhelming answer is to prepare the student for college. In past articles this would lead to my rant covering the shabby accommodations at colleges. "Why do students go to college?" I am a college professor and after polling several of my students the answer is always: to get a job!

This leads me to an article in the *Huffington Post* discussing employment of the visually impaired. In the 1980's a woman, Sue (not her real name), was a human resources administrator. When interviewing a visually impaired applicant, she thought, "How can this man work in a manufacturing company?" Sue said she could not see past his disability to assess his real abilities. Irony enters the picture; Sue lost her eyesight in 1994 and is now a jobseeker on the other side of the table. In the article she referenced attending a job fair for the visually impaired, which was the third year for the event. About 190 jobseekers attended during the first two years, collectively garnering two internships and perhaps a half-dozen full-time jobs. The 2011 labor statistics show approximately 24 percent of working-age Americans with visual disabilities had a full-time job.

What are we doing to prepare our students for life AFTER college? Technology has made a huge stride in leveling the playing field. We still can't do much about perception, stigma or obstacles, but we can educate the population. About 20 years ago I helped a blind friend with a program to handle scheduling police calls. When he presented his program to the police department, they hired him! While researching this article, I found a considerable amount of assistance is provided by AFB and NFB, and located a website called www.myblindspot.org. It outlines several lucrative professions where technology has made a lack of vision a moot point. How about considering the following careers: media, telemarketing, customer service, accounting or law, to name a few. In the past I have known several blind educators, but teaching, sighted or not, is not for everyone.

Many teachers develop lifelong connections with students and for those students (you know the ones); you need to be not just a teacher of facts, but a constant advocate. You didn't let blindness take away their education, so now don't let it take away their hope. Start the "job talk" early. The website www.myblindspot.org has a list of several agencies established to help the visually impaired find productive employment. Show your students the way.

YOU are the difference...

BVI STUDENTS PREPARING FOR COLLEGE AND CAREER

by Jonn Paris-Salb, Assistive Technology Consultant
California Department of Education

Access to instructional materials is mandated by the Individuals with Disabilities Education Act (IDEA). Having these materials accessible is why protections exist in the form of an Individual Education Program (IEP). In a combination of services delivered by highly qualified educational professionals, assistive technology devices and software/applications provide the means to learn the skills needed to be successful at the end of the K-12 education.

So what does leveling the field for students with disabilities look like? First, it is assumed that the students qualify for services and specialized materials and tools. Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR § 300.34, 2004). How specifically does this effect students who are blind or who have low vision?

The first step is to determine what the student can do, and what is challenging for the students regarding access to information. As an example, not all students who are blind will be able to learn braille, so what options are available that meet the needs of the individual? For practical matters in this article let us assume that the student does not have additional disabilities.

Low vision concerns: Can magnification assist the student? Will contrasting the background reduce eye fatigue? Using assessment tools can it be determined whether the student best retains information from synthetic voice or human voiced speech, or is the student better served by a human reader? Is highlighting a word/phrase helpful or distracting to the student?

Blindness concerns: Is braille available in both hard-copy and for refreshable braille displays? Are graphics determined to be best provided as descriptions or as a tactile? Will the student benefit by having embossed tactiles or by 3-D produced scaled items? In science are simulations of labs available, or is the school able to provide specialized equipment to conduct experiments?

What accommodations are in place for students with vision challenges to interact with peers on projects and discussions? Is social media used to bring both near and virtual teams together? Can cloud-based programs assist with communication between student groups and instructors? Will high-stakes assessments be fully accessible to students needing assistive technology and on-demand embossing so that students can show what they know and are able to do? The BVI students are guaranteed a quality 21st century education, and by infusion of these technologies they will.

MOVING TOWARDS SELF-ASSURANCE

by Ralph Cioffi

The acquisition of orientation and mobility skills by blind and visually impaired students requires a prescribed curriculum. That skill-based curriculum is often a very teacher-directed course of instruction. What I have realized is that the manner in which this skill-based instruction is delivered is often crucial to the successful acquisition of mobility skills by any student. As a newly appointed O&M specialist, it didn't take me long to realize that the quality of my teacher-directed instruction was always subject to the emotional balance, composure and outlook of any student who was part of my program. Again and again during mobility lessons I would find myself inadvertently tapping into an array of unspoken fears or unexpressed anxieties that many of my students seemed to harbor.

Continuing with the instructive model I had originally used promised to unleash an array of emotional reactions and responses from students that would invariably delay the acquisition of any age-appropriate travel skills. I soon came to realize that expecting my students to turn off their emotions when challenged by a difficult mobility task would be an unreasonable approach to instruction. Moving too fast through lessons might leave my students with new mobility skills that were often accompanied by very bad feelings. And what I knew was that those bad feelings would inevitably interfere with our working relationship.

Since, it appeared that most of my students seemed to be using their fears more than their canes to navigate their way to various destinations, I did not want my instructive approach to feel like a plunge over Niagara Falls for any one student. In order to implement effective instruction, I realized that I needed to create a flexible timeline that would help students to work on deconstructing their worst fears and anxieties by focusing upon building their self-confidence, self-reliance and personal courage. Here's an example.

Rosie was a totally blind, 6th grade student of mine with whom I'd worked with for many years. Due to a mild cognitive impairment she attended a Special Day Class. Now, at the age of 13 she began to exhibit anxiety attacks during the school day. To every staff member's concern these episodes were essentially unpredictable and often appeared without any identifiable trigger. She would suddenly become frightened, begin to tremble, start to cry, insist that she needed her mother, and wanted to go home! Her dramatic display of crying and moaning would continue until she got her way. Her mother's appearance seemed to be the only remedy for these episodes. There seemed to be no rationalizing with Rosie while she was under the influence of her anxiety.

Rosie's classroom teacher had taken every step imaginable to intervene. She set up an atmosphere where it would be possible to talk with Rosie and try to calm her down with the advent of each episode. When that didn't work, another strategy was to just encourage Rosie to continue with her assigned activities while enduring the anxiety attack. Regardless of the fact that this approach did not seem to work either, I was advised to be consistent with the strategy being used in the classroom. Thus, I was asked to allow her to

tremble and cry throughout the duration of my mobility lessons with her!

You can imagine my immediate response to this. The idea of allowing this student to have an emotional meltdown, while on a sidewalk travel lesson somewhere in the local community while by myself seemed absurd to me. Yet it turned out to be a very good experience for both of us. I was the one person who had been working with her from 2nd grade on. She trusted me, and everyone in the school knew that. Seems like it was my turn to work with her unexplained behavior. I can assure you that before we left the school campus, Rosie and I did a lot of talking in preparation for what might happen on a lesson in the community. Not having a degree in clinical psychology, talking to her about it was all I could come up as an intervention. Our talks happened both on and off campus. I pointedly curtailed our off-campus time. I focused much of our discussions upon finding out the reason for her anxiety. All she could come up with was, "I don't know", "I don't know," and "I don't know," time after time. Before going on our first off campus lesson since her anxiety started, I made sure that she understood that if she felt like she was going to have an anxiety attack, she needed to let me know as soon as it began to happen. She consented to that.

Sure enough, as she used her cane to walk through a neighborhood, she stopped to tell me that she was starting to get nervous. I could see that her hands were shaking and she was starting to tremble. I asked her to tell me what it felt like right at that moment. She said, "I feel like monsters are coming after me!" I responded with, "Oh my goodness! Are any of them named Mr. Ralph?" Thankfully, she quickly replied, "No, Mr. Ralph, you are not a monster, you're nice to me." I suggested we go sit down on the curb and talk about this feeling she was having. There was no point in continuing the lesson considering the emotional state she was in.

Our conversation revolved around the fact that her periods of anxiety were interfering with her school activities and that we needed to figure out how we could make them go away. She said she understood but she didn't know what to do about it. I casually asked her if she had ever talked to her "monsters." She turned to face me as if I was crazy and vocalized a lyrically sounding, "whaaaaaaat?"

I told her that I thought it would be a very good thing for her to do. I said, "I think you need to start talking to these guys when they show up. You need to ask them what they're doing around you. They know they should not be bothering you. You need to tell them to get away from you if you don't want them around." "Really?" she asked. "Yes, really! Can you do that?" I asked. She replied, "Well, I don't know."

A few days after that episode, as I met her for her mobility lesson I noticed that something was very different about her. I mentioned to her that I thought she looked calm and at peace with herself. I also told her that she looked like she might not be afraid of anything today. She responded with, "Well, I had a talk with myself last night!" Taken aback with surprise, I responded with, "You're kidding me, aren't you?" She went on to explain, "No, I'm not. At dinner time last night, I felt like those monsters I was telling you about were, you know, sitting there with me, and I just said to myself, you monsters need to go away because this is no place for a

monster to be and I don't need any monsters in my life, and I don't want you here! You need to go away! I'm getting to be a big girl. I'm thirteen now, and (she slowly said) I Do Not Want To Be Afraid!!!!!!!" Then she told me that she felt really good having said those things and she was more relaxed after that.

Basically, Rosie had a conversation with herself. I asked her how she figured out to do what she did. She said, "Oh, it just came to me," with a real sense of personal pride in the tone of her voice. I allowed her to be her own solution to her own problem.

Rosie's anxiety attacks suddenly began to make sense to me. It was now the month of May. She became 13 years of age the previous March. As I recall, at the beginning of the school year, while having a conversation with her in the car on the way to a training site she announced to me, "You know, Mr. Ralph, this year I'm going to be a teenager!" She was excited about the idea of that happening. So much so that it frequently became a topic of conversation during other mobility lessons. Besides talking about what she would like for her birthday and what the birthday celebration preparations might be, she mentioned that she was a little nervous about becoming a teenager. I asked why. She said that she thought that teenagers are supposed to do a lot of things by themselves and that when you're a teenager you don't get taken care of the same way by your parents. She figured that it really was "kind of a little scary" to be a teenager and maybe she would rather stay being a little girl.

This conversation made me think that these anxiety attacks had made a timely appearance at a pivotal point in this child's life. To me, they signaled an internal conflict that might appear as no surprise to anyone who understands the need for children to begin the separation process from their parents as they enter their teenage years. Regardless, she figured out a way to stop them and time moved on as other issues of growing up and becoming independent began to come to the forefront. Needless to say, we both shared many enjoyable, challenging and satisfying mobility lessons for years to come.

Once again, I'm looking forward to sharing more insight and information, in my future articles, into the various methods of instruction I was able to provide my BVI students and how it affected their support systems (parents, school professionals, paraprofessionals and others). If you wish to share your experiences or have questions you wish to ask me, let's continue the conversation by commenting on the CTEBVI blog at: <https://ctebvidcysblog.wordpress.com/category/journal/om/>

Large Print Requirements for Students

Joan Treptow, Large Print Specialist

A working relationship with your teacher is the key to happy students. It is up to your VI teachers to find the correct font size, type of font, and even the color of paper. Then you keep a list of students and their requirements. This article was written using Arial, 14 point.

Fonts

Most students will use font sizes between 18 point and 24 point. Anything bigger than those, and the VI teacher is probably teaching braille. Things like bold print vs. regular print, extra character spacing, and serifs vs. sans need to be explored. Some students prefer ivory or buff to white paper. Remember, there *is* a difference between buff and goldenrod.

Not all fonts are created equal. Make sure you have a font scale, the kind that you can find at a print shop. Times New Roman is the standard. Most textbooks are printed in this font. If we are to keep with the rule to, “create the large print to match the original,” then this is the one you will use. HOWEVER, some students have trouble reading words with all those flags and tails on the letters. There are two ways to help make this better. One, change the font to a sans serif, or two, add a little extra spacing between the letters. Times New Roman--expanded 1 pt.

Here are some examples of fonts in bold and with/without serifs:

Times New Roman: Happy New Year

Times New Roman: Happy New Year

Comic Sans MS: Happy New Year

Comic Sans MS: Happy New Year

Cambria: Happy New Year

Cambria: Happy New Year

When Your Car is Your Office

Yue-Ting Siu, CTEBVI K-12 Specialist

Yue-Ting Siu, TVI, Ph.D.

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Do you often feel alone in your teaching life? Do you feel like the people you see in school have no idea what you do or have different teaching priorities, assuming you even had a minute to catch up with them? Have you ever stumbled upon a teachers' break room and envied the community of school-based teachers??

I Have!

The life of an itinerant teacher is often lonely and involves traversing (many) roads less traveled. Your car becomes your exclusive office, break room, storage facility, and – oh yes – transportation. While I love the independence and creativity of our work, there are always days when I crave the resources and knowledge exchanges that happen in a teacher break room.

Benefits of a Community of Practice

Consider all those conversations that happen in a break room when teachers gather around a copy machine, coffee pot, or water cooler: teachers share challenges in their practice, offer suggestions to help troubleshoot, exchange resources they discover, and, in general, hone each others' skills by widening how tools and strategies can be applied. When these informal exchanges are not something we are privy to, professional development becomes limited to formal workshops or conferences that might be hard to come by.

With everything a TVI needs to manage, including (especially) keeping up with technology, how can we possibly stay current when our break room is our car?

Finding Your Virtual Water Cooler (VWC)

For any technophobes out there who just inhaled sharply at the mention of *technology* and *virtual*, I assure you: all you need is an Internet connection and a willingness to explore, which, if you're a TVI, you have all the skills you need already!

Many communities exist online. Engagement depends on knowing where to find the resources you need, who the "experts" are in various areas, and determining which social networks are easiest to connect to. Regardless of the platform, there are a multitude of online teacher networks that function like a virtual water cooler (VWC) and offer benefits similar to a physical teacher break room.

What Types of Platforms Are There?

Finding your VWC depends on savvy search skills! The following section lists different ways to connect with colleagues online, followed by some of my go-to places. Start at google.com and look up any of the following resources to find more information on how to connect.

- **Listservs:** Members post and answer questions, post job listings, start and maintain conversations that everyone can read. Delivered to email.
 - Braille-N-Teach
 - AERNet
 - QIAT
 - Alternate Media from HTTU
 - Athen-list
- **Websites and Blogs:** Read information that an organization or individual posts. Can subscribe to get new posts delivered to email.
 - Paths to Literacy
 - Paths to Technology
 - AppleVis
 - AccessWorld
 - FamilyConnect
 - CareerConnect
 - BrailleBug
 - The Website of Luis Perez
 - ATMac
 - Assistive Technology Blog
- **Social Media:**
 - **Facebook:** Join special interest groups such as:
 - Teachers of the Blind and Visually Impaired/O&M Specialists
 - Blind Parents of California
 - iPhone and iPad Apps for the Blind and Visually Impaired
 - Vision Teachers and Rehabilitation Counselors

- AER
- **YouTube:** Lots and lots of tutorials! Can post questions in the comment section for more information. Subscribe to channels and get notified when a new video posts.
 - Diane Brauner
 - AT Neal
 - ccvipatbaruch
 - Denise Robinson
 - The DIAGRAM Center
 - Jennifer Judkins
 - viteacherjes
 - The Educated System
 - VDRDC
 - American Printing House for the Blind
- **Twitter:** Curate your feed by “following” people who post content you enjoy and companies that develop products you’re interested in. A quick scroll provides the equivalent of headline news all in one place. Connect to people all over the world and bring attention to troubleshooting issues when you “tweet at” a company. Many organizations tweet announcements, bugs, product updates and reviews. Search for your favorite organization, search the term “TVI,” search #a11y and start discovering what’s out there!

Music in Education

Richard Taesch, CTEBVI Music Specialist

Special Features:

- The Sharing Place:

More Conference Rumblings for 2016

- Music Education Network for The Visually Impaired - MENVI

Articles by MENVI Specialists - "Inspiring Minds," by Stephanie Pieck

THE SHARING PLACE

Two Proposed Music Workshops for Conference 2016

Along with my planned panelists, Bill McCann and Stephanie Pieck, we have proposed the following two workshops for our CTEBVI "Focus on the Future" 2016 state conference.

DAY 1

Day 1 will be called: **Teach 'n' Learn**. The general description as proposed to our conference committee is as follows:

How to teach music braille while you learn – for music teachers, tutors, and over-extended resource teachers

HIGHLIGHTS:

"Keep it Simple" (per the late Bettye Krolick – "The Godmother of Braille Music" - author of *How to Read Braille Music*)

RESOURCES:

"Who's Afraid of Braille Music?" – www.dancingdots.com

"The Seven Little Steps to Learning Music in Braille"

Participants will learn the basics of braille music, and soon see that it is not as difficult as some claim. The presenters will offer practical recommendations for instructors to guide a blind student in becoming an accomplished reader, and without the need to become one him- or herself.

As described in our last issue, some of the special features for both sessions are:

Learn to tame:

- Anxiety and fear of learning about a new code
- Where to start and what you **don't need to know**
- Hidden monsters that can become your friends
- UEB and how it affects simple music braille

DAY 2

Day 2 will be called: **An Introduction to Music for the Blind Student**. The general description as proposed is as follows:

THEME: A simple tutorial for busy teachers

HIGHLIGHTS:

- The next step to general music braille teaching
- Using Part I – Revised Second Edition of: *"An Introduction to music for the Blind Student"*
- Part II Teacher Training
- UEB – "it ain't no biggie – it's just simply GREAT!"

Participant discussion is planned: Music braille is the first braille code to have an international standard; as such, it is a natural component for implementation of Unified English Braille (Bill McCann).

***Music Education Network for
The Visually Impaired***

Articles by MENVI Specialists

**MORE THAN JUST A MUSIC THING:
Motivating Music Students Using Braille Books**

by Stephanie Pieck

How often have I heard a parent bemoan the fact that their kid doesn't practice? I'm not sure, but if I had a nickel for every time it happened, I could retire! Usually, the reasons given include: "They're too busy," "We need to take a break," or "They're not having fun anymore."

How do you get a student to keep working at something after the novelty has worn off? In our fast-paced, ultra-activity-packed world, where everything can be had at the touch of a button and where screens are becoming ubiquitous, learning to play an instrument that you don't have to plug in can seem like a crazy thing to do.

There is no fast way to learn a skill, and music-making is no exception. Despite catchy ad campaigns that try to convince people otherwise, it takes about ten thousand hours to master something completely. So do the math: A kid reluctantly practicing for 20 minutes five days a week for ten months a year. OK, you get the idea. It's going to take that kid a really loooooong time to sound good. While he or she is waiting around for that to happen (and don't forget parents have to wait around—and listen along—as it happens), things can get really ugly.

So how do you inspire students to keep trying? What can you give them that will keep them coming back to their instruments even when the studying gets hard?

In my years of teaching, I've come to appreciate the power of extracurricular activities. By these, I don't mean tae kwon do classes or Girl Scout troops. I mean all the surprising ways I can have my students "find" music—and inspiration to keep working at their music—in the world outside the music room.

Music can be a lonely business, especially for piano students who don't play something that can easily be incorporated into a marching band or choir. I hold class meetings throughout the year so kids can play for and with each other. We've worked on community fund-raising projects so they can feel that their music, no matter how small, can make a difference. We've taken music into nursing homes. In 2013, through an innovative art project known as "Play Me, I'm Yours," we even got a chance to perform in parks and on street corners throughout Albany, NY. We hold the "Piano Olympics" with competitions in classical, pop/jazz, and original composition. In 2014, the young man who took silver in the classical category and won gold medals in composition and jazz was a student who threatened to quit more times than I want to remember. For

three years, he refused to play anything written in major keys. Then he swore off classical music. When he wanted to play jazz, he at first said he'd only do it if he didn't have to learn to improvise. If I'd simply thrown my hands up in frustration and let him quit, I wouldn't have had the satisfaction of hearing him improvise his jazz-inflected composition for the competition on the spot that afternoon, and he wouldn't have learned the importance of perseverance.

It's moments like these that keep teachers going. Teaching isn't a short-term thing. It's years and years of hard work, often unnoticed by students or their parents. And since every student is evolving before our eyes, what works one month may not the next. As teachers, we, ourselves, must constantly be learning if we want to keep the things we teach dynamic and relevant. We must find ways to captivate students so they want to learn. Simply memorizing theories or doing things by rote never accomplishes this.

I encourage my students to listen and to read. I try to surprise them with facts that make them wonder and search for more. The weirder the information, the more curious they are. To wit: Did you know that the dial tone used on American landline telephones consists of the notes F and A and is a perfect example of what a major third sounds like? Or that the Russian composer Aram Khachaturian wrote a piano concerto that contains a prominent solo part for the musical saw? (When I tell students this, they ask: "You mean like the saw to cut stuff?!") After they hear the piece, they say something such as: "How did he make it sound so . . . cool?!"

In a field like classical music where it can seem like all the music is long, hard, boring, and written by dead guys, I introduce the composers as characters who loved what they did and often had to fight to keep doing it.

Here's a blurb from the website for Seedlings Braille Books:

www.seedlings.org

(800) 777-8552

From Kathleen Krull's Lives of the Musicians: Good Times, Bad Times (and What the Neighbors Thought): "Red was Mozart's favorite color. Beethoven was a slob. Clara Schumann's concerts were so popular that police had to be called in for crowd control." Now that's catchy, and I'm pretty sure if I showed this to my students, more than half would want to read it.

Affordable and wide-ranging in subject, the organization offers biographies of Alvin Ailey, Ray Charles, George Gershwin, Scott Joplin, Elvis Presley, and a brief look at Benjamin Franklin's invention of the glass harmonica. This doesn't include their music-themed fiction. Check out Andrew Clements' novel Things Hoped For, featuring a violinist trying to audition for Juilliard and her new friend, a formerly invisible boy who is a jazz trumpeter. The story is fun, but it has some excellent advice tucked in there about how to structure a practice regimen and overcoming performance anxiety.

Putting braille in the hands of blind students is more than just a music thing. It's the outward expression

of a desire to give them the tools to be as independent as possible. Exposing them to the stories of other musicians, blind and sighted, illustrates the universality of music-making and the struggles that go with it. But it can also show these students how to find inspiration for themselves, by themselves, when they need it. We won't always be there to help, yet they will carry our lessons within themselves for a lifetime.

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

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

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