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Spring 2008
Volume L, No. 1

WHAT'S INSIDE:

- Meet Jonn Paris-Salb
- 2008 Itinerant Roundtable
- Adobe Illustrator Throws a Curve

And much more...

JOURNAL

The official publication of the
*California Transcribers and
Educators of the Visually Handicapped*

Message from the Editor

It is a privilege to have been chosen to be the new JOURNAL Editor. The previous editors have set high standards, and it is my hope to continue to bring you a JOURNAL of fine quality, one that will be informative, and evolve with the needs of its readers.

A **special thank you** to Lisa McClure for all her assistance and support in making this transition a smooth one. I would have been lost without her. Thank you to Christy Cutting who helped so much with access to the e-mail site and a lot of other details. A **big** thank you to everybody who submitted their articles for this issue within the short time frame they were given. And to those of you who took the time to send me congratulations and an encouraging word, it is very much appreciated. It made this first experience a pleasant one.

This JOURNAL is published for you, the members of CTEVH. So please feel free to send in comments or suggestions of things you'd like to see in future issues – articles you may have read that you felt were particularly helpful, or any resource information you feel may be useful to others. Heard a good joke or funny story that's braille related? Send it in. Let's work together to make these issues reflect what you feel is important to help us produce the best materials possible for all braille readers, provide support for transcribers, educators, parents, and students, and maybe give us some chuckles as well.

I look forward to hearing from you soon.

Marcy Ponzio

THE CTEVH JOURNAL

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President's Message

Sunday afternoon, as those who attended our 49th conference were finding their way home following four days of exhilarating workshops, presentations and the inspiring words of encouragement and perspective from our distinguished invited speakers (Phil Hatlen, Tuck Tinsley and Brian Bushway), a meeting was taking place in a small room across from what had been our bustling exhibit hall not 24 hours earlier. The CTEVH Strategy Committee, Exhibit Chair Jeannine Tieri and incoming Conference Chair Sue Douglass were setting plans and agendas for next conference and for the future of our organization.

Three years ago during conference, at the direction of the CTEVH Board, a Strategy Committee was formed, primarily to consider the creation of an Executive Director position. This position would facilitate continuity between our North and South conferences by assuming the job of Exhibit Chair and providing support to each incoming Conference Chair. The job description has developed to encompass aspects of membership and program growth, public relations and sponsorship.

It is my pleasure, on behalf of the Board, to introduce Jeannine Tieri as Executive Director of CTEVH. Jeannine brings an impressive background along with a commitment to help raise our profile within the community and our trade.

I intend to create an increased level of interaction and communication throughout the year within our Board, among our Specialists, and most essentially, between our Members. Our biannual Board meetings are now being augmented by monthly (at minimum) meetings of the Strategy Committee. This committee will work to anticipate problems and pursue opportunities that reflect our mission. I ask that all of you become proactive by voicing your ideas to me personally (siloti@sbcglobal.net) regarding the future of CTEVH. All concerns will be placed on a Strategy Committee meeting agenda, which then goes to the Board for consideration.

We are actively searching for two parents – one from North and one from South – to join our Board meetings as invited guests. Additionally, we are hoping to include a blind student of high school through college sophomore age from North or South, depending on the location of the conference. If someone comes to mind or if you are interested, please contact me for more information.

And now some accolades. I want to express our thanks again to Nancy, Adama and Peter for such a progressive and memorable conference. To our new Vice-President Lisa McClure, who after five years of meticulous and caring supervision of the CTEVH JOURNAL is passing the baton –we thank you for bringing our publication to such a respected level of professionalism. In addition, a grateful welcome to Marcy Ponzio, our new JOURNAL editor and Kevin McCarthy who will be designing layout. And a special thanks to Christy Cutting –Registrar, Membership and Web Site Chair – who always answers the phone.

The significance of any organization is measured by the quality of its members, and their passion for the work. The milestone of entering a 50th year is testament to the selfless dedication of our membership, past and present. Again, I thank you for the opportunity to serve as President of this most prideful organization.

Grant Horrocks

CTEVH Membership Application

CTEVH membership dues are for the calendar year. Any dues received after October will be applied to the following year. Members receive the quarterly CTEVH JOURNAL as well as annual pre-conference packets. For your convenience, you may log onto www.ctevh.org to complete this form and make payment by credit card.

CTEVH MEMBERSHIP DUES

- Annual membership \$50 \$ _____
 Life Membership \$500 \$ _____ (Not currently available for payment online)

There is no distinction in price between individuals or institutions, foreign or domestic members. Families with VI children are eligible for a discount: All adults and children of the family are considered members with payment of a single membership. Please provide the names of all adults in your family.

Please indicate whether Renewal or New Member

Thank you in advance for your donation. CTEVH is a 501(c)3 corporation, organized under the CA code for non-profit organizations. Receipt upon request.

- General Fund \$ _____
 Katie Sibert Memorial Fund \$ _____
 Donna Coffee Scholarship Fund \$ _____

TOTAL AMOUNT ENCLOSED \$ _____
Please make checks and money orders payable in US dollars to CTEVH

NAME _____

ADDRESS _____

CITY _____ STATE _____ COUNTRY _____

ZIP/ROUTE CODE _____

Optional information we love to have:

TELEPHONE _____

E-MAIL _____ (Necessary if requesting virtual delivery of JOURNAL)

Please help us know our membership by checking all descriptions that apply to you and would be helpful to CTEVH in planning for conference workshops.

- TRANSCRIBER EDUCATOR PARENT
 PROOFREADER ITINERANT O&M STUDENT
 OTHER _____ (eg Librarian, Administrator, Counselor, Manager, Vendor)

The CTEVH JOURNAL is available in the following formats: Please indicate your choice.

- Braille Audio tape Audio tape with Braille examples
 Print Floppy disk (.doc file)
 Virtual (you are notified at your email when JOURNAL is uploaded to the CTEVH website)

**Send this form with payment to Christy Cutting:
CTEVH Membership Chair, 379 Claremont Street, Boulder City, Nevada, 89005-2640**

Donna Coffee 2009 Youth Scholarship

CTEVH sponsors the Donna Coffee Youth Scholarship in honor of Donna's exceptional service to the organization and to visually impaired individuals in California. The scholarship is for the use of the winning student as specified in his/her application. Generally, it may be used to promote the academic and social development of the student. An award up to \$1,000 will be given to the successful applicant. The Donna Coffee Youth Scholarship Committee will select the recipient based on the criteria approved by the Board. The criterion is as follows:

Award: The Donna Coffee Youth Scholarship will be awarded in the amount up to \$1,000 per year. One or more applicants may participate in the award. Award recipients shall have their names and the year of their award inscribed on the permanent plaque.

- **Process:** Application materials will be distributed through the JOURNAL and the web site, www.ctevh.org. Applications are due to the committee no later than six weeks prior to the Annual Conference. The winner will be selected by consensus of the Committee.
- **The inscribed plaque and cash award will be presented at the Conference.**
 - a. The award recipient and parents shall be invited as guests.
 - b. The nominating person will take part in the presentation.
 - c. The award will be presented at a general meeting selected by the Conference Chair.
- **Selection: Criteria for selection will be based solely upon:**
 - a. The submitted application of the nominations, letters of support, and the student's application (applications may be submitted in the media or medium the student chooses).
 - b. The consensus of the committee that the student created a plan that is complete and executable and will further his/her individual growth.
 - c. Duties of the recipient(s): recipient(s) shall report the outcome of their proposal at the succeeding Conference.

Applications for the 2009 scholarship must be received by January 15, 2009, and sent to:

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

Electronic submission of the application is preferred, but not required.

I. APPLICATION REQUIREMENTS for the Nominating Teacher, Transcriber, and/or Orientation and Mobility Specialist

- 1) In less than two double-spaced typewritten pages, explain why you believe the student will benefit from his/her proposed project/activity.
- 2) The application and use of funds must be approved by the student's parent or legal guardian.
- 3) Fill out the application form completely, sign and date.

Name of Student: _____

Student's Address: _____

Student's Telephone Number: _____

Student's Date of Birth: _____

Grade Level of Student: _____

Student is visually impaired or blind: _____

Parent(s) Name: _____

School/District: _____

School Address: _____

Name of Teacher of the Visually Impaired: _____

Name of Nominator: _____

Nominator's Email: _____

Nominator's Signature: _____

Date: _____

I approve of the Donna Coffee Youth Scholarship – 2009 application and use of funds for the project/activity that my child has proposed.

Parent's Signature: _____

Date: _____

II. APPLICATION REQUIREMENTS for the Student

- 1) Explain why you want the Donna Coffee Scholarship in an essay of no more than two double-spaced typewritten pages.
- 2) Parents must approve the application and the use of funds by signing the application.

Completed application must be received by January 15, 2009.

Katie Sibert Memorial Scholarship

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

The Katie Sibert Memorial Scholarship was first awarded in 1985. The purpose of the scholarship is to foster the acquisition and improvement of skills necessary to provide high quality educational opportunities to visually impaired students in California. In a typical year, the Katie Sibert Committee awards \$3,000 divided among qualified applicants. These scholarships may be used to attend CTEVH conferences, provide training, purchase books, materials and/or equipment.

QUALIFICATIONS

- All applicants must be current members of CTEVH.
- Transcribers must be actively transcribing.
- Educators must have a credential in the education of students with visual impairments or be enrolled in a program to earn such a credential.
- Para-educators must be actively supporting the educational and literacy needs of children with visual impairments.

APPLICATION REQUIREMENTS

- Completed application packet.
- Cover letter describing the applicant's qualifications and/or experience in transcribing or educating the visually impaired. Include a description of how the scholarship will be used.
- Two current (within the past 12 months) letters of recommendation as follows:
 - **Transcribers** must have two letters of recommendation from their group or agency.
 - **Educators** must have two letters of recommendation (e.g., principal, college professor)
 - **Para-educators** must have two letters of recommendation (e.g., TVI, regular education teacher)

Letters should address the following areas:

Professional and/or volunteer experiences of the applicant including those with visually impaired or other disabled persons.

- Community involvement of the applicant
- Certificates or Credentials held by the applicant.
- Personal interests, talents, or special skills of the applicant.
- Honors or awards received by the applicant.

**KATIE SIBERT MEMORIAL SCHOLARSHIP
2009 APPLICATION**

Name: _____

Address: _____

City: _____

State & Zip Code: _____

Telephone No.: _____

E-mail 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: December 12, 2008

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

Marie Hadaway, Chair
KATIE SIBERT MEMORIAL SCHOLARSHIP
8759 Ardentale Ave.
San Gabriel, CA 91775
(626) 285-3473
E-mail: *mhadaway@lausd.net*

Gifts & Tributes

The CTEVH Gifts and Tributes Fund

Contributions will be used to improve services to persons who are visually impaired.

DONOR: _____

Name _____

Address _____

City, State, Zip _____

- In honor of:
- In memory of:

FOR ACKNOWLEDGEMENT:

Name _____

Address _____

City, State, Zip _____

Please direct contributions to:

- THE CTEVH-KATIE SIBERT MEMORIAL SCHOLARSHIP FUND
- THE DONNA COFFEE MEMORIAL SCHOLARSHIP FUND

All contributions to CTEVH are tax deductible. FEID number available upon request. Please make check payable to CTEVH and mail to:

CTEVH Gifts and Tributes
Peggy Schuetz
10675 Harris Road
Auburn, CA 95603

Announcements

CLEARINGHOUSE FOR SPECIALIZED MEDIA AND TRANSLATIONS (CSMT)

Digital Talking Books (DTB) The Clearinghouse for Specialized Media and Translations (CSMT) is proud to announce a new product line that will provide access to curriculum. Digital Talking Books (DTB) provides an array of electronic formats that are user-friendly. Educators will be able to download files from the Instructional Materials Ordering and Distribution System (IMODS) to a personal computer for eligible students with disabilities in California. The users, our students, control the following: enlarge font size, change the background color, regulate speed and pitch, and each sentence is highlighted and read aloud by a speech synthetic voice. CSMT will also offer DTBs on CD that include playback software for your audio/text file.

Access to Curriculum List Service (ACLS) To support educators who work with students with disabilities we are creating a new list service called Access to Curriculum List Service (ACLS). Similar to the Braille–n–Teach for teachers and transcribers of blind and visually impaired students, this service will allow teachers and specialists to communicate by sharing good practices, asking for suggestions on specific needs, sharing materials and resources, or brainstorming ideas. To find more information please go to the CSMT Web site csmt.cde.ca.gov. To register send an email to syee@cde.ca.gov.

Friday, March 6, 2008 Monthly Update

CTEVH in Review The CTEVH conference chairs; Adama Dyoniziak, Nancy Niebrugge, and Peter Mansinne are to be commended for organizing and producing an excellent conference for all attending, exhibiting, and presenting. The many of behind-the-scene hours paid off for the hundreds of people who enjoyed the workshops, and other presentations. A special thank you to the Marriott hotel for extra effort they provided in comforts for all of us, including the working animals. If you were not able to attend this year, I hope you schedule yourself in for next year, the 50th annual conference for CTEVH.

Annual Reimbursement “Letter of Intent” This year we are creating one form for all reimbursement programs: braille, large print, and teacher reader fund, and adding a new Digital Talking Books (DTB) reimbursement program. This one form will be easier to use and kept on file for all four programs throughout the year. These will be sent electronically to all Local Education Agencies (LEAs) in March. We need the forms returned prior to July 1, 2008, in order to set up funds for over 1000 school districts and special schools. Please sign up and return completed form if there is any possibility that you may use these funds at some time in the 2008-09 school year. Please fax to: 916- 323-9732. Your questions can be answered by our lead consultant for the reimbursement programs; Olga Cid (916) 319-0959.

Math Adoption CSMT is in the process of loading all of the new adoptions on to our Instructional Materials Ordering and Distribution System (IMODS), the Media Ordering Guide system. As we load the information we will begin to assign texts to transcribers. If you know your district is going to purchase a particular book or series, let us know so that it can be assigned quickly. The math books are a bit more cumbersome as they require more work on the part of the transcriber, including many needs for embossing and tactiles that are not pre-programmed in the software. Send in your requests to Georgia Marty, our CSMT contracts expert, gmarty@cde.ca.gov (916) 323-6936.

Monthly Salute Bob Schmitz has been the supervisor at Folsom State Prison in charge of the Transcribers for several years. Under his direction many books have been created in braille, including some embossing and tactiles. It is a privilege for his crew to work with him and learn the important codes needed for transcribing. Many of the inmates are paroled into secure jobs on the outside and have positive futures and steady incomes due to the skills learned in the new facility. We, at CSMT, commend Bob for the work he has done to create an excellent team, providing California students with valuable brailled materials.

College Interns There are 20-25 college students at any one time working at CSMT. All are working towards graduation, maintaining passing grades with at least six units per term. These students provide most of our audio formats including the voices, editing and text-to-speech for K-8 state textbooks. They receive training from Kelli Cornejo, who runs the Production Center. An important emphasis in the next year will be to produce Digital Talking Books in DAISY format. These students fill an important need to produce accessible materials, as well as to ship out the completed materials in a timely manner to teachers.

IMODS Update Instructional Materials Ordering and Distribution System (IMODS) has recently been updated by Steve Norwood, our software guru. The system now can accept DTBs. There are other features that will make the process very easy to understand by the user. This web ordering brainchild received a national award last year, and continues to improve the Media Ordering Guide. We hope you are finding it easy to navigate. Should you have questions about IMODS please contact Steven Parker sparker@cde.ca.gov (916) 322-4051.

APH Federal Quota Allocation The 2007-2008 appropriation per student registered through the federal quota census is \$296.91. Authorized APH persons please check your Federal Quota Account Summary on IMODS for your account's updated balance. If you have any questions, please contact Nancy Gaffney ngaffney@cde.ca.gov or 916-323-1329.

Remember, we always look forward to hearing from you to write articles, suggest changes, ask questions or tell us what you think of this update. We are still looking for pictures of students and educators that we can use in advertising the 'good work' being done in California.

Braille Challenge 2008 The Preliminary Round of Braille Challenge has been completed, all tests have been submitted, and the scoring has begun. If you're able to attend the Finals, it will be held Saturday, June 28, 2008, at Braille Institute, 741 North Vermont Avenue, Los Angeles, California 90029. Check the Braille Challenge web site for times and more information at www.braillechallenge.org. The Opening Ceremony is a goose-bumps experience.

2008 CTEVH Conference This year at Conference two new and fun events were added – the Silent Auction and 50/50 Raffle. Kudos to Tracy Gaines for all her hard work putting everything together and making them a great success! Thank you to those who contributed all the beautiful prizes for the auction, and everyone who had a hand in helping to make things run smoothly.

Press Release – February 19, 2008
Valley Braille Service, Inc.

Valley Braille Service, Inc. is proud to announce that we have moved from Las Vegas, Nevada to Mesquite, Nevada. Our new address is:

Mailing Address

Valley Braille Service, Inc.
P.O. Box 1619
Mesquite, NV 89024

Phone: (702) 346-8995

Website: ***www.valleybraille.com***

Shipping Address (No mail delivered to this address)

Valley Braille Service, Inc.
400 Riverside Rd., Suite 448
Mesquite, NV 89027

FAX: (702) 346-8465

Email: ***Richard@valleybraille.com***

In addition to our move, we have six (6) new Braille transcribers, plus our five (5) transcribers who have been with us for nine years; as well as our additional two (2) Nemeth transcribers; and Richard does the Braille Music. We now have a total of 14 Braille transcribers.

We have also appointed a new Board of Directors. They are as follows:

Richard H. Dortch, Executive Director

Scott Wilson, Director/Vice-president

Lori Maughan-Arnone, Director/Treasurer

Deborah Hamilton, Director/Office Manager

Marian Sylvester-Dortch, Director/Resident Agent

With new Directors and a talented staff of transcribers, we can now offer even more professional, quality Braille than we have in the past. We are proud to be able to serve the Blind Community and offer the highest-quality Braille at competitive prices.

Valley Braille is also now a State Chartered Non-Profit Corporation and our 501(c)(3) status is pending with the IRS. Once our 501(c)(3) status is confirmed, we hope to be able to reduce our prices dramatically through Grants and Gifts which we have already lined up.

To our many friends and clients, we say, "Thank you for your business and your trust in Valley Braille." If we can do anything to help, please do not hesitate to contact any of our friendly staff members.

Sincerely,

Richard H. Dortch
Executive Director

**JAC Master Calendar
April through July 2008**

April

- 4-5** Gateway to Technology, the 2008 Josephine L. Taylor Leadership Institute, at the San Francisco Marriott; for further details go to afb.org/jltli.asp.
- 10-12** CCB Spring Convention, to be held in the Sacramento Arden West Hilton, in Sacramento. Contact CCB 1-800-221-6359.
- 12** JAC Meeting in Sacramento, in conjunction with the CCB Convention. For further information, contact Jane Vogel jrvogel@earthlink.net.
- 26** Junior Blind Olympics – Open to all Blind/VI Individuals between the ages of 10-17. For registration packet and transportation information contact 323-295-4555, ext. 267.

May

- 23** NCAER Spring Event, Awards Ceremony and Officer Installation, to be held at the Orientation Center for the Blind in Albany. Theme is “The Changing Face of Blind and Visually Impaired Clients,” and will feature speakers Susan Hirshfield and Greg Goodrich, as well as a tribute to Sally Mangold by Phil Hatlen. Details to come.

June

- 21** Vision Care & Assistive Technology Day: Cataracts/Glaucoma, a workshop for Clients and Caregivers; speakers/vendors to be announced. To be held at the Blind and Visually Impaired Center of Monterey County, 225 Laurel Avenue, Pacific Grove, CA 93950; 831-649-3505 or www.blindandlowvision.org

July

- 7-10** Vision 2008, 9th International Conference on Low Vision, to be held in Montreal, Canada. For further information, www.opto.umontreal.ca/vision2008/ or www.vision2008.ca
- 22-27** AER International Conference, in exciting Chicago! Contact AER at 877-492-2708 for further details.

Jon Paris-Salb

CSMT Manager

By way of introduction, my name is Jon Paris-Salb. I would like to explain my journey leading me to the position of manager at Clearinghouse for Specialized Media and Technology (now Translations) for the California Department of Education.

When I was 10 years old, I corresponded with a friend of the family named Buck who was legally blind. I found it very exciting to write in dot code using a stylus and slate. Years later, at the age of 16 years, I was a camp counselor for twelve blind and visually impaired high school students. Most of the activities were planned for sighted students so my group had a lot of free time. I lead my students on a two hour hike and we experienced what the forest had to offer, including the banana slugs. We had a wonderful time.

I also was a classroom teacher for 20 years, and a principal for 12 years. As a principal, I developed eight special education programs new to the district. I have been involved with providing the core curriculum to students for over 34 years.

As the manager for CSMT, I will continue to support educators, parents, and others serving students with disabilities.

Stuart Wittenstein, Ed.D.

Superintendent, California School for the Blind

Reflections from an outgoing Board member: From one who got much more than he gave March, 2008

Leaving my voluntary work with the CTEVH Board after six years, the past four years as secretary, provides me with an opportunity to reflect on the experience and communicate with our members in a new way.

First of all, I encourage our members to attend a Board meeting and see your Board at work. You will see a group of volunteers who are dedicated and motivated transcribers and educators, who care deeply about the people they serve, and about the future of this unique organization.

Secondly, I encourage our members to get involved. Join a committee, or volunteer to help put on our conference. Contact Sue Douglass at 2sonias@msn.com. Sue is coordinating the 2009 conference and needs your help. You don't have to have experience. There are lots of small things you can do which will add up to great work when you are part of a team. You don't have to be a Board member to give CTEVH some of your time and energy, but you might consider volunteering at that level too. CTEVH will be stronger when more of our members pitch in and give back to this organization which gives us so much.

Finally, I think you'll find that giving more to your organization is at least as rewarding for you as it is for the organization as a whole – and you will make friends with colleagues whom you will respect and admire. Of course, I don't expect everyone to have the success I had in this regard, since a few years ago, I married a CTEVH Board member – but hey, you never know!

Celebrating Our Past

Phil Hatlen – Former Superintendent, Texas School for the Blind and Visually Impaired

Editor's Note: For those of you who weren't able to attend the CTEVH Sunday Brunch, Dr. Hatlen has kindly given us permission to print his presentation in the JOURNAL.

March 2, 2008

Los Angeles, California

Over the past ten years, I have written and presented many variations on the theme of our progress as a profession in the past 50 years. My first effort resulted in a listing of three major accomplishments during this period of time. When I delivered a similar presentation at the American Printing House for the Blind in October, 2007, the list had grown to eight. Now, in March, 2008, I will present to you 12 profound accomplishments in education for blind and visually impaired students within the past 50 years. These are not presented in any order of significance—for now, let's consider all 12 as being of equal importance. However, I am going to be more verbose on those that I feel are endangered, need extensive improvement, or are in a stage of transition, good or bad.

1. Development of local school programs for blind and visually impaired children

The impact of the retrolental fibroplasia era has become ancient history. For those of you who know about this era only from history presented by a university professor, I am here to tell you that this huge population of congenitally blind children had a profound impact that continues to affect us today. The tremendous number of blind children becoming of school age in the early 1950s required creative, high-risk action by educators, most of whom knew little or nothing about the educational needs of blind and visually impaired children. Imagine the U.S. in 1950, when perhaps over 90% of the country's blind students attending school were in schools for the blind. I inserted the words "attending school" because very, very few blind and visually impaired children with additional disabilities were allowed to go to school in the 1950s. Then imagine that by 1970, approximately 90% of our students were in local schools. There are many tales that could be told about that 20-year span, and if you'd like, I'd be happy to share some of them with you.

2. A new definition of visual impairment

When I first began teaching, we had two very separate and different programs for visually impaired students. In local schools, we had resource rooms or self-contained classes for legally blind children. We had itinerant programs and some self-contained classes for low vision children. With regard to blind children, their acuity had to be 20/200 or less in the better eye after all possible correction. Every state had its own definition of low vision. California defined low vision as 20/70 to 20/200. I vividly remember trying to teach Braille reading to a child who loved to read the Braille with his eyes. So I put a piece of cardboard between his face and his Braille book—he sure didn't like that! One day he was reading particularly well, and I looked at him—he was reading the print book in my lap. But this boy was legally blind, so we taught him Braille.

Today almost all states define blindness and low vision in functional terms for the purpose of education. If the primary means of learning is tactile and auditory, then the child is functionally blind. If the primary means of learning is visual, then the child is functionally low vision. This dramatic change, due largely to the work of Natalie Barraga, impacted as much as two-thirds of the children we serve who are legally blind.

Sometimes this change has worked against children receiving the education they need. In Texas, where there are vast expanses of land, it's possible that a child who needs to learn to read and

write Braille is the only blind child within a 50-mile radius. The itinerant teacher, who may get to this child's school for only an hour a week, realizes that her schedule precludes her teaching Braille to her student. So she resorts to having him use whatever vision he has, even though it is not functional. This student may graduate from high school, reading one-inch high letters on a CCTV at 20 words a minute. The young adult is illiterate, produced by a faulty service delivery system.

I have picked up on another trend that seems to be occurring all across the country. Perhaps some of you have experienced this for years, but remember that I was sheltered within the walls of administration for the past 18 years. There seems to be a growing movement to place low vision students on 504 plans rather than IEPs. I have never believed that functionally blind students have more intensive needs than do low vision students. The needs may be different, but they can be just as intensive. If this is a concern to you, please see me and perhaps we can begin to do something about it.

3. Services for children with multiple disabilities

It may surprise teachers today that there was a time in the U.S. when a free and appropriate public education was not available to all children. Then the passage of PL 94-142 assured children all over the country of an education, regardless of their disabilities. But what was it like before PL 94-142? Again, there are many stories of children denied admission in local schools as well as schools for the blind.

For the past 20-30 years, our profession has accepted its responsibility for serving all blind and visually impaired children, including those with additional disabilities. And we've become quite good at providing these services, both in local schools and in schools for the blind. We have been blessed by the amazing guidance of leaders such as Dr. Van Dyck and Lili Nielsen, and we have provided educational opportunities to children that will greatly enhance their adult life. We don't "baby-sit" these children—or serve them because of the law—we do it because it is the right thing to do. The efforts of our profession in serving visually impaired students with additional disabilities began before any legal requirement.

4. The birth of orientation and mobility

Something exciting and revolutionary happened during the late 1950s. Some very courageous, creative, and intelligent people began to develop systematic, formal techniques for teaching cane travel to newly blinded servicemen. It sounded awesome, but it was far removed from what was going on in the education of children.

O&M began its life as a technical skill. Today, O&M stands tall as a profession, with a body of literature and research, with a history of almost 50 years of growth, with a group of some of the most creative and innovative persons ever to work in human services.

Many of the early O&M pioneers, and many of the second-generation O&M professionals soon discovered that if all blind and visually impaired students needed O&M it would be necessary to greatly expand the knowledge base and skills of O&M instructors. Skills in assessment, in concept development, in early child growth and development, in adolescent development and psychology, in adult education, in reflexive, sensory, and gross and fine motor development were added to the curriculum. O&M quickly grew in stature.

Identification of the needs of low vision persons for instruction in O&M, and a commitment to providing instruction to a population who would not necessarily need a white cane, greatly expanded the need for highly specialized professionals. Under the leadership of creative early professionals like Pete Wurzbarger, it wasn't long before the need for O&M in visually impaired children and adults with additional disabilities further expanded the population.

What began as a rather narrowly defined commitment to teach O&M skills to newly blinded adults with little or no vision, and with no additional disabilities, gradually expanded to include all blind all blind and visually impaired persons.

5. The National Agenda

As most of you know, the birth and the commitment to the National Agenda is, in my opinion, the most exciting and promising movement in education of blind and visually impaired students today. Over the years, it has stuttered and stalled in some states, while in others it has thrived and become the measure used to evaluate services to children. From the outset of the National Agenda, the co-chairs and the Advisory Committee have placed the burden of responsibility for implementation on individual states and their leaders. Only you know how successful the implementation of the National Agenda has been in California.

Within the last 15 years, the most productive activity in education of blind and visually impaired students is the National Agenda. This document contains 10 goals that, if they were met, would put an entirely new face on education in our profession. A powerful reason for the success of the National Agenda is its commitment to a partnership between professional and parent since its inception.

6. The Expanded Core Curriculum

All of you know how important this topic is to me, and how passionately I endorse the teaching of the ECC if blind and visually impaired students are to have a chance for equality in adult life. But in recent years, I have been more of a cheer-leader than a leader of implementation of the ECC. I am so pleased that another generation of our fellow professionals has taken on the task of providing all of you with the tools necessary to implement and teach the ECC.

I feel the need to add a few more thoughts on the ECC. Many of you have heard this before, but some of you haven't, so I'm going to repeat it. In the past, I've given presentations that were designed to instill in you, the itinerant teacher, a deep sense of guilt for not teaching the ECC. I would rail against you about your interpretation of your role as an academic tutor, I would tell you that you have your priorities all screwed up. "Why," I would say to you, "are you spending an hour a day on history and not a minute on social skills? Do you think that the visually impaired student will be better prepared for adult life because she knows the history of the civil war, but has no skills with which to establish relationships with others?" And many of you responded to me, "We are hired to support the student in the regular classroom in academic subjects. That's why we spend extra time with our visually impaired student on the history of the Civil War. Our student needs to pass U.S. History."

The gift of time. It sounds so politically incorrect at a time in our evolution when preschool children are supposed to be reading fluently by the time they get to kindergarten, at a time when high-stakes testing begins at third grade, and pity the poor eight-year-old who doesn't pass, at a

time when the expectations we place on children become higher every year. Do our children suffer anxiety and frustration as expectations of achievement of our children grow higher and higher?

And what if we gave our children the gift of time? Perhaps it should take 14 years, rather than 12, for a visually impaired student to graduate from high school.

7. Preparation of Teachers

Personnel preparation of teachers for visually impaired children has grown, invented and re-invented itself since the middle of the 20th century. The potential teacher has many choices, both in universities and in type of program. In the U.S., this change was largely due to a significant influx of federal funds, the result of the work of Josephine L. Taylor in Washington.

8. From Folk Art to Profession

My dear friend, Sally Mangold, was fond of saying that she and I entered our profession at a time when education of blind and visually impaired students was a folk art. And she was right.

The significant expansion of services to children in local day schools, the resulting tremendous growth in the number of professionals, moved us from a folk art to a profession very quickly in the second half of the 20th century.

As I look back on over 50 years in my profession, and as I look at the current leaders and potential future leaders of my profession, I am filled with pride for past accomplishments and for a strong and dynamic future.

9. Technology

The amazingly rapid advances in technology have changed the lives of blind and visually impaired persons in two primary ways. First, technology has made the preparation of instructional materials more rapid and more accurate than I would have ever imagined. I still remember the day that I began a transcribing class for volunteers in 1959, carrying into the classroom 40 board slates and styluses.

Second, technology has totally changed the manner in which we teach children, and the manner in which they interact with their sighted classmates and classroom teachers. Have you ever interlined with print dozens of Braille pages so the classroom teacher could see the child's work the next day?

Last spring, I was touring a Texas state senator around the school, expecting to convince him to increase our appropriation for instructional technology. I brought him into a computer lab and asked the teacher to show him a BrailleNote. The teacher said, "I can't do that. Every BrailleNote we own is with students now—they use it every day in their classrooms." The senator asked how many more BrailleNotes or their equivalent the school needed. The teacher stated that we could use 20 immediately. The 2007 Legislative appropriation to TSBVI for technology was in excess of \$400,000, with the message that the legislature expects the school to be the leader in instructional technology for all blind and visually impaired students in the state, and their parents and teachers.

10. Assessment and Evaluation

Assessment is a vital tool in our educational programs. Its most important function is to help us know the current status of a child so that we can plan his future instructional program. Blind and visually impaired students have every right to appropriate, non-discriminatory assessment. This

means that we need to know when an assessment instrument is discriminatory to visually impaired students and make certain it is not used. We need to know when a test has been so adapted that it is no longer valid. But we also need to know that the results of an adapted invalid test might still give us instructional planning information.

We need to be very aware of all the areas of performance, academic knowledge and skills, and expanded core curriculum subjects so that we make certain that every blind and visually impaired student receives a comprehensive assessment. We need to make certain that a TVI and a COMS organize and orchestrate the assessment process, because they have knowledge about how and what to assess that other professionals may not have.

11. Opportunities and Equality

As many of you have heard before, I have a vision: **I envision a day when equality and dignity for all blind and visually impaired persons is an accepted fact, not a conscious effort.**

I will never, ever give up my vision. I now realize that my job is to move the vision forward just a bit, but to know and accept the fact that I'm not going to live to see the day when it's realized. Susan B. Anthony didn't live to see the attainment of equal rights for women, but she certainly moved us forward. Martin Luther King, Jr. didn't live to see the day of equal rights for African-Americans. But consider what he did to move the vision forward!!

The Opportunity to be Equal and the Right to be Different

I cannot claim this title. Years ago, I heard it as a quote by a blind woman who was asked by a reporter, "Just what is it that blind people want?" Her response affected me deeply. I had to re-examine some of my core beliefs about this profession that I have so completely embraced. "Equality should be a given, not simply be an opportunity", I thought. "What does it mean that blind people have a right to be different," I wondered. This question brought me back to my origins.

What about the "...opportunity to be equal"? Are we all not born equal? Do our own actions contribute to our equality, or is the legacy of equality all we need? I have pondered this many times, because the fundamental, driving passion I have for my profession is to live to see the day when "equality among all people will be an accepted fact, not a conscious effort." So, what does "opportunity" have to do with it? Should I consider the possibility that we are all given the opportunity to be equal, and that it is our choice as to whether we accept this opportunity? Is it possible for persons to decide that they will not take advantage of this opportunity, and are therefore not equal?

Are there people in our society that opt out of equality because it comes with responsibilities and well as privileges? Is the panhandler on the freeway off ramp an example of someone who has decided that equality is just too much work? Or is the panhandler my equal? And what about the child who is blind and has other disabilities? Is she equal to the academically talented blind child who is ahead of grade level?

The phrase "...the right to be different..." would have been in such conflict with my early beliefs about the capabilities of blind children that I would have quickly rejected it as being stereotypical thinking, not fact.

My heart says we are all equal, and that is how God made us. My head says we are given

opportunities for equality, and it is up to us to determine our equality. I don't believe I'll resolve this issue in my lifetime.

12. The Role of Transcribers

There is no way this list would be complete without emphasizing the critical role that transcribers have had in providing an education that is equal to, or sometimes superior to, that which sighted students receive. It has been my privilege and good fortune to have a professional life that has paralleled that of the advancement of the transcriber movement.

My memory is that CTEVH grew out of two significant needs. First, teachers like me would often ask transcribers to "tailor-make" a book for a child, rendering the book useless for any other student. Second, we discovered very early that there was a redundancy in the preparation of materials, and we needed to develop a system that would move instructional materials between school districts so that they could be used more than once.

To be a part of CTEVH since its inception is one of the events of my professional life of which I am most proud.

From the days when I taught volunteer transcribers on board slates and styluses to today's era of high tech in transcribing, you folks in the audience, volunteer or paid, who make certain that blind and visually impaired students receive their instructional materials in excellent condition and in a timely fashion—you are my heroes!!

Conclusion

Passion, commitment, and the recognition of needs drove, and continue to drive, professionals, parents, and volunteers to heights of accomplishments that they never dreamed were possible. That is why it is a truly humbling experience to be standing before you.

Let's be proud, and stand tall, because our profession has advanced so much in a short period of time. Susan B. Anthony never lived to see the equality of women. Martin Luther King, Jr. never lived to see civil rights provide equality to all culturally and ethnically different people. But think about how their work moved us closer to equality among all people. Now, I would never be so presumptuous as to put us in the same category of Anthony or MLK, Jr. But, in a very similar manner, our efforts to bring equality and opportunity to all blind and visually impaired persons is gaining momentum just as these other monumental changes have done.

As with Anthony and King, I will not live to see the day that day of equality and opportunity. All I can do is push it along, a step at a time, and know that future generations, like many of you, will pick up the passion, the commitment, the understanding that the future dignity and independence of your students must be the driving force behind what you do.

I am deeply and passionately proud of my profession. As I reflect on my career, I come to the sad conclusion that I didn't accomplish all that I wanted. But maybe history will demonstrate that I have moved our profession one small step.

As we consider our accomplishments, and as we consider our future, I want to leave you with one of my favorite quotes from Mother Teresa: **In this life we cannot do great things. But we can do small things with great love.**

Computer–Assisted Tactiles

Katrina Ostby – CTEVH Tactile Specialist, tactiles@sbcglobal.net

Many transcribers use computers to design diagrams for printing on puff paper or for embossing with a Tiger. But the benefits of computers can be applied equally well to foil, collage, and spurred tactile diagrams.

The Basic Idea

You begin by entering the text in a braille translation program, and formatting it as it should appear on the tactile diagram. By saving the file as a BRF file, you can open it in MS Word, change the font to a braille font, and adjust the page size. Then you paste in a scanned image of the print graphic. The graphic is scaled and positioned to work with the braille. The diagram is printed out “mirrored” onto braille paper. At this point, the braille can be applied with a slate and stylus, by punching each printed dot. Finally, lines can be drawn with a spur wheel.

A “wide format” printer is the key to this technique. You need to be able to print onto paper which is 11” wide. Several companies produce wide format inkjet printers for under \$300.

Tools

- Wide Format Printer
- Desktop Slate and Stylus (APH Catalog number: 1-00030-00)

Step-by-Step Details

These directions, and the keyboard shortcuts, are for MS Word 2002. If you are using Word 2007, you may need to consult the help file if the keyboard shortcuts don’t work.

The Template

The first step is to set up a template with the braille spaced to match your slate or embosser. The following directions create a template which works with the APH Desktop Slate. **Warning: If you plan to use a Perkins brailer or braille embosser, you will need to customize the four fields marked with an asterisk below to work with your embosser.**

Open a new file in MS Word and edit the page setup (Alt+F, U):

- Paper tab
 - paper size 11.5” wide, 11” high
- Margins tab
 - left margin 1.15” *
 - right margin 0.5” *
 - top and bottom margins 0.5”
 - portrait orientation

Now, select all the text in the document and change the font to braille--yes, I know you can't see anything, but there is a single paragraph character, so select it (Ctrl+A). Then bring up the Font dialog box (Alt+O, F):

- Font tab
 - Font: Braille
 - Font Size: 24
- Character Spacing tab
 - Spacing: Expanded, By: 0.25 pt *
- Default – after making the changes above, click the default button (Alt+D) to make Braille the default font for this template

Okay, now we have 40 cells per line, and the dots will line up with the slate going across, but the lines are too close together. So, again, make sure the paragraph character is selected (Ctrl+A) and bring up the Paragraph dialog box (Alt+O, P):

- Indents and Spacing tab
 - Line spacing: Exactly, At: 28.75 pt *

Now the braille matches the APH desktop slate. To test this, type forty equal signs, and copy and paste them 24 times. Now print this out and see if the dots line up correctly with your slate or with the braille produced by your embosser.

Save the file as a template. Open the Save As dialog box (Alt+F, A). In the "Save as type" field, select "Document Template (*.dot)," give your template a meaningful name, like slate.dot, and save it in the default Templates folder.

Braille

I like to lay out the braille for tactile diagrams while I am transcribing the book. This way, I get the running head and page numbers. It also forces me to plan the tactile graphic and the keys.

I love to lay out the grid lines for line graphs and bar graphs in Braille2000. I use dot 5's to mark the beginnings and ends of the horizontal and vertical grid lines. Then, when it comes time to spur the grid lines, I align a straightedge with a pair of dot 5's and run the spur wheel from dot to dot.

Braille2000 allows you to insert a neat feature called a "Drawing Space" (Alt+D, D). The advantage of inserting these little yellow boxes at every tactile diagram in a volume is that it is possible to select only those pages with drawing spaces (Alt+D, S, Alt+B, Alt+R), and copy them to a new workarea. I save this new workarea as a Duxbury (brf) file, and it becomes the foundation of all the tactile diagrams.

Opening the BRF File in Word

Open the BRF file in Word by right clicking on the icon for the BRF file and selecting "Open with" then "Microsoft Word." OR Open Word, then open the file from the Open dialog box, make sure Files of type: drop down list box shows All Files (*.*)

Whoops--it's text, not braille. Well, Word opened the file with the "normal" template, so we see ASCII braille on 8.5x11" paper. We can fix that by copying all the text and using a little magic when we paste it into a new file based on the slate.dot template.

Select and copy all the text (Ctrl+A, Ctrl+C). Then open a new file (Alt+F, N), this brings up something different in every version of Word. Look for a new pane at the right side of your screen. If you see your slate.dot template, click on it. If not, select "General Templates ..." or "Templates on my Computer" or some such, then look for your template in the Templates dialog box.

With the new file open, use a paste special to paste the braille text into the file as unformatted text (Alt+E, S, U, U). Sometimes, an extra blank line appears at the end of each braille page. This seems to correspond to the "Page Break" between each braille page. So, simply go through the file and delete the extra blank lines. You may want to turn on the display of nonprinting characters: it toggles with (Ctrl+Shift+8)

Add the print image

First, scan or photograph the print graphic and save it on your computer. From the "Insert" menu, select "Picture," then select "File" (Alt+I, P, F). Select your picture and click on the "Insert" button.

Your picture probably didn't show up where you wanted it or in the appropriate size, and it may have changed the flow of the braille on the page. To fix that double click on the picture to open the Format Picture dialog box. On the "Layout" tab, select "Behind text." Using the size tab, you can resize the picture. Drag the picture into position and resize the picture using the handles at the corners of the picture.

Print onto braille paper

At this point, you are ready to print onto braille paper. For spurred diagrams and foil, we work from the back, so everything needs to be mirrored. The print dialog box for many printers allows you to set this. Open the print dialog box (Alt+F, P). Then select "Properties" button (Alt+P). Each printer is different, on the HP Deskjet 9650, the "Basics" tab has a "Mirror Image" checkbox. If you can't find an option like this on your system, try selecting "Transparency Film" as your paper type. Load the braille paper so the 11.5" edge enters the printer.

Spurred diagrams

Working from the back, the printed side, add braille, then spur lines.

Foil

For foil diagrams, substitute thinner paper, and tape the paper to the backside of the foil with removable tape. Then braille and spur the diagram using the printout as your guide.

Collage

I begin just like I do for spurred diagrams. A light box can be a very useful tool. If you don't have a light box, you can print the page twice, first on the front, then on the back "mirrored."

If you use an embosser

Of course, if you have an embosser, you can send the braille to the embosser, then print on the embossed page. Print on the front of the page for collage, or print the mirror image on the backside of the page for collage. (Use the "Manual Feed" or flat paper path to minimize damage to the braille.)

Education

Sheila Bonito – CTEVH Educational Specialist

Some of the topics proposed for discussion of the **2008 Itinerant Roundtable at the CTEVH Conference** included public relations with our colleagues, huge caseloads of SMH students, keeping up with technology, goals, eye reports, organization, CAHSEE, scheduling and other topics to be determined by the group. (Please check your flash drive for the complete set of notes for 713.) Many of these topics are also true for classroom teachers of students with special needs, most of whom have students served by itinerant teachers.

As is true every year, we were unable to touch on all of the intended areas as the issues which we itinerant teachers are dealing with are complex, and our time together is so short. Focusing our energies on making this service delivery model be as effective as possible is our main goal during the 90 minutes together. In this article, I will share some of my own thoughts which would have been shared with the group if we had had more time – maybe an afternoon! I hope that you will add your comments to mine and send them to me at the e-mail link listed below!

This year, our group was joined by our new CSMT leader Jonn Paris-Salb. In his past administrative roles, he has had many opportunities to work closely with itinerant teachers and honors the services that such teachers provide to their students and to the school community. One of the points he made was that he made sure that the itinerant teachers with students at his school had a mailbox. This may seem trivial to those readers who have not been an itinerant, but communications to and from school staffs is a major part of our lives. Having a name or even a job title on a box with all of the other educational staff of that school gives credibility and visibility to each of us. It is not only valuable to make sure that teachers who work directly with our students have an easy way to let us know of issues – or material needs! – it can also be a way for other teachers to ask us about students who may have vision issues in their classes. It is also invaluable in having ready access to the weekly or monthly bulletins outlining assemblies, special events, and emergency drills – all of which can play havoc with our tight schedules. Knowing that Jonn appreciates this seemingly small, but important, aspect of his job as an administrator helped us know that he was aware of some of our challenges and that he would be open to working with us as we move through the next decade of our careers serving students.

In keeping up with technology, we must be aware that no one person can (or should be expected to) stay abreast of all of the exciting new tools and skills which now exist AS WELL AS teach on a daily basis as well as drive, assess students, write IEPs, make sure each of our students have the appropriate materials, and perform “other duties” as needed. Our varied caseloads of students (especially in rural areas) create situations in which we may indeed be the only people who are familiar with IntelliKeys, IntelliTalk, Boardmaker, BrailleNotes, switch usage, and other great inventions which open up the world to our students with severe handicapping conditions. Hopefully, one or more of the teachers of those students is also able to create wonderful cause and effect/choice making units for each student and we can add in our knowledge of the best ways to use such tools with our students with limited or no vision.

We can also learn as much as possible about Braille notetakers and BookPorts/MP3/DAISY readers, etc., but our students (and their sighted friends) will have daily hands-on knowledge of such equipment and can be much more adept at setting up such systems once they have learned the basics from us (or from the instructions). We can learn to use many tools common to teenagers just by asking them to teach us!

One of the best pieces of advice I have received in this area is from either Jim Carreon or Jerry Kuns – we don't need to know as much as our students need to know – we need to teach them the troubleshooting and "Help" systems to learn more about the equipment that they need on a daily basis. This has proven true for me with a student who listened to the entire manual for his BrailleNote (his mother organized a fundraiser at a local club to buy him his own!) and he can now tell me how to problem solve some of the creative difficulties we get our school BrailleNote into during the school day. You don't have to know it all!

It is our true role as facilitator! Isn't that the job of any teacher – give the students the tools they need to learn and turn them loose!

IEP goals have taken on a new flavor in our county – and in many districts around the state – as online forms and goal banks are now mandated. This is both wonderful and more challenging for those of us driving between school sites, often without Internet access even if we are able to have school laptops available to us. The need for meetings to go over students progress and to collaborate on new goals have been lessened as we can now all log onto that child's IEP page, see what other staff have already written for baselines, present levels of progress, and new drafts of goals in each area. It is now easier to "meet on-line" by e-mail with the team to discuss ideas and to make the program even better for each student. As our caseloads grow (and budget woes and lack of trained professionals will only be intensified, it seems, in the next few years) this type of system could be a real boon in helping us to manage the paperwork for each of our students. As I now only case manage the paper for students who have no other disabling conditions, it makes part of my work life a little better.

A goal bank statewide of the goals we are writing for our students will be wonderful once we are all able to add our saved goal banks into a common site. On the SEIS system, for instance, there is a category "visually handicapped" but there are no goals in it as of this writing. Shall we all try to put one or two of our most often used goals in this bank this year so that we can all learn from each other?

Organization of our professional lives as itinerants includes managing the space within our vehicle. As collaborative teachers, we also bring many of our teaching materials with us to each site. Over the years, I have tried many systems (file boxes, cardboard boxes, etc.) and attempted to have a usable car for the rest of my (personal) life into which I could also load groceries, have people sit in the passenger seats, and have low calorie (non-meltable) snacks at the ready at all times. I have more often than not failed miserably in these attempts – as my husband and daughters will agree. I currently use tote bags for each of the programs and am able to easily remove them and store them when I am not at work.

I have a monthly bag of goodies for use with my students with cortical visual impairments and other severe needs – thank you, Connie Unsicker for all of the information you have shared over the years! In this one bag, I may have eight different tasks and pictures/tactile clues for each of the items. I can use these cards to have the student make choices about what he/she wants to do next. I am attempting to learn how to implement booklets to help with choice making. (There is always something new and fun to keep our jobs exciting, right?)

I have separate tote bags for each of the schools where I have 2 – 4 students who are academically oriented. Each bag includes a thin binder which includes an itinerant contact log and goal summary sheet for each student, in 3/4 cut plastic binder sleeves into which I can also slip individual class schedules as well as notes to/from teachers, administrators, and family. If you would like copies of these forms, feel free to e-mail me (see below) and I will be glad to share these with you as well as the collaboration form with use in our county for students who are served on a VI consultation model only. I know many of you have developed and are using wonderful forms and aids – feel free to share these with all of the itinerants – Braille -n- Teach is made just for this type of exchange of ideas.

Scheduling our daily/weekly/monthly time to meet the requirements which are unique to itinerant teachers continues to be a challenges part of our jobs. Thanks to our wonderful COMS, Anne Roeth, all of the DIS providers in our county working with a certain set of students meet during the last week of school each year to devise a first draft of a schedule for the fall so that we do not compete with each other during the first week of school to make attempts at scheduling the same students! This has lessened the tension of the first week of school and eliminated almost all of the awkward problems arising with two or more itinerants attempting to work with a student at the same time! This spring time meeting and much work by Anne to color code and work out the kinks in the schedule has really helped each of us start the year more easily – and we are all very grateful to her! We can then each fill in the blank spots in each of our weekly schedules with the students who are only seen by one itinerant teacher and maybe even schedule time for lunch(!), prep time, report writing, and time for handling referrals of students who vision may be interfering with their educational experience!

This year, I had the opportunity to work with three students using the large print CAHSEE in tenth grade. They all agreed that having the test enlarged and the scantron answer sheet filled in by staff may have made it easier for them to pass the test on the first take! STAR testing is coming up and I will be giving it personally to one student in Braille and at least one other student in large print on an individual basis. This plays real havoc with scheduling and I let all of my morning students and their teachers and parents know that I will not be available for most of them for two weeks during their regular times so that I can provide the services as spelled out in the special factors approved by the IEP team. Coding the scantrons for each of the eight students who will take it this spring in large print or Braille can be done after the school day is over.

These thoughts are only a few which arose during and after our Itinerant Roundtable. I look forward to hearing from you with comments about my thoughts on these matters and others which you would like to have discussed in the future! Please feel free to e-mail me at [**sbonito@amadorcoe.k12.ca.us**](mailto:sbonito@amadorcoe.k12.ca.us)

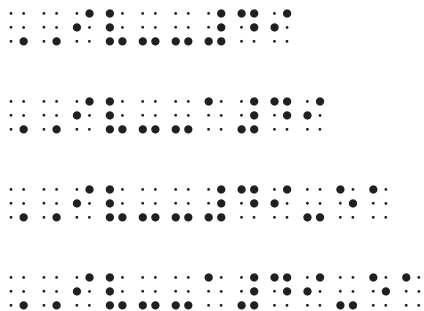
PRINT PAGE NUMBERS

Rule 1 Section 13e - Pages that are numbered with letter/number or number/number combinations are changed as follows:

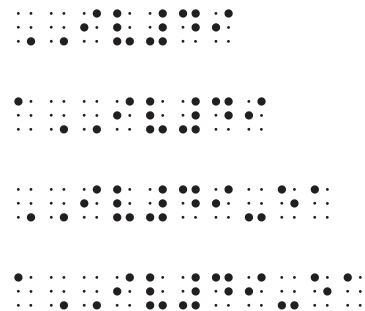
The letter or Roman numeral always precedes the number, regardless of the position in the print page number. The following examples will replace those in *Formats* on page 19.

Print IV49, combined print IV49-51 and continuation pages

Was

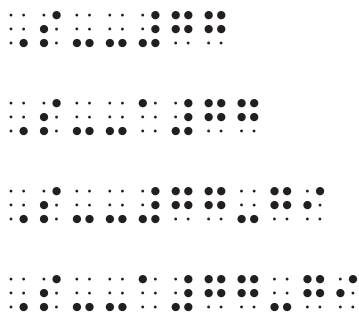


Now

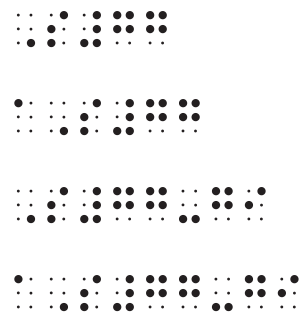


Print 77S, combined print 77-79S and continuation pages

Was

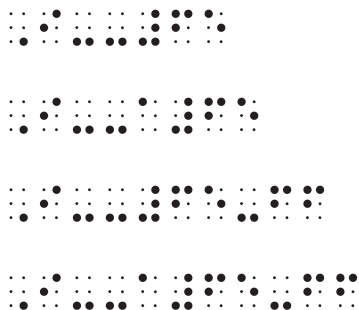


Now

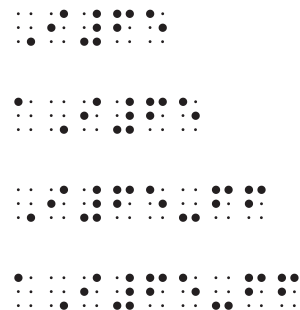


Print I-65 , combined print I65-66 and continuation pages

Was



Now



Print 6-12 , combined print 6-12-14 and continuation pages

Was	Now

If words precede page numbers, substitute the appropriate upper case letter.

Reference 1 = R1	
Reference a1 = aR1	
Reference 1-6 = R1-6	
Reference a1-6 = aR1-6	

In summary:

- The letter or Roman numeral precedes the page number regardless of text format.
- The continuation letter precedes the complete page number.
- Print hyphens are omitted.
- The number indicator is repeated if the print page number is hyphenated.
- If words precede the page numbers, change the word to an uppercase letter only.
- The same format must be used for all text page numbers within the volume, i.e. main body of the text, title page, table of contents, index etc.

If you would like to see all the approved BANA changes, go to the BANA website:
brailleauthority.org/update07.html

Reminiscing

with Bob Walling

I recently attended the CTEVH conference and let Phil Hatlen lead me down memory lane. He and a handful of Braille supporters started up CTEVH fifty years ago--about the same time my dad gave me a Studebaker that didn't even run. A Studebaker is a car (ask your parents). I went to work at a junkyard to get parts and to pay for gas (\$.25 per gallon). The Studebaker was a relatively uncomplicated car; the starter button was under the clutch pedal (ask your parents again). If a belt broke, you would replace it with the belt in your pants and drive to town to get the right belt, with one hand on the steering wheel and the other holding up your pants.

CTEVH was designed the same way; it provided a service and was low maintenance. It was the model of a volunteer organization, and gas was \$.25 per gallon. Over the years my purchasing power has grown and I have bought better and better cars. CTEVH has grown, and the conferences have gotten better and better. We have been working toward being the Cadillac of conferences.

I realize the nature of our business is solving problems like a teacher trying to get the right Braille book on time, or a transcriber trying to finish the right Braille book on time. This problem solving expertise is demonstrated by CTEVH. Name one Fortune 500 Company that would not jump at the chance to hire one of the people who run our conferences! I often say, "99 percent of all Braille decisions are made by those that don't know Braille" (my cynical approach to administrators). BUT our board has been fortunate enough to be replete with administrators who not only understand Braille, but they really understand why CTEVH is here and why everyone is working for the right Braille book on time.

I have had the pleasure of working with several CTEVH presidents over the past 15 years. Their management and leadership skills were a given, but also they all demonstrated the ability to herd cats. All this imagination and talent has transformed the handful of Braille supporters beyond the Cadillac, into the Rolls Royce of conferences.

Over the years my purchasing better cars has become more complicated and more expensive. Now I own a car that will never break down, but sometimes it "fails to proceed." The board has gone the extra mile to keep the cost down so our underpaid members could afford to attend the conferences. CTEVH turning into the Rolls Royce of conferences has become more complicated and more expensive. Now the board wants to move to the next step and get some help. The talent of the CTEVH board and its members has kept us solvent, but we don't have a very large reserve.

So let me pose an option for you to consider. If you found a \$20 bill on the ground that was not planned in your budget, would you donate it to CTEVH? How about that rebate check from the IRS that was not planned in your budget? How about giving a portion of it to CTEVH? Your donation this year will help insure that CTEVH will never "fail to proceed."

Disclaimer: I am not a member of the CTEVH Board of Directors. No one on the CTEVH board asked me to say anything about money. I just thought it was the right time to bring up the subject.

Music in Education

Richard Taesch – CTEVH Music Specialist

CTEVH CONFERENCE REPORT – TEACHER TRAINING

Our 49th annual CTEVH conference workshop was titled, *Music Education, Networking, and Visually Impaired Students*. The workshop was partially described as:

“... if you are planning to teach English, English and literature must be a part of your music education degree; if you plan to teach music, you must major in music. What then is the credential to teach music braille? Surprise: There is none! Why is that? What do we do about it, and what are your thoughts?”

Since 2003, The Library of Congress has certified over 25 new music transcribers. Perhaps more than ever in the history of the NLS program! Why then are educators of music braille not afforded the same motivation, and held to similar standards? These were some of the questions that were tackled in the session. Everyone in attendance agreed that a standard of training for educators of music braille is imperative, and long overdue. The question was asked: “... *is the demand or “need” still not enough to interest any curriculum review committee to at least consider a basic orientation specifically for those who may teach this important skill – a skill needed by blind music teachers who may face obsolescence without it? Or those who will have to scrape for itinerant work, while relying on Access Paratransit to get to dozens of different schools weekly?*”

Many exciting subjects were reviewed. Among them were: Teaching Methods, Instructional Materials, Certification, and Networking. It is our hope that we will soon see an interest in training for teachers just as for transcribers.

Other good news to report is that an announcement for an online course in music braille for educators is now offered by the University of Massachusetts at Boston. The site can be found at: www.nercve.umb.edu/index.php?page=080326

NEWS ABOUT SPECIAL PEOPLE

An edited reprint (with permission):

In the last issue, we printed the heartwarming story of the special Thelonius Monk Institute performance by our own, Rachel Flowers. There is never enough good news to report these days, so following is another contribution for our readers.

A wonderful news video and interview with Andrew Luk, a blind swimmer, received much attention recently. Andrew came to us at SCCM Braille Music Division when he was only six years old, not long after being diagnosed with a brain tumor that left him blind. Since that time, he has become a fluent music braille reader, and performer of very complex piano repertoire - all learned from music braille scores. He can sight sing in solfege on a graduate school level, and we are most proud of him. One year, in the then-titled “Royal Conservatory of Music” examination program, he earned the highest grade for his practical exam over all of Southern California applicants - he was the only blind student, and the exam included SIGHT READING! He tells his own story on the video. I thought you would enjoy knowing what is possible, and perhaps wonder with us what music might have had to do with it. By the way, his family found us at the first annual meeting for the MENVI Network at a CTEVH conference over ten years ago!

PROPOSED AFFILIATIONS WITH OTHER ORGANIZATIONS

Recently, I proposed to the CTEVH Board that the Specialists' and Authors' articles in our JOURNAL become available to the public online, and not only for CTEVH exclusive membership. The board voted unanimously to open the website articles link to everyone! Clearly, this is a step in the right direction to help ALL those in need of the information that we work so hard to provide.

This week, I proposed to National Braille Association that the music braille column in the NBA Bulletin written currently by the NBA Music Committee Chairman, Larry Smith, be included in our own JOURNAL. My point was that, my columns are often oriented toward music education, and not generally toward transcription. Far more valuable information could be disseminated through a merging of the music columns of NBA and CTEVH. My inspiration came one morning over a "first cup" while reading the wonderful and enlightening textbook column by our own Patty Biasca. So far, comments by members of the NBA Music Committee are encouraging. We will report further in next issue.

SPEAKING OF MUSIC BRAILLE ...

Since music education and braille music is our focus, I thought you might find the following "mini-course" in music braille reading useful and fun. It has been used at several conference presentations, including the recent 49th CTEVH conference. Try it with groups by dividing them into singing sections. Use Middle C on your keyboard for "do" as the pitch, and watch the smiles.

On the serious side of music braille pedagogy, use the little ear training steps 1-4 before attempting to introduce actual music code. No, VI teachers, you will NEVER, EVER confuse a student with music vs. literary IF you begin with solfege, and ONLY if you leave the dots 3-6 for later to teach values. That way, the Seven Little eighth notes never change, and music students need only to know those seven. The value dots are added later.

Seven Little Steps To Read Music in Braille

*Whether you read print music, or think it looks like your worst nightmare,
anyone can read music in braille!*

Presented by Richard Taesch
CTEVH Music Specialist

STEP 1

"Do" (pronounced as "dough") is the Middle C on the piano keyboard.

STEP 2

Learn the first five notes of the C Scale:

1. Solfege Syllables: *do re mi fa sol*
2. Letters: *C D E F G*
3. Numbers: *1 2 3 4 5 = Piano Keyboard = Right Hand fingers 1-5*
Thumb = finger 1

STEP 3 – a Trio:

- Group 1. Sing: *do – re – mi – fa – sol*
Group 2. Sing: *mi – fa – sol – fa – mi*
Group 3. Sing: *sol – fa – mi – re – do*

STEP 7 – All Notes – The C Scale

Eighth Notes: ⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠

 do re mi fa sol la ti do

 1 2 3 4 5 6 7 8

 C D E F G A B C

Quarter Notes: ⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠

Half Notes: ⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠

Whole Notes: ⠠⠠⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠

Let's Sing and Play!

HARRY HAD A LITTLE JAM – DUET

Group 1:

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠

(measure #9)

⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠

Group 2:

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠

⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠

⠠⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠⠠ ⠠⠠⠠⠠⠠

- ⋮⋮⋮ Ending Double Bar
- ⋮⋮⋮ Backward Repeat Sign (used for repeat of a section)
- ⋮⋮⋮⋮ Four-Quarter Time Signature
- ⋮⋮⋮ Low C (quarter note) with Third Octave Sign, dots 456

CTEVH Music Committee:

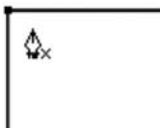
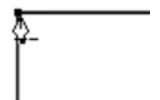
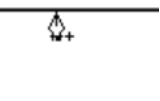
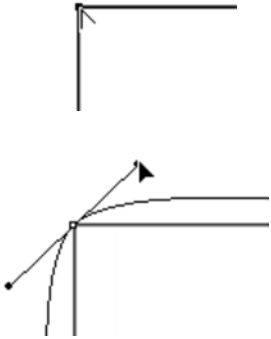

- | | |
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<i>taviscarol@yahoo.com</i> |

The Mighty Pen

Jim Barker – CTEVH Computer-Generated Tactile Specialist

I've been actively using Adobe Illustrator since it was first created by Aldus in 1987. Its crowning achievement was the introduction of the pen tool, which creates Bezier curves. A dictionary might describe Bezier as "In computer graphics, a curve that is generated using a mathematical formula that assures continuity with other Bezier curves." But don't let that scare you. Yes, using the pen tool for the first number of times is a bit formidable; however, you will shortly learn its ease of use and actually appreciate its elegance.

A quick tip when using the pen tool: pay attention to the little marking in the lower right-hand corner of the pen cursor. It will change according to the circumstance.

<p>For instance, to indicate that the cursor is "free" and ready to start a "path," the cursor will have an "x" next to it:</p>	
<p>If you see a "-" when next to a "point" or "node," it means that if you click, the point/node will be deleted from the path.</p>	
<p>A "+" means—you guessed it—a point will be added.</p>	
<p>You can even convert a corner point into a smooth point by moving the cursor over the point, holding down your Alt (Opt) key (the cursor changes to caret) and then clicking and dragging into the direction you wish to go:</p>	
<p>...and then the opposite, smooth to corner point, hold down your Alt (Opt) key, but in this case, just click once, don't click and drag:</p>	

There are a few ways of learning how to use the pen tool. You can learn it the way I did: hit-and-miss, with no guidance (before tutorials)—in other words, the hard way. Or you can make use of the many tutorials available.

Here's a terrific website for basic pen tool tutorials for Illustrator, Canvas, FreeHand, Photoshop, and CorelDRAW <http://www.sketchpad.net/drawing8.htm>. While they are dated (Illustrator versions 7-9), they are still viable and, best of all, FREE.

For those interested in something more advanced for not only the pen tool, but all aspects of Adobe Illustrator (or myriad other software), might I suggest checking out <http://www.lynda.com> for in-depth, but easy-to-swallow, tutorials. Yes, there is a subscription (as of this writing, it's \$25/month), but if you do what I did—subscribed for just a month and absorbed as much as I could whenever I could—you'll find it well worth the price. As a matter of fact, I'm about to re-up for another dose of other software, plus updated Illustrator tutorials. But watch out—it can be addictive! They do have some free samples you can look at to see if it suits you or not.

Then, of course, there are tutorials you received with Illustrator that are a big help, too.

Happy haptics!

Braille Proofreading

Jana Hertz – CTEVH Literary Specialist

Do you realize how important it is that the materials you produce be error-free? Is it an acceptable practice that in education, blind or visually impaired students should receive materials that are substandard to the print materials that sighted students use? Why should the blind child be subjected to substandard braille ... braille that is produced by persons who do not possess the skills necessary for producing high quality braille, free of errors and dot-perfect?

We, as transcribers and educators, have a job of ensuring that the braille we produce is accurate ... and dot-perfect! That is our job and that is what all students and users of braille deserve. Nothing less. "Dot-perfect" braille is important for all braille readers; however, dot errors impose a greater challenge to children, particularly those just learning to read braille. In the push for Braille literacy, we, as braille transcribers have a moral obligation and responsibility for producing Braille that is accurate and error-free. It is our responsibility to possess the skills necessary for converting printed text into tactual dots, just as it is our responsibility to be able to proofread those dots to make certain they are conveying the intended message.

In the sighted world, one's eyes compensate when there is an error in print, but to the blind, the finger has a more difficult time compensating. A one dot-error in braille can change an entire word. And one word can change the entire meaning of a written passage. Proofreading is essential to the production of dot perfect braille. While it can be difficult and tedious, at times, it is a necessary component to guarantee our students receive accurately-brailled materials, free of errors.

Technology, especially computers, have become of vital importance to the transcriber as well as the consumer. The computer age has changed the way braille users do their reading, and the way transcribers bring the world of printed information to blind and visually impaired readers. A computer enables a transcriber to scan and convert materials from print to Braille; allows for more timely production, as well as mass production; allows for the sharing of files between producers and consumers; and allows for correction of errors prior to being embossed into tactual dots. A good transcriber understands the need for proficiency, both on the computer and in the ability to read and write dots. Being able to locate translation errors as well as embossing errors will assist in ensuring the Braille you produce is dot-perfect!

There are three very necessary steps to achieving a good literary braille transcription: careful preparation, accurate transcription, and thorough proofreading. That last step, thorough proofreading is often the most neglected, even by experienced literary braillists. This may be due to many factors. Most significantly, proofreading visually (the approach used by most sighted braillists) can be a particularly tedious and challenging task. Often, it is difficult to achieve the accurate lighting and contrast conditions that adequately highlight the braille dots. Eye strain, fatigue, concentration and dedication to this phase of the work, which is often far less riveting than the transcription phase, are additional obstacles and challenges to the proofreading task.

Good proofreading requires proper attitude, a suitable environment, an alert mental approach, and a well defined technique. Let's make sure that we are enabling our blind students to become literate readers and writers ... by proofreading the braille we produce ... and ensuring "dot-perfect" braille for every one of our blind readers.

(Upcoming in the Summer 2008 issue will be the Literary BANA changes and updates effective as of January 2008.)

A Brailist's Pledge of Professional Ethics

Braille literacy could not happen without quality braille to read. One might wonder where quality braille comes from. The answer, of course, is that quality braille is created by professional braillists!

The National Braille Association has developed a code of ethics for braillists. This pledge can be used by everyone who produces braille—ranging from the beginner just learning about braille and braille production software to the most experienced transcriber fluent in specialty codes.

I pledge to:

- prepare braille materials in an accurate, timely manner, without personal interjection,
- refrain from using any information obtained in the performance of my duties in a manner that would be detrimental to the agency or person for whom the material was transcribed,
- treat all material transcribed as confidential unless the material is publicly available or an agreement has been obtained in writing that the information may be disclosed,
- conduct business in a professional manner with dignity, respect and courtesy,
- accept assignments as dictated by my knowledge of the subject matter, braille skill competency level, and ability to complete the assignment on a mutually agreed upon date, and
- continuously develop the highest levels of knowledge and skills through professional development in my chosen specialty.

The National Braille Association provides continuing education for those who prepare braille as well as providing braille materials for those who are visually impaired. This code of ethics was taken from *DOTS for Braille Literacy* (Development of Teacher Support) Volume 11, Number 1, Fall 2005.

Make National Braille Association one of your Resources!

National Braille Association
3 Townline Circle
Rochester, NY 14623-2513
585-427-8260
FAX 585-427-0263

www.nationalbraille.org

Braille Mathematics

Mary Denault – CTEVH Mathematics Specialist

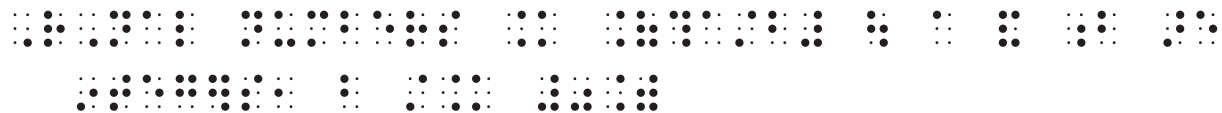
Vertical Bar (such that)

When a vertical bar is a sign of comparison, it is usually found within curly braces. A sign of comparison has a space before and after. Follow the rules for numbers and letters on either side of a sign of comparison.

More information can be found in the green rule book, Rule XX, Section 151, pages 143 and 144.

Notice that in the example below, the *a* that follows the vertical bar doesn't require a letter sign. The *b* does require a letter sign.

$$\text{Rational numbers} = \left\{ \frac{a}{b} \mid a \text{ and } b \text{ are integers, } b \neq 0 \right\}$$



The Braille representation of the equation above is as follows: $\text{Rational numbers} = \left\{ \frac{a}{b} \mid a \text{ and } b \text{ are integers, } b \neq 0 \right\}$. The vertical bar is represented by a space, a vertical bar character, and another space. The letters 'a' and 'b' are preceded by a letter sign (dot 2-5).

In the example below, both *x*'s do not require a letter sign, they are both in contact with the vertical bar.

$$27. \{x \mid x \text{ is a natural number less than } 5\}$$



The Braille representation of the equation above is as follows: $27. \{x \mid x \text{ is a natural number less than } 5\}$. The vertical bar is represented by a space, a vertical bar character, and another space. The letter 'x' is in contact with the vertical bar on both sides.

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SPECIAL RECOGNITION

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

DISTINGUISHED MEMBER

1984	Fred L. Sinclair
1990	Jane O'Connor Verhage
1991	Jane Corcoran
1992	Norma L. Schecter
2001	Ann Kelt
2002	Sue Reilly Joyce Van Tuyl
2003	Elinor Savage
2004	Dr. Joy Efron
2008	Rod Brawley

FRED L. SINCLAIR AWARD

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

HONORARY LIFE MEMBERSHIP

2000	Donna Coffee
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WALL OF TRIBUTE AT APH HALL OF FAME

2004	Fred L. Sinclair
2008	Rod Brawley

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

CTEVH JOURNAL

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(formerly The California Transcriber)

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1964	Ethel Schuman Kathryn Allen
1965-69	Ruth S. Lowy
1970-75	Norma L. Schecter
1976-88	Dr. Aikin Connor
1989-00	Sue Reilly
2000-01	Joan Valencia
2001-02	Marilyn Westerman
2002-03	Marilyn Morrison
2003-08	Lisa McClure

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