



CTEVH JOURNAL

SPRING 2009

Volume LI, No. 1

WHAT'S INSIDE:

- *DR. NEMETH FIRST RECIPIENT OF BANA'S BRAILLE EXCELLENCE AWARD*
- *BLIND TEEN – SCHOOL BUS DISPATCHER*
- *TO BE DIRECTIONS ...
OR NOT TO BE DIRECTIONS?*
- *RESOURCES FOR NEW TRANSCRIBERS*
- *CURRENT FINANCIAL STATEMENT*
- *AND LOTS OF OTHER GOODIES!*

THE OFFICIAL PUBLICATION OF THE
*California Transcribers and Educators
of the Visually Handicapped*

MESSAGE FROM THE EDITOR

New Look, And Green!!

As many of you may already know, we have a new name – CTEBVI, California Transcribers and Educators for the Blind and Visually Impaired. While this transition is taking place, please be aware that any payments for membership or donations to scholarships, etc., should still be made **payable to CTEVH**. Check the website from time to time for updates on finalizing the change. The JOURNAL will continue to use CTEVH for now until all legal steps have been completed to formalize the new name.

As this is the **Spring** issue, we've redesigned the JOURNAL and our Layout Editor has given it a fresh new look. This format will allow for use of more of the page, which will provide the same amount of content as in previous issues but using fewer pages, and giving room for even more great articles and information. For those of you who print from the .PDF or Word file off the website, this format will be more printer friendly as it will use up less ink.

AND, beginning with the Winter 2008/2009 issue, the JOURNAL is now being printed on recycled paper. Look for the **recycle logo** on the inside front cover.

Let me know how you like our new look!

Also, a **big thank you** goes out to everyone who volunteered so much of their time and hard work to make the CTEVH 50th Anniversary Conference a great success. Those of us who attend conferences and simply travel from one workshop to another to the Exhibit Hall to the Banquet and Luncheon, don't realize what it takes to put this all together and make it seem effortless. It requires a great number of people who put in a **lot** of their personal time to make this all happen year after year. Thanks again to every one of you for this year's, past years', and future years' conferences.

CORRECTION — Winter 08/09: On the Specialists page, Textbook Formats, the correct spelling for Joanna E. Vennieri, should be Joanna E. Venneri.

CLARIFICATION: Literary Braille article in the Winter 08/09 issue. See first item in the "Announcements" section.

Marcy Ponzio

THE CTEVH JOURNAL

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Volunteers of Vacaville

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and all other CTEVH publications is:

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CTEVH JOURNAL

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A MESSAGE FROM THE PRESIDENT...

At the risk of sounding cliché, the list of those deserving further thanks and recognition for the production of such a remarkable conference is indeed too long to mention here. I ask instead that you take the time to refer once again to pages 34-35 of the conference program (also available on our web page) where Sue Douglass acknowledges this most extraordinary group of talented and devoted individuals.

Our future conference venues have been set through 2012, which will allow for more comprehensive planning. As the Board is collectively chairing next year's conference, our intention is to establish the precedent of an accelerated timeline for all conference related preparations. On the heels of our Jubilee – a tough act to follow – preliminary committees for next year are being formed even now.

During this year, we will continue to pursue the growth of our membership and the increased conference attendance of parents and families. The wealth of knowledge and progressive thinking represented throughout the workshops and within the exhibit hall is unparalleled in caliber. It is our mission to provide access to this forum for the widest possible group of participants.

Christy Cutting summarized a pivotal moment at the end of conference in a recent posting on "Braille-N-Teach," referencing the evolution of our name.

"At the final business meeting on Sunday, March 15, CTEVH members were asked for the final time to consider a name change for our organization. Several suggestions were made but only one motion was offered: CA Transcribers and Educators for the Blind and Visually Impaired. The discussion that followed was lively and informative.

There was no support at all for continuing the characterization of blindness and visual impairment as being synonymous. There was no support for either being considered a handicap.*

The question was called and the vote taken: It was unanimous! For all intents, CTEVH will begin immediately to become CTEBVI."

*I think it is fitting to note that this distinction was brought forward by three members who are blind.

Finally, I would like to quote French composer Maurice Ravel, who was once asked to explain the difference between *Revolution and Evolution*.

"Suppose that you are in a room, studying. After a few hours you feel that the atmosphere needs a change of air and you open the window. You let the fresh air enter the room, after a while you close the window, that's all. That's Evolution.

You are in the room and you feel that you need a change of air, and you take a stone, put that through the window and break the window. Of course the fresh air enters, but after that you have to repair the window. That's Revolution.

I don't see myself the need to break a window; I know how to open it.

Grant Horrocks



CTEVH Membership Application And Renewal Form

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

CTEVH MEMBERSHIP DUES

Annual membership
\$50 \$ _____

Life Membership
\$500 \$ _____
(Not currently available for payment online)

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

Please indicate whether **Renewal** or **New Member**

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

General Fund \$ _____

Katie Sibert Memorial Fund \$ _____

Donna Coffee Scholarship Fund \$ _____

TOTAL AMOUNT ENCLOSED \$ _____

Please make checks and money orders **payable** in US dollars to **CTEVH**

NAME _____

ADDRESS _____ CITY _____

STATE _____ COUNTRY _____ ZIP/ROUTE CODE _____

Optional information we love to have:

TELEPHONE _____ EMAIL _____
(Necessary if requesting virtual delivery of JOURNAL)

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

- TRANSCRIBER EDUCATOR O&M DUAL CREDENTIAL
- PARENT(S) OF VI STUDENT PROOFREADER ITINERANT STUDENT
- OTHER (e.g., Librarian, Administrator, Counselor, Vendor)

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

- Braille Audio CD Print
- Compact disk (Word or PDF) Upon request & **No** Internet Access
- Virtual (you are notified by your email when the JOURNAL is uploaded to the CTEVH website)

Send this form with payment to:
Judi Biller, CTEVH Membership Chair
1523 Krim Place, Oceanside, CA 92054-5528

DONNA COFFEE 2010 YOUTH SCHOLARSHIP

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

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

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

Applications for the 2010 scholarship must be received by January 15, 2010, and sent to:

Liz Perea
CTEVH Donna Coffee Youth Scholarship
9401 Painter Avenue
Room IE 202
Whittier, CA 90605
(562) 698-8121, ext. 1437
FAX: (562) 907-3627
Liz.Perea@wuhdsd.k12.ca.us

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

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

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

Student's Name: _____

Student's Address: _____

Student's Telephone Number: _____

Student's Date of Birth: _____

Student's Grade Level: _____

Student is visually impaired or blind: _____

Parent(s) Name(s): _____

School/District: _____

School Address: _____

Name of Teacher of the Visually Impaired: _____

Nominator's Name: _____

Nominator's Email: _____

Nominator's Signature: _____ Date: _____

I approve of the Donna Coffee Youth Scholarship – 2010 application and use of funds for the project/activity that my child has proposed.

Parent's Signature: _____ Date: _____

II. APPLICATION REQUIREMENTS for the Student

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

Completed application must be received by January 15, 2010.

KATIE SIBERT 2010 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, University of Minnesota, Columbia University, and Portland State. She published and presented in many venues. In 1960, she was awarded the Winifred Hathaway Teacher of the Year Award for the National Society for the Prevention of Blindness. Katie retired from teaching in 1971. After her retirement, she consulted with many schools in the U.S. and internationally (including Denmark and Portugal), and developed materials for APH.

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

QUALIFICATIONS

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

APPLICATION REQUIREMENTS

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

LETTERS SHOULD ADDRESS THE FOLLOWING AREAS:

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

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

**KATIE SIBERT MEMORIAL SCHOLARSHIP
2010 APPLICATION**

Name: _____

Address: _____

City: _____

State & Zip Code: _____

Telephone No.: _____

Email Address: _____

Name of agency, school system, or transcribing group with which you are affiliated:

Please answer the following:

1. The total amount of scholarship support requested: \$ _____

2. Describe how the scholarship will be used. Include a breakdown of expenditures: e.g., training, registration costs, transportation, lodging, texts, materials, equipment, etc.: _____

DEADLINE: December 10, 2009

The applicant is responsible for sending the complete application packet to:
Marie Hadaway, Chair
KATIE SIBERT MEMORIAL SCHOLARSHIP
8759 Ardenale Ave.
San Gabriel, CA 91775
(626) 285-3473
mhadaway@lausd.net

GIFTS AND TRIBUTES

We would like to thank the following donors for their generous gifts and tributes:

General Fund

Jan Back
Susan Baker
Jeanne Brown
Lynn Carroll
Eileen Curran
Dawn Gross
Marie Hadaway
Betty Henry
Linda Jacobson
Ellennie Lee
Ann Madrigal
Martha Pamperin
Marsha Silver
Kathleen Talley
Cath Tandler-Valencia
Connie Unsicker
Anne Ward
Stuart Wittenstein
Judy Yellen
Lynn Laird
*In Memory of
Norma Schecter*

Donna Coffee Fund

Jan Back
Mary Blakemore
Jeanne Brown
Patricia Davis
Kathleen Dempsey
Dawn Gross
Ann Madrigal
Debi Martin
Martha Pamperin
Kathleen Talley
Cath Tandler-Valencia
Connie Unsicker
Judy Yellen

Katie Sibert Fund

Diane Adams
Jan Back
Jeanne Brown
Kelly Cokely
Dawn Gross
Ann Madrigal
Debi Martin
Martha Pamperin
Sharon Sacks
Richard & Martha Simonton
Yvonne Sullivan
Kathleen Talley
Cath Tandler-Valencia
Connie Unsicker
Judy Yellen
Cynthia Zeighami



Contributions to the CTEVH Gifts and Tributes Fund
will be used to improve services to persons who are visually impaired.

Your Name, Address, ZIP for acknowledgment:

Name: _____

Address: _____

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

In honor of: _____

In memory of: _____

May we please know date of death: _____

Let us know your wishes:

Please direct contributions to the KATIE SIBERT MEMORIAL SCHOLARSHIP FUND

Please direct contributions to the DONNA COFFEE MEMORIAL SCHOLARSHIP FUND

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

Make checks payable to CTEVH and mail them to:

CTEVH Gifts and Tributes
Norma Emerson
18271 Santa Lauretta Street
Fountain Valley, CA 92708-5528

CTEVH FINANCIAL STATEMENT

CTEVH FINANCIAL STATEMENT AS OF DECEMBER 31, 2008

Cash on hand – January 1, 2008 \$ 235,207.36

RECEIPTS

| | | |
|--------------------------------|--------------|--------------|
| Membership Dues | | \$ 30,540.00 |
| 2008 Membership | \$ 25,740.00 | |
| 2009 Membership | 4,400.00 | |
| 2010 Membership | 350.00 | |
| 2011 Membership | 50.00 | |
| Conference 2008 | | 108,469.92 |
| Conference 2009 | | 18,200.00 |
| General Fund | | 5,718.50 |
| Donna Coffee Youth Scholarship | | 205.00 |
| Katie Sibert Memorial Fund | | 1,658.02 |
| Life Membership | | 2,300.00 |
| Interest Income | | 5,193.48 |

Total income to date: \$ 172,284.92

\$ 407,492.28

DISBURSEMENTS

| | | |
|--------------------------------|-----------|------------|
| Conference 2007 | | \$ 300.00 |
| Conference 2008 | | 114,944.00 |
| Conference 2009 | | 6,653.60 |
| Audit, Taxes & Tax Preparation | | 1,605.00 |
| Awards | | 551.69 |
| Bank Charges | | 59.90 |
| Board of Directors | | 9,664.63 |
| Executive Director | | 12,599.54 |
| Historian | | 115.49 |
| Membership Expenses | | 531.33 |
| Office – BIA | | 7,162.45 |
| Rent and Phone | 1,870.45 | |
| Insurance | 5,292.00 | |
| Publications | | 34,432.33 |
| JOURNAL Publishing | 30,278.57 | |
| Website | 4,153.76 | |
| Secretary | | 55.00 |
| Special Service Projects | | 7,570.42 |
| BANA Dues | 875.00 | |
| BANA Meetings | 2,822.93 | |
| JAC Meetings | 263.69 | |

DISBURSEMENTS (continued)

| | | | |
|----------------------------------|----------|--------|----------------------|
| Katie Sibert Scholarships | 2,608.80 | | |
| Vacaville | 1,000.00 | | |
| Site Finding | | 297.95 | |
| Treasurer | | 416.32 | |
| | | | <u>\$ 196,959.65</u> |
| Cash on hand – December 31, 2008 | | | \$ 210,532.63 |

CASH RECONCILIATION

| | | | |
|--------------------------|-----------|--|--------------|
| General Fund Checking | | | \$ 30,603.82 |
| Contingency Funds | | | 74,101.66 |
| Contingency CD | 56,688.82 | | |
| Contingency IMMA Account | 17,412.84 | | |

DEDICATED ACCOUNTS

| | | | |
|--------------------------|--|--|------------------|
| Katie Sibert Scholarship | | | 65,567.12 |
| Life Membership | | | <u>40,260.03</u> |
| | | | \$ 105,827.15 |

TOTAL CASH ACCOUNTS **\$ 210,532.63**

Surplus/Deficit for year - \$ 24,674.73

Conference Reports

CTEVH 2008 CONFERENCE

| | | | |
|---------------|--|--|-------------------|
| Receipts 2007 | | | \$ 15,400.00 |
| Receipts 2008 | | | <u>108,469.92</u> |
| Total | | | \$ 123,869.92 |

| | | | |
|-----------------------|--|--|-------------------|
| Disbursements in 2007 | | | \$ 11,184.11 |
| Disbursements in 2008 | | | <u>114,944.00</u> |
| Total | | | \$ 126,128.11 |

Excess of Receipts Over Expenditures - \$ 2,258.19

CTEVH 2009 CONFERENCE

| | | | |
|-----------------------|--|--|-----------------|
| Receipts in 2008 | | | \$ 18,200.00 |
| Disbursements in 2008 | | | <u>6,653.60</u> |

Excess of Receipts Over Expenditures \$ 11,546.40

Jana Hertz, Literary Braille Specialist

Clarification in Literary Braille: Transcribing Recipes

When brailleing recipes for a particular person, always follow the braille reader's desires concerning the formatting of the recipe (units-quantity sequence versus quantity-units sequence). With regard to listing ingredients for a recipe, please be mindful of the rules for numbers and lists as well as measurements. If preference by the braille reader is NOT provided, follow print with respect to the listing of ingredients and measurements.

April 2009

NUBS Classes Started!

The interest in the Nemeth Uniform Braille System (NUBS) has grown tremendously in the past year! Dr. Nemeth has been working on this new braille system for over twenty years (!) and I have been supporting him for about 7 years. This braille system is designed to replace the current literary code, the 1972 Nemeth Code, and the Computer Braille Code. All of these codes will be handled efficiently in a single braille system. BANA has charged its research committee with assessing the merits of NUBS by having many transcribers and readers study the NUBS document.

I have been making presentations at braille conferences – discussing the literary and the scientific aspects of this new system. In March of this year, at CTEVH (now CTEBVI !) I gave two workshops on these aspects of NUBS. There was such enthusiasm there that I offered to conduct a class, online, using the Instruction Manual for Braille Transcribing – Fourth Edition, 2000, as the source. These classes are informal, just to help people learn more about NUBS. The classes are not designed to lead to certification.

Each student is asked to send in one lesson at a time with each lesson transcribed using NUBS. Students send the lessons to me, by email. I grade the lesson and report back to that student. There is no definite starting date or schedule. Each student works at his or her own pace.

If you are interested in joining this NUBS class, please call or e-mail me at the numbers shown below. I have 9 enrollees now and would love to have you join us.

Joyce Hull
jhull@fbs.net
407-349-5059

~ ~ ~ ~ ~

BANA Creates Braille Excellence Award

CONTACT: Judith Dixon, Chairperson, Braille Authority of North America

PHONE: 1-202-707-0722;

EMAIL: jdix@loc.gov

In honor of the 200th birthday of Louis Braille, The Braille Authority of North America (BANA) has created the *Braille Excellence Award*. This award will be given to people or organizations that have developed or contributed to a code, have developed code materials, or software that supports codes, and/or who represent the highest standards of braille production. The first award is being given to Dr. Abraham Nemeth for his contributions making math and science accessible for blind people around the world.

Abraham Nemeth was born completely blind in 1918, in New York City, where he spent most of his life. Although mathematics instantly became a passion for Nemeth, he was encouraged by his counselors to pursue a degree in psychology at Brooklyn College. Following his bachelor's degree, he continued his education at Columbia University, where he earned his master's in psychology, while attending evening classes in physics and mathematics. As the math courses became increasingly more difficult, Nemeth proceeded to develop his own system of braille mathematics, adopted in the U.S. in 1952, named the *Nemeth Braille Code for Mathematics and Science Notation*. Shortly after the development of his code, he joined the Department of Mathematics at the University of Detroit, where he created a system of communicating mathematical formulas, called MathSpeak. During this time Nemeth received a Ph.D in mathematics from Wayne State University. Abraham Nemeth's contributions have made math and science accessible for blind people around the world.

The *Braille Excellence Award* will be presented at the Spring BANA Board meeting to be held in conjunction with the California Transcribers and Educators of the Visually Handicapped (CTEVH) conference in March, 2009. The award will be presented at the CTEVH brunch on Sunday, March 15 at 10:00 a.m.

BANA will meet from March 15-17, 2009 at the San Francisco Airport Marriott Hotel. This meeting is being hosted by CTEVH, a BANA member organization, and overlaps with their annual conference.

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

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

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NEWS FROM BRAILLE-N-TEACH

DISCLAIMER: *The following material has been reprinted from the Braille-n-Teach ListServ and is provided strictly for informational purposes only. Information has not been reviewed for accuracy and reprint does not imply endorsement by CTEBVI.*

Louis On Tour

What is Louis Braille doing at both the San Francisco and Denver Public Libraries this month? He's touring the country as part of a 20-panel exhibit -- in print and braille -- produced by National Braille Press.

The Louis Braille Bicentennial Traveling Exhibit takes a viewer through the highlights of Louis's life, the braille production process, and why braille remains important today. C. Michael Mellor, author of Louis Braille: A Touch of Genius, is also speaking at some of the tour locations.

Requests for the exhibit were so plentiful that two identical exhibits are traveling at the same time throughout 2009. To find out if it's coming to your area, view the tour schedule at http://www.nbp.org/ic/nbp/louis/louis_tour.html

Throughout 2009, we are taking Louis on the road! National Braille Press has produced a 20-panel traveling display, in print and braille, that takes a viewer through the highlights of Louis's life, the braille production process, and why braille remains important today.

* * *

The Louis Braille Bicentennial Traveling Exhibit is booked in cities across the country, starting December 2008 (see the tour schedule below).

Preview the Traveling Exhibit! Tour Schedule

- | | |
|--|---|
| • MIT Student Center, Cambridge MA December 1-11, 2008 | • Edinboro University, Edinboro, PA May 4-29, 2009 |
| • Massachusetts State House, Boston January 5-9, 2009 | • Boston College/Vision 5K Run, Boston, MA May 4-June 12, 2009 |
| • Barnes & Noble, Houston, TX January 21-28, 2009 | • Louisiana State University June 15-July 12, 2009 |
| • Montessori School, Miami, FL February 2-17, 2009 | • Hadley School for the Blind, Winnetka, IL June 29-July 31, 2009 |
| • San Francisco Public Library March 7-April 20, 2009 *Includes an author talk with C. Michael Mellor, March 14 | • Sacramento Public Library September 1-25, 2009 *Includes an author talk with C. Michael Mellor, Sept. 16th |
| • Denver Public Library, Denver, CO March 2-April 10, 2009 | • Talking Book & Braille Library, Albany, NY October 1-21, 2009 |
| • National Braille Association, Boston, MA April 24-25, 2009 | • Atlanta History Center, Atlanta, GA October 5-30, 2009 |

~ ~ ~ ~ ~

The Biennial Getting In Touch With Literacy Conference Is Coming To Southern California!

November 12-15, 2009

At the Hilton Orange County/Costa Mesa

Literacy is liberating. It opens doors, enlarges the world and makes life richer and more meaningful. Reading impacts us in a way that no other art form – or life skill – can duplicate. It touches all areas of our lives.

The Getting In Touch With Literacy Conference is an international event focusing on literacy for individuals with visual impairments of all ages and developmental levels. All forms of literacy including print, braille, auditory, tactile graphics comprehension and the use of assistive technology as well as research and practice will be explored. This is an opportunity for you to share your research and innovations and to learn practical solutions to better serve individuals who are blind, visually impaired or deaf-blind. Presentations will address the needs of a range of ages and all levels of ability, including conventional and functional literacy. Keynote speakers will address broad literacy issues and workshops will focus on specific areas such as:

- Assessment, Instruction and Support
- Assistive Technology and Tactile Graphics
- Braille Instruction and Tactile Literacy
- Early Childhood Literacy
- Cultural Linguistic Diversity and English Language Learners
- Legislation and Policy Affecting Literacy
- Literacy and Additional Learning Needs
- Low Vision
- Transitional and Vocational Literacy

Mark your calendars now and plan to join us for this worldwide event! Workshop proposals are being accepted until April 15, 2009.

Conference Co-Chairs: Cheryl Kamei-Hannan, CSULA & Nancy Niebrugge, Braille Institute

For more information, visit our website at www.gettingintouchwithliteracy.com

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New Journal Takes Fresh Approach To Visual Impairment Research, Issues

Lawrence, Kan. — The newly launched *AER Journal: Research and Practice in Visual Impairment and Blindness* will serve professionals as a resource that can be used in a practical setting, with articles and other information about experiments, research, education, and technology.

The *AER Journal*, published by the Association for Education and Rehabilitation of the Blind and Visually Impaired, will include articles on a range of lifestyle topics – from infant caregiving to the use of technology and the Internet in teaching – plus features such as the Professional Corner, where practitioners can share and exchange ideas.

According to the 2000 U.S. Census, blindness or significant vision loss affects one of every 28 Americans older than 40, and that number is expected to grow. The *AER Journal* will serve as a key resource for the professionals who work with and assist the increasing number of people with visual impairments. It also will publish information presented at the AER International Conference.

The initial issue of *AER Journal*, published in summer 2008, explored topics relating to access to information in the digital age, with articles examining equipment that assists people with impaired vision and guidelines on print clarity for electronic displays.

The *AER Journal* will be available in print and online at <http://www.aerbvi.org/modules.php?name=News&file=article&sid=1550>.

A subscription to the journal is included in membership to the society. See <http://aerbvi.org/store/membership.htm> for more information.

More information on member benefits is available at <http://www.aerbvi.org/modules.php?name=News&file=article&sid=1217> or <http://aerbvi.org/modules.php?name=Content&pa=showpagepd=40>.

Institutions can find more information about subscriptions at https://timssnet.allenpress.com/ECOMACG//Timssnet/Publications/TNT_Publications.cfm.

For article submissions, go to www.editorialmanager.com/aerjournal/ or e-mail authors@aerbvi.org.

The mission of AER is to support professionals who provide education and rehabilitation services to people with visual impairments, offering professional development opportunities, publications, and public advocacy.

Media Contact:

Amy Schneider

Allen Press, Inc.

Phone: **800-627-0326**, ext. **412**

Aschneider@allenpress.com

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The American Foundation for the Blind (AFB) is pleased to present the Winter 2009 issue of *DOTS for Braille Literacy* (<http://www.afb.org/DOTS>), a free newsletter that includes information about new braille products, strategies for teaching, and resources for teachers, parents, family members, and anyone interested in braille literacy.

This month, read about:

- Commemorations of Louis Braille's 200th Birthday
- New Book on AT Assessment
- News Briefs
- Dear Dot
- and more!

To read the Winter 2009 issue of *DOTS for Braille Literacy*, follow this link:

<http://www.afb.org/Section.asp?SectionID=6&TopicID=19&DocumentID=4624>

We encourage you to forward *DOTS for Braille Literacy* to a friend, relative, or colleague. If they would like to sign up for an email notification themselves (for free, of course!), they can visit:

<http://www.afb.org/myAFBnewsletter2.asp>

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Hello Listers,

Exciting news! The Transition Council's web page, www.Transition2employment.com has recently been updated with a brand new "Ready 2 Go" story along with an updated listing of events for 2009 that your students can benefit from knowing about.

Built for high-school and college age blind and visually impaired young adults in California, transition2employment.com seeks to fill the need for centralizing available programs and services. Please join us and spread the word. If you have feedback on how we can improve the Transition 2 Employment experience, do not hesitate to let us know.

Richard Rueda

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Janet Ault Lends Her Voice To *Reader's Digest For The Blind*

Janet Ault, The Voice of Choice[®], has been hand-selected to be a part of the podcast team voicing articles for *Reader's Digest For The Blind*.

Los Angeles, CA (PRWEB) February 26, 2009 -- A podcast, featuring monthly articles published by *Reader's Digest* and comprised of the country's top voice actors, allows the blind to enjoy these great articles. The podcast, facilitated by Julie Williams, showcases top voiceover actors in the industry today. The podcast is available online at AIRSLA.org.

Janet Ault, one of the premier female voiceover talents in the industry, was personally selected to appear in the lineup of readers which include the best and most-recognized voice over actors in the country. "To be personally selected by Julie for this venture is an honor in itself," said Janet Ault. She continued by saying that "The chance to give back in such a meaningful way is an opportunity that I couldn't pass up."

This latest venture for *Reader's Digest* is just another addition to Janet's long resume which includes commercial voice overs for television and radio, promos, e-learning, narration, radio imaging, and much more.

About Janet Ault:

Janet Ault - The Voice of Choice[®] has been providing voice over services for more than a decade. Her versatility and experience has allowed her to land jobs in all media formats. More information about Janet and her voice over talents can be found by visiting www.janetault.net. ### Trackback URL: <http://www.prweb.com/pingpr.php/UhvcnlSGFsZi1TaW5nLUNvdXAtWmVybww> = =

SOURCE

<http://www.prweb.com/releases/professional/voiceovers/prweb2186004.htm>

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The Future Is Ours And Theirs — NOPBC 2009 Annual Conference

This year, in recognition of the crucial need for a collegial effort to empower blind children to take control of their own futures, the National Organization of Parents of Blind Children will begin with a joint conference among parents, blind professionals, and rehabilitation professionals who teach based on NFB philosophy. On the morning of July 3, for the first time ever, the NOPBC will kick off jointly with NFB rehabilitation professionals in a large group presentation. We will then break into sessions designed to meet specific topics of interest—some for parents, some for professionals, and some that hold common interest. We recognize that we have a need to teach each other and to get to know each other. We will also have opportunities to network and socialize between the two groups.

Every year the following information seems to confuse a few people, so please read carefully. The National Federation of the Blind's (NFB) annual convention is the whole thing, the entire convention. It has its own registration, fees, and schedule. The NOPBC parent division has a distinct conference that takes place during NFB convention with its own meetings, workshops, registration, and fees. NFB Camp is not run by the NOPBC; it is separate childcare provided by the NFB, run by Carla McQuillan, who is appointed by President Maurer, for all children, blind and sighted, ages six weeks to ten, whose parents are attending convention. NFB Camp has its own registration and fees. The Teen Youth Track is hosted by the NFB's Jernigan Institute. The Youth Track has no separate fees from those of the NOPBC registration fees.

NOPBC Preregistration ends June 1 and will then be closed. Save \$5 by preregistering. It will cost \$5 more per person in Detroit. Some workshops may have reached seating capacity by late registration and may be closed to new registrants. Don't risk it, pre-register now.

Please feel free to send any questions about convention or the NOPBC conference to me personally. Motor City here we come!

Carrie Gilmer
President
National Organization of Parents of Blind Children
A Division of the National Federation of the Blind
NFB National Center: **410-659-9314**
Home Phone: **763-784-8590**
carrie.gilmer@gmail.com
www.nfb.org/nopbc

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Dear Colleagues,

We still have a TVI shortage in California. Please help locate applicants for the programs at San Francisco State University and California State University, Los Angeles. Check with recent college graduates, paraprofessionals who enjoy working with students with visual impairments, individuals who are seeking a fulfilling career change, and other teachers who wish to add on a credential.

The Program in Visual Impairments at San Francisco State University is accepting applications for Fall, 2009 semester. Applications are due by March 15, 2009. The program prepares teachers of students with visual impairments and has both campus-based and distance components. Our part-time distance program at SFSU, serving Northern California only, was instituted in 2000 to serve credential candidates who reside too far to attend classes held at San Francisco State. (Southern California distance students in VI are served by Cal State LA.)

SFSU has been awarded two federal grants that include financial support to students who qualify. This is a good time to enroll in the program at SF State. One grant, Project READ, is a collaborative project with Cal State LA. (CSLA can also provide financial support to qualifying students and interested students can contact Cheryl Kamei Hannon <cherylkamei@hotmail.com> about that program.) A second funded project at SFSU is called ECVI. It is a collaborative project with the Early Childhood Special Education Program at SFSU.

We are very happy to be able to support the preparation of teachers of students with visual impairments in California. So please encourage people to apply!

If you know of people seeking a rewarding professional career and who may be interested in becoming TVIs, please refer them to the websites below for more information about SFSU's program. I would also be happy to

discuss the process with those interested. My contact information is **415 338-1080** or <amandal@sfsu.edu>
 For those of you in Southern California, please contact Cheryl Kamei Hannon at <cherylkamei@hotmail.com>
 for additional information about the program at CSLA, application requirements, and application deadlines.

Here are the websites to check for SFSU:

Program in Visual Impairments <http://online.sfsu.edu/~amandal/viwelcome.htm>

Application requirements <http://www.sfsu.edu/~spedcd/appliedsp.html>

How to Apply <http://www.sfsu.edu/~spedcd/apply.html>

Yours sincerely,
 Amanda

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Hi Listers!

As many of you know, the Junior Blind of America has a program, STEP, for youth 16-22 who are blind or visually impaired and clients of the Department of Rehabilitation. We have our summer program and monthly workshops here on campus, but have received feedback regarding students who are unable to make it to our LA campus. Always looking for ways to serve more people and provide better services, we are beginning a new facet of STEP – Wandering Workshops. With these mini-workshops, we hope to serve many purposes – they will bring valuable transition information to students, introduce students to STEP, motivate students to attend a STEP summer session and become clients with the Department of Rehabilitation.

Our first Wandering Workshop is scheduled for Saturday, March 28th from 10am – 3pm in Anaheim. I've chosen the Anaheim Christian Reformed Church which is across the street from the Orange County Braille Institute. It is both a familiar location to Orange County youth and is a pick up point for LA Access for students who do decide to come up to the JBA for workshops.

Many thanks to the Braille Institute Orange County for actively working to recruit their youth to attend this event. If you are a VI teacher, O&M instructor or have any contact with youth ages 16-22 who may be able to attend this event, please feel free to forward or print the attached flyer. Please don't hesitate to call or email me with questions, suggestions or referrals!

Also, if you work in an area with a group of students that you think would benefit from a Wandering Workshop in their area, please contact me to set one up! I am also happy to make school site visits within driving distance to the Junior Blind to speak to students during the school day or after school.

Best Regards,

Gina Kegel

Director of Student Transition

Junior Blind of America

5300 Angeles Vista Blvd.

Los Angeles, CA 90043

Phone: **323-295-4555**, ext. **291**; Direct Line: **323- 290-6281**; Fax: **323-296-0424**

gkegel@juniorblind.org

Visit us at www.juniorblind.org and share our vision!

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JOURNAL Announcement From NBP

Our hottest product at CTEVH last month was The Braille Caravan. We sold out the first day! This educational toy consists of 30 goldenrod blocks, each with six black pegs representing a braille cell, that a child (or parent) can push up or down using a finger. The blocks can be joined together (using Velcro tabs) to form words, sentences, or numbers. It sounds so simple, and it is! In addition to the blocks, you get a canvas carrying bag, Velcro tabs, an activity booklet, and an English Braille Symbols chart – everything you need to start using braille at home at the earliest age. Contact National Braille Press at www.braille.com or call toll-free **800-548-7323**.

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Here is a good place to share our braille books that are not to be returned to CSMT.

PRESS RELEASE, via Business Wire; February 02, 2009 05:13 PM Eastern Time

National Federation of the Blind and Wal-Mart Foundation Partner to Promote Braille Literacy. Wal-Mart Foundation to Sponsor Web Site for Exchange of Braille Reading Materials

BALTIMORE--(BUSINESS WIRE)--The National Federation of the Blind, the oldest and largest organization of blind people in the United States and the country's leading advocate for braille literacy, and the Wal-Mart Foundation are partnering to bring braille reading materials to those who need them. The Wal-Mart Foundation is sponsoring NFB ShareBraille, a Web site to facilitate the exchange of braille books through a community-run library. NFB ShareBraille will help connect those who want braille with those who want to give braille away, thus increasing the life of braille materials. The Web site is located at www.nfbsharebraille.org.

Dr. Marc Maurer, President of the National Federation of the Blind, said: "There are many contributing factors to the decline in braille literacy among the nation's blind children and adults, but access to braille reading materials is one such factor. That is why the National Federation of the Blind has launched NFB ShareBraille to help students, professionals, and avid readers find the braille materials they need for enlightenment, productivity, and success. We deeply appreciate the Wal-Mart Foundation sponsoring this important effort."

Crosby Cromwell, manager of disability markets for Wal-Mart Stores, Inc., said: "Literacy is critically important to a fulfilling and productive life, and this is no less true for the blind than it is for anyone else. That is why we are proud to work with the National Federation of the Blind to increase the availability of braille books and to support literacy for all blind Americans."

NFB ShareBraille is part of the NFB's Braille Readers are Leaders campaign, a national initiative to promote the importance of reading and writing braille for blind children and adults. One of the campaign goals is to make braille resources more available through online sharing of materials, enhanced production methods, and improved distribution. NFB ShareBraille is designed to help in meeting this goal by encouraging blind people to trade braille books and build their personal libraries. Frequently, braille materials in good condition are discarded because a new home for the materials cannot be found. NFB ShareBraille now offers a way for a community to close that gap and keep braille reading materials circulating.

The Braille Readers are Leaders campaign kicked off in July of 2008 with the unveiling of the design of a commemorative coin to be minted in 2009 in recognition of the two-hundredth anniversary of the birth of Louis Braille. The coin, which will feature the word "Braille" written in tactile braille, will be released on March 26, 2009. The Wal-Mart Foundation plans to support other aspects of the Braille Readers are Leaders

campaign in addition to sponsoring NFB ShareBraille. For more information about the campaign, please visit www.braille.org.

About the National Federation of the Blind With more than 50,000 members, the National Federation of the Blind is the largest and most influential membership organization of blind people in the United States. The NFB improves blind people's lives through advocacy, education, research, technology, and programs encouraging independence and self-confidence. It is the leading force in the blindness field today and the voice of the nation's blind. In January 2004 the NFB opened the National Federation of the Blind Jernigan Institute, the first research and training center in the United States for the blind led by the blind.

Contacts

National Federation of the Blind

Chris Danielsen

Director of Public Relations

Phone: **410-659-9314**, ext. **2330**; Cell: **410-262-1281**

cdanielsen@nfb.org

Permalink: <http://www.businesswire.com/news/home/20090202006347/en>

SOURCE

http://www.businesswire.com/portal/site/home/permalink/?ndmViewId=news_view&newsId=20090202006347&newsLang=en

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In Honor Of Louis Braille And His Awesome Alphabet Of Raised Dots Orange County Has Cause To Celebrate! By Jana Hertz

Each year, the North Orange County (CA) Community College District, School of Continuing Education offers a braille transcribing course for anyone who wants to learn the intricacies of the literary braille code. This nine-month course is free to students, and is co-taught by certified braille transcribers Diana Burkhardt and Jana Hertz.

We are extremely proud to announce that three of our students were recently certified by Library of Congress. They each had to demonstrate their mastery of rules by preparing and submitting a thirty-five braille page manuscript, with a passing score of 80% or better. All three students passed their manuscripts with above 90% accuracy, and one student scored 100%!! Congratulations offered to:

Evelyn Bass

Sharon Matson

Janice Taylor

Braille transcription is a slow, methodical, nit-picky task. Pickiness and accuracy are absolutely essential to braille transcription. The braille reader is depending on you to have every last word, period, hyphen and number exactly correct, not according to print layout, rather according to a complex set of published rules. Students must be able to braille and proofread their own work. Proofreading can be tedious, especially when checking your own work for the second or third time for errors.

If you are the kind of person who counts the errors in novels, newspaper and magazine articles, and your friends' emails, then perhaps you are picky enough to fit into braille transcribing. If anyone would like more information, feel free to contact Diana Burkhardt at Braille Institute, Orange County **(714) 821-5000**, ext. **1602**.

If you are looking for a volunteer braille transcribing guild, the Transcribers of Orange County also meets at Braille Institute. Please contact Diana at the above number for additional information.

The topic of reading speed comes up on the list from time to time.

In case you may have not yet seen it, here is a really nice article entitled *Double Your Pleasure—Double Your Speed* that really does 2 things: 1) the author describes techniques on how individuals can double or triple their speeds, and 2) it helps dispel the myth that braille is slow, for it describes how blind individuals can read at speeds of over 300, 400 and even over 500 words per minute. Here is the direct link: www.nfb.org/images/nfb/Publications/bm/bm09/bm0903/bm090311.htm.

Here are 2 other articles that discuss braille reading speed:

1. *Building Braille Reading Speed: Some Helpful Suggestions*, also by Jerry Whittle, can be found at <http://nfb.org/legacy/bm/bm93/brlm9305.htm#11>

2. *Braille Reading Speed: Are You Willing to Do What It Takes?* by Susan Ford and Ramona Walhof at <http://nfb.org/legacy/bm/bm99/bm990604.htm>

It is not only my opinion, but that of quite a few others, that the topic of braille reading speed really does not seem to be receiving the attention it deserves, which is surprising since reading fluency is so key to an individual's success in education & in getting a good job. It would really be nice for this to be addressed in more depth at CTEBVI :-)

Sincerely,
Eric Vasiliauskas

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If you want to receive the applications by email, please reply to let me know. The list will not allow large attachments.

Subject: Summer Transition Education Program 2009

Hello everyone, there are currently 14 spots open for this year's STEP program at the California School for the Blind (CSB). STEP will run from July 12th through August 1st. If you have consumers and/or know of consumers who could benefit from the CSB STEP program, please share the following Word formatted applications with them. Please know that your students must first be signed up with the Dept. of Rehabilitation to be eligible to attend this program.

This is an exciting program that is packed with career readiness activities, job shadowing, cooking and other life skills lessons. Trips to the Orientation Center for the Blind, Hatlen Center for the Blind, and Guide Dogs, are just a few of the dozens of things we conquer in just under 20 days.

For more information, please review the documents attached and or contact me at rarueda@dor.ca.gov / **510-794-3800**, ext. **330** and Ann Linville at alinville@csb-cde.ca.gov / **510-794-3800**, ext. **262**

Richard Rueda, Transition Coordinator/counselor
Dept. of Rehabilitation, Blind Field

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California School for the Blind Department of Rehabilitation

Course Description of the
SUMMER TRANSITION EDUCATION PROGRAM 2009
Session: July 12 –August 1, 2009

The Summer Transition Education program (**STEP**) in Fremont is a cooperative venture between the State Department of Rehabilitation and the California School for the Blind. Participants in this program are public high school students or graduates from public school, **ages 16 – 21**. Students must be clients of the Department of Rehabilitation.

Enrollment is limited to 14 students who reside in the CSB Apartment Complex.

Classes/activities begin at 7:30 a.m. and end at 10 p.m. Monday–Friday. Weekend skill building activities begin at 9 a.m. and end after 10 p.m., depending on the stamina of students and staff.

The program focus is on Career Awareness/Exploration, Computer Technology, Daily Living Skills and Orientation & Mobility. Also scheduled are experiential trips to the Orientation Center for the Blind in Albany, Hatlen Center for the Blind, Guide Dogs for the Blind in San Rafael, a Job Shadowing Experience, Weekend experiences which allow students time to enjoy the Bay Area's recreation/leisure options (i.e. touring a city, attending an event) while putting into practice skills learned in the daily classes. Using public transportation, use of money, team work, etiquette and socialization are just a few of the skills practiced during the weekend activities. **Students must participate in all classes, seminars and activities. We do not offer optional classes, seminars or activities.**

Seminars/recreational activities are offered during the evening hours which may include, but are not limited to: Learning about funding sources, SSI, Social Skills, Decision Making, Self-Advocacy, Science, Art, Music, Swimming, Dance Therapy, Self-Defense, Mall Exploration, etc.

All students are encouraged to participate in the final activity of the program, a Talent Show. Students may sing, play an instrument, recite poems and readings, perform a comedy routine or a dramatic story, or be a part of the audience.

There are scheduled activities for the weekend or students may select an activity. If the activity is more expensive than the offered event, students pay a portion of the cost to affect change. There are no other costs to students or families. Some of the activities during STEP:

1. An O&M lesson, teaching students to drive a cart.
2. Sailing on the Bay from Alameda to Angel Island and return.
3. A fun evening at Marine World.
4. Evening Seminars

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

Friday, January 2, 2009, Monthly Update

SALUTE TO EDUCATOR The largest population of qualified legally blind students is in California. One person sends out over 2,500 Federal Quota letters annually, tracks and verifies all 6,000 students (there are actually additional students registered via California School for the Blind, Department of Rehabilitation, and the Braille Institute, but less than 5 percent), and works to support all of the APH orders for these students. Her name is **Nancy Gaffney**.

Years ago Nancy started out her career as a teacher. Over time she migrated to state work after raising her children. Nancy is one of the most dedicated, hard-working, people of high integrity you will ever know. She is very close to her family, as well as the staff here at CSMT. Nancy is also quite involved in many activities at the retirement community where she lives. Thank you, Nancy Gaffney!

ORGANIZATION SPOTLIGHT This month we shine a light on the **California Transcribers and Educators for the Visually Handicapped (CTEVH)** who are celebrating 50 years of supporting and working tirelessly for students with vision impairments. Many years ago in an effort to create more interest in providing braille, a fluke interview on Art Linkletter's House Party created that spark and ignited the CTEVH. For a true sense of the history go to www.ctevh.org and read the 50th Anniversary Booklet under publications on the home page.

The current president, Grant Horracks, leads a very dedicated group that has a mission to provide braille for many years to come; literary, Nemeth, music, and foreign language braille in whatever written form it comes. You'll be hearing a lot about the big celebration and outstanding workshops in the weeks to come when the 50th Anniversary annual conference comes to the San Francisco area in Burlingame from March 12-15, 2009.

GOLDEN JUBILEE – CTEVH Mark your calendar, notify your place of employment/school that you are going to be attending the 50th Jubilee of the CTEVH in Burlingame from March 12-15, 2009. The state still has no budget, and we know districts are reluctant to send people to conferences when cuts are so near, but consider the benefits and see how you can make it work to attend. The networking, re-connecting, revitalization and updating in your vocation deserve this opportunity.

We suggest you become creative in ways to participate on a limited budget; find out who else might be going and share a ride, a room, and or meals; if you live near Burlingame host transcribers, educators, and parents in your home; students could provide short-term exchange programs; Braille and Teach list serve members can use the service to connect for this conference (usually not an appropriate place for these personal ad exchanges, but the economy requires solutions). We hope you can be a part of this wonderful conference. For more about conference information go to <http://www.ctevh.org/conference.htm>.

DIGITAL TALKING BOOKS Last month we mentioned our starting collection of digital talking books. The seven titles have now grown to 17 and are available on the Instructional Materials Ordering and Distribution System known as IMODS.

REIMBURSEMENT CLARIFICATION Thank you to everyone who called regarding CSMT reimbursement programs. To clear up confusion, reimbursement claims may be submitted at *any time* and the CSMT will process your claims on a quarterly basis. These wonderful programs help schools acquire:

- Braille instructional materials under the Braille Reimbursement Program
- Digital Talking Books that include the DAISY Books, Portable Document Files (PDF), CD/DVD and, MPEG Layer 3 (MP3), e-text files, and audio files from the Digital Talking Books (DTB) Reimbursement Program
- Large print instructional materials, video magnifiers, nonprescription optical aids, and closed circuit televisions (CCTV) using the Low Vision Reimbursement Program
- Qualified persons to serve as readers for certificated classroom teachers who are legally blind through the Reader Services for Legally Blind Teachers Program.

For more information the CSMT Reimbursement Programs please visit <http://csmt.cde.ca.gov>. Program information is located in the left side bar. To speak to a CSMT staff person regarding any of the reimbursement programs, please contact Olga Cid, Education Programs Consultant at **916-319-0959** or ocid@cde.ca.gov.

Correction: Regarding the free TechAdapt TAMC software for converting NIMAS files: TAMC doesn't produce braille files - it produces RTFs and HTML. The URL provided should actually be: <http://accessiblemediacenter.techadapt.com/>.

Friday, February 6, 2009, Monthly Update

NEW READING LANGUAGE ARTS ADOPTION The State Board of Education approved the Reading Language Arts instructional materials. If you know which publisher and program your district may be looking at, this year or next year, please contact Georgia Marty gmarty@cde.ca.gov or **916-323-6936** to let the CSMT know so we can begin to have these made into accessible formats.

CTEVH The 50th Golden Jubilee CTEVH Conference, coming up March 12-15 is expected to be the best ever. The registration is on the CTEVH web site; <http://www.ctevh.org/conference.htm>. This year the site is the Marriott Hotel in Burlingame, near San Francisco.

NEW CSMT EMAIL The Clearinghouse for Specialized Media and Translations (CSMT) has a new customer service resource to answer questions, take suggestions, and address concerns regarding materials and services CSMT provides. Contact us via email at csmt@cde.ca.gov.

FEDERAL QUOTA The legally blind registration was due January 30th based on students enrolled in your program as of January 5th. The federal quota allocation is calculated on the number of qualifying students registered with American Printing House for the Blind (APH). Contact Nancy Gaffney at **916-323-1329** or ngaffney@cde.ca.gov if your school/agency has questions or concerns about the APH registration process.

DIGITAL TALKING BOOKS Advances are taking place daily in the digital talking book world. We have many titles up on Instructional Materials Ordering and Distribution System (IMODS). We would love to have people order them. Please try them out, give us feedback on the product; ease of using the features, accessibility suggestions to possible add, options that are working well, and how your students are adapting to this new technology. Send your comments to the new CSMT email link; csmt@cde.ca.gov.

Friday, March 6, 2009, Monthly Update

BUDGET CUTS AND SPECIALIZED MEDIA INSTRUCTIONAL MATERIAL The Clearinghouse for Specialized Media and translations (CSMT) is fulfilling large print and braille orders. We are statutorily mandated to provide accessible formatted materials to students in order for them to have an equal access to the curriculum. If you need kindergarten through grade eight (K-8) Large Print books, please contact Steve Parker at **916-322-4051** or by email at sparker@cde.ca.gov, and for braille books please contact Georgia

Marty at **916-323-6936** or by email at **gmarty@cde.ca.gov**. Any educator needing high school books for students in these two formats may contact Olga Cid at **916-319-0959** or by email at **ocid@cde.ca.gov**.

DIGITAL TALKING BOOKS Fourteen new Digital Talking Book (DTB) titles have been added to Instructional Materials Ordering Distribution System, also known as IMODS. All of our 64 DTBs of instructional materials are now available to order. We hope in the near future to have these available in a format that can be downloaded. If you require a DTB, please contact Kelli Cornejo at **916-323-4737**, or Steve Norwood and Susan Hardesty are available at **916-376-3951**. CSMT staff will need the following information: ISBN, title, publisher, and copyright year.

FEDERAL QUOTA REGISTRATION Thank you to everyone who submitted their agencies registration of legally blind students for the American Printing House for the Blind (APH) annual census. The CSMT is still in the process of updating the data on each student (grade level, eye acuity and any duplication). We appreciate your assistance so that we may continue to provide APH products and instructional materials for your legally blind students.

READING LANGUAGE ARTS Though your district may not be purchasing the new Reading/Language Arts (RLA) materials for the fall, you may have an idea about which programs are in consideration. The more time we have before you need the books the better we are able to assign transcriptions and have the materials on our shelves for when you need them. The RLA Program chart was prepared by the Curriculum Frameworks & Instructional Resources Division.

* * *

Hello Listers,

At the Clearinghouse for Specialized Media and Translations we are receiving NIMAS files from the publishers for the Reading/Language Arts adoption. Here is the problem; NIMAS files are not student ready, and not everyone is having success converting the files. The TechAdapt converter provides .brl and text files, but not clean. I have spoken to several transcribers and TVIs that have looked at the NIMAS files and prefer the RTF instead.

Here is how you can help

If you have used a NIMAS file (if you haven't but want to fiddle with one, contact Jonn), and had success, please send in your hints to pass on to others trying to provide accessible instructional material to students.

Tell us how you did it! Share your hints! We'll even name the method after you (e.g., Ann's NIMAS Code Cracker).

Jonn Paris-Salb
Administrator
Clearinghouse for Specialized Media & Translations
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~ ~ ~ ~ ~

LEARNING BRAILLE WITH ONE HAND

Note: The following question and responses posted on Braille-N-Teach

Hi Listers,

Has anyone taught braille to someone who only has use of one hand? I have a new student who has expressed an interest in learning braille but only have use of her left hand. Any special equipment needed? Suggestions? Methods? I would appreciate any information you are willing to share with me. Thank you.

Leah Kanegawa, Teacher of the Visually Impaired, San Joaquin County Office of Education
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* * *

I have sent an attachment with the responses I have received. I am also sending it in this email just in case you could not open the attachment.

Responses to Learning Braille with One Hand

1. The BrailleNote M-power has a one handed mode for entering text. I think the PAC Mate may have that as well. I know the old Braille 'n Speaks do. If the person has a good sense of touch it should work fine. Although many students use both hands some prefer just one.
2. Well in my experience alot of sighted kids use one finger on the computer key board and get quite sufficient at it. And if she/he uses the computer keyboard, then it could be translated or converted to braille instead of trying to hold down six keys at a time
3. All I know is that the electronic BrailleNote MP3 has a one handled mode so it will be easy for her to use, but I don't know how to teach it. Maybe someone at the school for the blind might help or even the one in Texas might be able to help with course instructions.
4. Are you teaching the person to read it or transcribe it? The program Braille2000 allows for one-handed transcribing. I can't speak to reading it.
5. Leah – as for reading, no problem. Writing can be done with the extension keys that enable you to use one hand. Don't know if Perkins still sells them – you can look up one-handed braillewriter on the web.
6. <http://www.indexbrailleaccessibility.com/products/Perkins/brailleurs.htm> Perkins site that sells a Unimanual Brailier and a Light Touch Standard Perkins Brailier.
7. <http://www.indexbrailleaccessibility.com/products/quantum/Mountbatten.htm> Mountbatten Brailier can be set for one-handed mode.
8. You can actually teach your student by using the BrailleNote. It is a six-key device, but it can be adjusted to one-handed mode. You can purchase it through Humanware.
9. I believe the Perkins extension keys are for one handed transcribing.
10. I worked with a girl who only had use of her right-middle finger for braille. She had cognitive delays but she learned to read all of her personal data info. We also set up her braille writer for one hand use and extension keys.
11. The Perkins Brailier is available in a one-handed model. The keys extend out and tilt up, allowing an individual to press any or all of the six keys with one hand. Also, the BrailleNote and PAC Mate note takers have a one-handed mode, which allows multiple key presses, and no character is entered until the space bar is pressed. Not the fastest way to write, but it works! I have a couple of adult students and volunteers who do quite well with one hand. Best regards.

BLIND TEEN USES KEEN SKILLS AS BUS DISPATCHER



Michael Hansen, 16, of St. Charles makes a phone call as part of his duties as a bus dispatcher in Batavia. Hansen was born blind, but he uses his other senses to perform his job. (Tyler Stoffel/For The Beacon News)

Suburban Chicago News, IL, USA
February 4, 2009

Paul Sullivan is a school bus driver and freelance writer in St. Charles, Illinois. Contact him at paulsullivantravels@yahoo.com. Reprinted with permission.

Note - Features Link To Audio Train Recordings Website!

Back in April, I heard a new dispatcher come on the two-way radio in the school bus I drive every afternoon in Batavia. A pleasant voice, very clear and concise, a little throaty. I pictured the new dispatcher as an older, cigarette-smoking woman. She was really good, never cutting herself off or anybody else, effortlessly repeating back multiple phone numbers and extensive information verbatim in a calm voice, always verifying with, "Is that correct?" She ended her transmissions with, "Have a good day," and would often say the name of the driver. Wow! I was impressed. How did she know so many of us only by our voices when she just started?

I never saw the woman until a few weeks ago in the drivers' break area when a young man came in tapping a red-and-white cane in front of him. A new driver, I joked to someone. No, that's Michael, the afternoon dispatcher, someone said. Really? I knew you'd be

intrigued by this as much as I was, so I sat down with 16-year-old, blind-from-birth Michael Hansen to find out more about him. He has congenital glaucoma. He's had more than 50 eye surgeries to relieve pressure that builds up in his eyes, which cause him constant pain. The first thing I discovered about Michael is that he's an amazing and gifted young man. The second thing is that blind people have a lot more going for them these days than a dog and a cane.

School bus drivers are always asking dispatch to make a phone call. Call Johnny's house; nobody's coming out to get him. I'm running late; call the school. There's a stalled vehicle on westbound Fabyan Bridge; call the cops. At peak times, there's constant radio traffic. It takes good listening and communication skills to keep it all straight. Does Michael dial all those numbers himself? He does, he assured me. To demonstrate how he dials, he showed me his special PDA (personal digital assistant) for the blind. "You find the number five and you know where all the other numbers are." Well, duh. Of course, I thought. Like an accountant adding a stack of receipts without looking at his calculator. For school work and to copy information relayed to him by bus drivers, Michael uses a Freedom Scientific Pac Mate Omni QX, a pocket PC specially designed for those with vision loss. With other electronic equipment designed for the visually impaired, Michael surfs the Internet, does word processing and maintains his Web site.

A junior in the visually impaired program at Willowbrook High School, Michael also plays the piano, cello and composes classical music. He is a member of Willowbrook High School's Chamber Strings. "Classical music is my life," he said. An assistant editor of "Skyline," the school's monthly newspaper, Michael likes to edit and do interviews for the paper.

LINK: He's also an avid train buff and makes audio recordings of trains. You can listen to some at his Web site: www.houndbite.com/?houndbites&user=2631.

The LaFox crossing, where the engineers all know him, is his favorite spot to record. In case you didn't know, the horn on Metra train No. 37 that arrives in Geneva at 3:52 plays a C-sharp major chord. Every school day, Michael takes a First Student (formerly Laidlaw) school bus to Willowbrook. He's always been fascinated with the chatter coming from the two-way bus radios. At his home in St. Charles, he has a Radio Shack scanner that allows him to monitor school bus dispatchers. He's listened to them for years, he said. Aha! So that's how he knew so many names and routes his first day.

Several people suggested to Michael that he'd make a great dispatcher. When his driver, Janice Orland, told him he should give it a try, Michael approached Debbie Zufan about it. She's a job skills developer for School Association for Special Education in DuPage County. "I was very casual about it, very timid," said Michael. "I didn't want her to know how excited I was about it. She called and I came in, and they liked how I did it right away. I like a problem-solving atmosphere. People are very supportive here. Warren (Buckhahn) and Patsy (Martinez), they are the master dispatchers, the artists." Michael dispatches every Wednesday and Friday on two-hour shifts. "Although he treats it as a real job," said Zufan, "it's volunteer work. An opportunity for him to absorb life in an office and get in the flow. His technical skills are so superior, he requires very little supervision from me. Electronics make the visually impaired so much more independent."

Zufan said the hard part of her job is getting employers to understand vision loss. "They presume disability automatically and have a lot of misconceptions. I've been asked if Michael speaks braille." Naturally, Michael reads braille, something he does with the tip of his index finger on his left hand, even though he is right-handed. And his hearing is exceptional. After he hears a suspected mechanical problem on a bus while he's dispatching, he writes up a report for the shop manager.

If there were suddenly a surgery that could restore his sight, would he have it? "No," said Michael emphatically. "I believe God created me for a reason."

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SOURCE

http://www.suburbanchicagonews.com/genevasun/lifestyles/1410851,2_5_AU04_BLIND_S1.article

To Arms, To Arms!

Now is the time for all good men (and women) to come to the aid of CTEVH. If it is "one if by land and two if by sea," then how many lanterns do we hang if it is by the economy? By now you have heard that we changed our name. California Transcribers and Educators of the Visually Handicapped (CTEVH) is now California Transcribers and Educators for the Blind and Visually Impaired (CTEBVI). I will refrain from commenting on CTE(whatever).

When I go to conference I get fired up. It reinforces why I volunteer to help kids that I have never met. At every conference I learn something so I can help you help those kids. At this conference I heard that the aforementioned economy was taking a bite out of CTE(whatever).

Did you go to conference? Did you pay this year's dues? Did you realize the two things are mutually exclusive? We just lump them together for convenience. There are about 200 loyal, dedicated CTEVH members who need to pay this year's dues. PLEASE, pay your dues and stay current. Think of the \$50 as 14 Starbucks Lattes spread over 365 days.

Before going to conference, I did not know how bad the economy had gotten in California. It was explained to me that several of our members were denied travel funds due to the economy. Others were not allowed to attend, unless they took personal leave and refrained from identifying their agency. Our group was diminished not only by the numbers of participants but also by the ideas these members bring to the table.

I want to publicly thank those "citizens" who showed up with familiar faces and blank nametags. We need everyone's ideas to keep fighting for the blind and visually impaired.

Unfortunately, we also need your help to fight the economy to keep CTBVI alive. Every one of us needs to fight for donations to CTBVI with the same fervor and resolve I have seen from each of you when it comes to the aforementioned kids. This includes the life members. You are the base of our organization and again we need to call on your support. Just because you chose life membership years ago, please don't stop adding a few bucks to the pot. I will personally guarantee not a cent will go to bonuses for a "fat cat" executive.

This next year will be the most financially challenging year ever for CTBVI. However, this is not intended to be a doom and gloom article. There is nothing stronger than our teachers/transcribers. I am confident they will find funding to maintain our organization against all odds, even the economy.

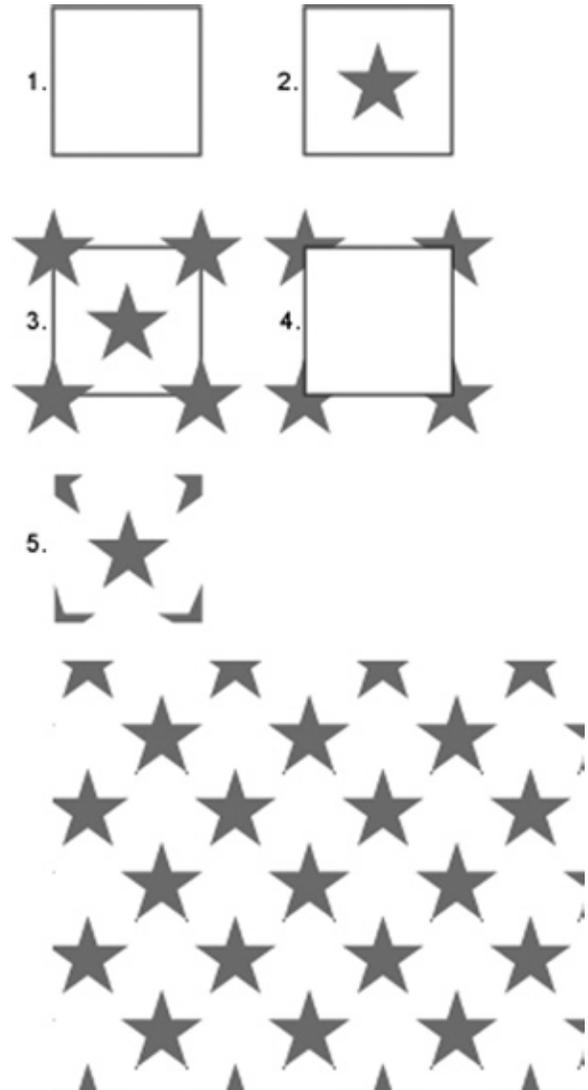
COMPUTER-GENERATED TACTILE GRAPHICS

JIM BARKER, CTEVH COMPUTER-GENERATED TACTILE SPECIALIST

DIY Patterns In Illustrator

Yes, it's true! You can create your own patterns in Illustrator. And once you've done your first one, you just might get hooked. You'll note, as you fill and move or enlarge and reduce elements that a pattern fill is always treated as a separate element unless you checked "transform pattern tiles" under Preferences (which I recommend you don't).

1. Begin by drawing a smallish rectangle; it is not necessary for it to be square, but for your first time out, it will be easier if it is. Don't assign a stroke color to this rectangle unless you want a grid effect in your pattern. (Or assign a stroke of black so you can see it, then set it to "none" before making it into a pattern.) Drag a copy of the rectangle off to the side to use later.
2. Draw or create the shapes you wish to use in your pattern, assigning fills and strokes as desired. An object that will be defined within a pattern cannot use another pattern as a fill.
3. To make a symmetrical pattern, drag/copy the image to all four corners of the bounding rectangle, making sure to bisect them in the middle from left to right and top to bottom. Hint: use the Outline view and place the midpoint of the image on all four corners.
4. Select the bounding box and send it to the front of your pattern (Command/Control-Shift-Right Bracket).
5. Make sure only the box is selected, then choose Object -> path -> divide objects below, or select all the objects and use the crop icon in the pathfinder palette. Select and delete the extraneous parts outside the pattern.



Now, take the copy of the rectangle you set aside earlier. Fill it with white and no stroke and move it back into place exactly behind your new pattern. Hint: using the align tool will help make certain it's perfectly in place.

Select everything and drag the pattern to the swatch palette, or choose "define pattern" from the Edit menu.

Patterns you save become permanently attached to the document in which they were initially created.

You can create your own palette that holds all the patterns you use, whether you created them or you found them in other palettes. If you want your palette to be open every time you open Illustrator instead of having to load it each time, make certain "Persistent" is checked in the palette options menu.

BANA REPORT TO CTEVH – MARCH 2009

SUE REILLY, CTEVH REPRESENTATIVE TO BANA

The BANA Board met in November 2008, in Boston, Massachusetts, hosted by the National Braille Press.

Elections were held and the following officers appointed:

Judy Dixon (Library of Congress), Chair

Sue Reilly (CTEVH), Vice Chair

Mary Nelle McLennon (American Printing House for the Blind), Secretary

Mary Archer (National Braille Association), Treasurer

One of the most exciting developments in BANA is the review of the Guidelines for Tactile Graphics. This document, after years of research, field testing and collaboration, is in the technical committee review phase. Approximately 100 copies have been produced and distributed to reviewers for comment. The Research Committee has created an on-line review tool. The results of the review will be handed over to the Tactile Graphics Committee after they have been analyzed and compiled by the Research Committee. After the review process is completed the Guidelines will be submitted to the BANA Board for approval, likely in the Fall 2009 meeting. Both print and braille versions will be available at the BANA exhibit table for perusal.

An ad hoc committee on standardized tests has been formed and is progressing well. Bonnie Grimm is a member of that committee.

The Literary Technical Committee and the Braille Formats Technical Committee are meeting today here at CTEVH. There are a number of charges to the committees that require them to work together, and face-to-face meetings have been found to be very productive.

CTEVH is hosting the BANA board meeting in Spring 2009. Some of the activities will overlap on Saturday and Sunday, and the Board will meet all day on Monday and Tuesday. The open forum that BANA holds at each board meeting location is Workshop 805. The format will be a bit different this time. As many of the technical committee members and/or chairs are present at this conference, they will be providing updates on the work of their committees, and there will be time for feedback from users, transcribers, teachers and producers.

In honor of the 200th birthday of Louis Braille, the Braille Authority of North America (BANA) has created the Braille Excellence Award. This award will be given to people or organizations that have developed or contributed to a code, have developed code materials, or software that supports codes, and/or who represent the highest standards of braille production. The first award is being given to Dr. Abraham Nemeth for his contributions making math and science accessible for blind people around the world. This award will be presented by Judy Dixon, chairperson of BANA, at the CTEVH brunch on Sunday.

The answer to our quiz from last issue:

In last issue, we turned Richard's goof into a little quiz. I gave the committee one last chance to proofread, but they flunked too.

On page 47, Fall 2008, Exercise 15 measure 1 was shown as:

⠠⠠⠠⠠⠠⠠⠠⠠ and the report on page 48 - #11, gave choice [b] in the report. The answer stated that: "measure 1 is correct as dictated." Not so! Take a look at the print on the top on the page, and you will see that measure one should be: ⠠⠠⠠⠠⠠⠠⠠⠠

Such is one way to turn something into a new learning experience. Just for fun, let me know how many of you overlooked the same mistake, and whether you would consider using a similar print-to-braille dictation in your own teaching. It's a small issue, but in braille, no proofreading issue is too small. My email is: richardtaesch@menvi.org.

Teaching Early Piano Formats To A Blind Student

The study of bar-over-bar piano music can present some very unique problems to a music braille reader and his or her music teacher.

First of all, let's define *bar-over-bar*. This is the format that shows a right hand part directly over a left hand part in much the same way as is done in print music. The notes for each hand part are aligned at the beginning of each measure, and each and every measure in the piece must show a new octave mark. In standard single-line music, the octave mark is not required on each measure, unless some other sign interrupts the music code. Instead of clefs, hand signs are used in braille:

Right hand: ⠠⠠ Left hand: ⠠⠠

As said many times, the best way to teach beginning music reading, whether print or braille, is NOT to approach it at the same time as teaching the fundamentals of the instrument itself. Consider why European and Asian countries traditionally use the solfege system of sight singing to teach music notation as a language before applying the skill to any musical instrument. To teach a student music notation while teaching the first basics of an instrument is not unlike teaching a child to use a spoon to eat while expecting him or her to walk for the first time – at the same time!

Once basic music reading has been experienced *away from the piano*, and *hands-on* the instrument has begun separately, some ideas for the first exposure to bar-over-bar piano music notation might be presented in this way:

Preliminary thoughts:

1. Have your student be responsible for a right hand part, and you for singing or playing the left hand part. Go slowly, and require the student to call out any finger number (assuming that you have introduced them).
2. Now reverse the part assignments.
3. Take the duet activity further by having the student sing every other measure, alternating with you. This way, he or she must keep very good track of where you both are in the music.

4. Now follow the same procedure, but use the keyboard to play the music as opposed to singing.
5. Use the above procedure for all bar-over-bar exercises, at least until you feel that your student comprehends the format and is able to follow the music – hand-to-hand – on his or her own. There is no need to be concerned with hands together at this point.

In *Graded Studies Book 1, Section II of "Introduction to Piano for the Blind Student,"* the need to read hand-to-hand becomes more complex, as now two-measure segments occur before the parts switch hands. Try the guidelines that follow the examples below when teaching music in this format.

Exercise 7, page 6

{Finger numbers are highlighted in braille.}

1. Sit on the student's right hand side, carefully observing and tracking his or her braille reading fingers.
2. The student should first read with left hand, and play with right hand. When arriving at measure 3, he or she will encounter the whole rest. This must become a clear signal when to switch hands.
 - a. The right hand moves down to locate the place on the braille that the left hand is holding.
 - b. The right hand remains on the music, while the left hand locates the third octave five-finger position, and the note C with fifth finger.
3. When arriving at the point of hand switching, be prepared to physically take the students reading finger yourself, and hold it on the whole rest while assisting him or her in the adjustment. You may very well be holding a reading finger, and simultaneously moving the other hand to the keyboard location of the hand part.
4. While holding this position, quiz the student as to what he or she will play next, and with which hand.

Uh, Oh! Hands Together

If you would like to have some fun with your student, and you feel that he or she has a good sense of humor, this approach is nearly always successful. It can truly break the ice, so to speak, when taking on the daunting job of explaining how a blind person can read and play with two hands.

Be aware that blind students are very familiar with how a sighted person responds to them when that sighted person has had little experience with VI students. In many cases, they find it entertaining to watch us stumble about trying to avoid words like *see*, *watch*, and most words having to do with sight, as we know it. We must learn to understand that sight has very little to do with the eyes. *Sight* is what the brain perceives through an outside stimulus, which may originate from other senses, not only via the eye sense.

Children will giggle and laugh, truly think you are “cool” when you respond to their question of “how do I play with two hands and read at the same time?” On one occasion, I held my playful smile, and said, “Well, that’s easy; you just take off your shoes and sox; put the music on the floor, and practice reading with your toes.” Needless to say, this brings fun and laughter, but the teacher needs to be comfortable in such humor. Think about the following quote from taken from a very serious lecture on the case for music literacy for blind musicians:

“Blindness is part of WHO we are! We know that we are unique and special – and not only in spite of the fact that we are blind, but in many situations – BECAUSE of it!”

The successful advocate knows this. Let us share this wonderful outlook from a blind adult guitarist who was recently blinded by an accident:

“We just do it differently now!”

In the next issue I will continue with a discussion and some examples of teaching the reading of two hands together – with shoes and sox on!

CTEVH Music Committee:

- | | |
|----------------|---|
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| Grant Horrocks | SCCM Conservatory & Piano Divisions; CTEBVI President, 2009 siloti@sbcglobal.net |
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| Carol Tavis | Elementary School Music/Special Learners (626-339-6979) taviscarol@yahoo.com |

LRS LARGE PRINT PUBLICATIONS – AN UPDATE

JOAN HUDSON-MILLER, CTEVH LARGE PRINT SPECIALIST

The LRS Cornerstone & Heritage Series of large print award-winning children’s literature and core curriculum classics – 143 titles selected from recommended reading lists from school districts across the country – all included in both the Accelerated Reader & Scholastic Reading Counts programs.

LRS Large Print Publications was started in 1998 in response to requests from many teachers of the visually impaired for large print literature that was inexpensive, but still met all of the LRS large print formatting standards.

Now LRS Large Print publications with Readability Plus™ can be found in vision programs and school and public libraries across the country, making equal access to quality literature available to many students with visual impairments.

What is LRS Readability Plus™? Well, it’s all those features that vision professionals know are important to maximum reading ease: 18 – 20 point type size, wide margins, extra spacing between lines and paragraphs, sharp contrast between bold black print and matte white, high opacity paper, and durable lay open flat binding. And what’s more, all LRS publications with these features are available at low bookstore prices.

These are large print books, as you would design them. They are great for your visually impaired students, for shared reading, for teachers to read aloud in a classroom setting, as well as for parents and grandparents to read along with their children. They are beautifully bound with full-color covers and so make wonderful gifts and donations to your local school and public library.

Better yet, share information about LRS Large Print publications with your school district’s libraries and your public libraries. Encourage them to purchase LRS books to guarantee that your visually impaired students can access great literature as easily as their peers.

Here are just a few of the titles currently available: ***Bridge To Teribithia, Call of the Wild, Frindle, Shiloh, Superfudge, The House of Dies Drear, The Great Gilly Hopkins, Call It Courage, Hatchet, Red Badge of Courage, Wuthering Heights, Narrative of the Life of Frederick Douglass, White Fang, The Adventures of Huckleberry Finn, The Constitution of the United States.***

Visit **www.Lrs-Largeprint.com** for the complete list of all LRS large print publications. To request copies of the LRS Large Print Publications Brochure to give to your libraries call **800-255-5002** or send an email to **Lrsprint@aol.com**.

Do You Have A Sense Of Direction?

When trying to decide if text is directions or not, use the following guidelines:

- Are there exercises, drills or test items which immediately follow the directions?
- Are they clearly directions? Directions give instructions on what to do with the problems below. They are not just information that may be used in solving the following problems.
 - If yes, they are treated as directions.
- Is this just an explanatory paragraph without numbered, lettered or listed problems which apply?
 - These are not directions, and are treated as explanatory material. See the Nemeth Code book, Rule XXV, Section 190. They are treated as paragraphs and transcribed in cell 3 with runovers in cell 1.

Format for directions (Rule XXV, Section 191 Nemeth Code):

- Instructions which apply to a group of problems that follow begin in cell 5 with runovers in cell 3.
- There is a blank line above instructions except when they follow a page change indicator. This applies even if a cell 5 heading precedes the instructions.
- The last line of the instructions and the first line of the problem that they apply to must be on the same braille page.
- No blank line is left after instructions unless the instructions apply to spatial material.

This isn't directions:

The dosage in milligrams D of Ivermectin, a heartworm preventive, for a dog who weighs x pounds is given by

$$D(x) = \frac{136}{25}x$$



111. Find the proper dosage for a dog that weighs 30 pounds.

112. Find the proper dosage for a dog that weighs 50 pounds.

The text above the problem is in 3/1, a blank line is required before the itemized text. Itemized text without subdivisions is in 1/3.

$$\frac{2}{x^2y} + \frac{5}{3x^3y}$$

$$\frac{3x}{x+2} + \frac{2x}{x-2}$$

$$\frac{2x-6}{x-1} - \frac{4}{1-x}$$

$$\frac{2}{x^2y} + \frac{5}{3x^3y}$$

$$\frac{3x}{x+2} + \frac{2x}{x-2}$$

$$\frac{2x-6}{x-1} - \frac{4}{1-x}$$

This is directions:

EXAMPLE 3 Perform the indicated operation.

a. $\frac{2}{x^2y} + \frac{5}{3x^3y}$
 b. $\frac{3x}{x+2} + \frac{2x}{x-2}$
 c. $\frac{2x-6}{x-1} - \frac{4}{1-x}$

Solution

a. The LCD is $3x^3y$. Write each fraction as an equivalent fraction with denominator $3x^3y$. To do this, we multiply both the numerator and denominator of each fraction by the factors needed to obtain the LCD as denominator.

$$\frac{2}{x^2y} + \frac{5}{3x^3y}$$

$$\frac{2}{x^2y} + \frac{5}{3x^3y}$$

$$\frac{2 \cdot 3x}{x^2y \cdot 3x} + \frac{5}{3x^3y}$$

$$\frac{6x}{3x^3y} + \frac{5}{3x^3y}$$

$$\frac{6x+5}{3x^3y}$$

$$\frac{3x}{x+2} + \frac{2x}{x-2}$$

$$\frac{3x}{x+2} + \frac{2x}{x-2}$$

$$\frac{3x(x-2)}{(x+2)(x-2)} + \frac{2x(x+2)}{(x-2)(x+2)}$$

$$\frac{3x^2-6x}{x^2-4} + \frac{2x^2+4x}{x^2-4}$$

$$\frac{3x^2-6x+2x^2+4x}{x^2-4}$$

$$\frac{5x^2-2x}{x^2-4}$$

COMPUTER-ASSISTED TACTILES

KATRINA OSTBY, CTEVH TACTILE SPECIALIST

Tactile Diagram: A Line

Fingertips are relatively low resolution reading tools. It is difficult to tell two objects apart when they are within 1/8" of one another. So we need to take that into consideration when creating tactile diagrams.

When drawing a simple line with a point on it, the print version often looks something like this:



Computer Generated Diagram

This same shape can be printed onto swell paper and raised, or embossed on a Tiger, but reading the triangle and the circle shapes is difficult because of the line running through them.

To make the arrowheads and point symbol easier to read, leave a bit of white-space around each symbol, such as:



There are several ways to add the white-space on computer generated diagrams.

- Shorten the line so that it stops 1/8" away from the arrowheads.
- Position a 1/8" wide white rectangle so it covers up a portion of the line.
- For the point symbol, create a 1/2" diameter white circle first, then draw the 1/4" black circle on top of it. Select both circles, align them on center and on middle (vertically and horizontally), and then group them.
- In a program like Corel Draw or Adobe Illustrator, you can add a 9 point white "stroke" to the outside of your point symbol. (Remember, 72 points per inch, 72 times 1/8" = 9 points)

If you are embossing to a Tiger embosser, try making the dot black, and the line and arrowheads medium grey. That way they will emboss at different heights, giving the reader more information and making the point symbol more distinct from the line.

Spurred Diagram

For spurred drawings, I recommend using an angle to represent the arrowhead. Again, stop the line before the angle. Use the same spur wheel for both the line and the arrowhead. The point symbol, such as a 1/4" hole punched cereal box, is then glued on top of the spurred line. The height difference between the spurred line and the cardboard point symbol is adequate, but leaving a white-space around the point symbol is good idea.



INFANT/PRESCHOOL

BETH MOORE AND SUE PARKER-STRAFACI, CTEVH INFANT/PRESCHOOL SPECIALISTS

Check It Out!

As members of the board of the Birth to Five Vision Network we are excited to get the word out on our upcoming new website. As our name suggests, **The Birth to Five Vision Network** is a coalition of providers of services to families of infants and young children who are visually impaired in Southern California. Our Network includes both public and private agencies that provide services to these young children. The website is the result of a two year effort by the organization to determine the best way to broadcast the collaborative work we provide to the community. A focus session, a couple of summers ago, inspired us to commit to this endeavor.

The intent of the website is to be another means of outreach to families of infant and preschool age visually impaired children. Our main event up until this time has been either our collaborative Family Resource Day held at the site of one of member agencies or a weekend camp event, traditionally held at Camp Bloomfield. We hope that the website will provide an avenue for providing families with up to date resources and information regarding upcoming events throughout our service areas. The website will include:

1. A list of all the agencies included in the Birth to Five Network, with a description of their services, and a link to their website.
2. A history of how the Birth to Five Network began and thrived.
3. Links to valuable resources for families.
4. Upcoming Network Events and Updates.

We plan to launch our website before this summer. We invite you to visit the Birth to Five Network at **www.birthtofive.org**. and offer your feedback regarding what works and what could be more helpful. Thanks so much and check it out!

Golden Rules As Your Tools: Essentials For New Transcribers

At last! All those long hours of studying rules, contraction formation, formatting and absolute accuracy have paid off. I have finally achieved the coveted reward ... Library of Congress certification! Hooray! But as a new transcriber, where do I go from here? What tools will I need to be successful?

Every transcriber should have a well-equipped toolbox of resources and materials. This toolbox will offer support for locating specific resources for materials, guidelines, and best practices.

Resources

1. **Instruction Manual for Braille Transcribing, Fifth Edition, 2009** by Constance Risjord
2. **English Braille, American Edition (EBAE)**, 1994 Revised 2002
3. **Braille Formats: Principles of Print to Braille Transcription, 1997** Developed under the sponsorship of the Braille Authority of North America (BANA)
4. **Promising Practices for Transcription of Textbooks for Kindergarten, First, Second, and Third Grade**. Available from APH and BANA) Prepared by the BANA Early Materials Production Committee and the APH Accessible Textbooks Department.
5. **Braille Authority of North America (BANA)** www.brailleauthority.org
6. **National Braille Association (NBA)** www.nationalbraille.org has the NBA Braille Formats course for certification in Textbook Formats as well as many publications available.
7. **American Foundation for the Blind (AFB)** has an online course for transcribers: Using Source Files for working with Publisher's files www.afb.org/learn/course.asp
8. **Ask an Expert** www.nationalbraille.org/forum/
A forum on the National Braille Association website.
9. **California Transcribers and Educators of the Visually Handicapped (CTEVH)** www.ctevh.org now operating under a new name and logo California Transcribers and Educators for the Blind and Visually Impaired
10. CSMT – **Clearinghouse for Specialized Media and Translations**
www.cde.ca.gov/re/pn/sm/
11. **Instructional Material Ordering and Distribution System (IMODS)**
<http://csmt.cde.ca.gov/index.aspx> through the California Department of Education, Clearinghouse for Specialized Media and Translations (CSMT)
12. **Braille-N-Teach** (a must!) contact Steve Yee (syee@cde.ca.gov) and ask to be added to the listserv braille-n-teach@mlist.cde.ca.gov
13. **Braille Enthusiast's Dictionary** – available from www.scalarspublishing.com/
14. **Louis Database** Accessible Materials and APH File Repository
www.aph.org/louis/index.html

15. **Instructional Resource Centers for the Blind and Visually Impaired** (IRCBVI) post to this listserv in search of books from across the nation <http://listserv.state.sd.us/archives/ircbvi.html>
16. **National Library Service** (NLS) **Kids Zone** for audio, braille, and print/braille books for pre-school through grade 8 www.loc.gov/nls/children/index.html
17. **American Printing House for the Blind** www.aph.org
18. **BookShare.org** for downloading embossable and electronic books
19. **Library Reproduction Service** www.lrs-largeprint.com/ for large print
20. **Everything Braille** from National Braille Press
www.nbp.org/ic/nbp/publications/brailresource-read2.html
21. **National Federation of the Blind** (NFB) braille transcribing course
www.nfb.org/nfb/Braille_Transcribing.asp?SnID=2
22. **Texas School for the Blind and Visually Impaired** (TSBVI)
www.tsbvi.edu/braille/index.htm has downloadable braille materials and books
23. **Michigan Braille Transcribing Fund** (MBTF) has a catalog of braille textbooks available online (I have found books here that have not shown up on the Louis database so be sure to check!)
www.mi-braille.org/resources/MBTF+Product+Catalog.pdf
24. **Perky Duck** free braille computer program available from www.duxburysystems.com
Follow the "products" link.
25. **Braille 2000** with the "Nimas Touch" is a bold new tool for producing braille. New Millennium technology is XML aware: you can read and write braille XML files as well as translate XML print text into braille. www.braille2000.com/
26. **Duxbury Braille Translator for Windows** available from www.duxburysystems.com/products.asp
27. **Project Gutenberg** for free electronic books ... www.gutenberg.org/
28. **Alternate Text Production Center** (ATPC) of the California Community Colleges. www.atpc.net/
29. **Disability Resource Center** (DRC) Purdue University. Has an electronic library of tactile diagrams.
www.purdue.edu/odos/drc/
30. **Local Transcribing Guilds** Be sure to check for volunteer braille groups in your local area!

There are numerous other resources available ... Drop me an email and share what has worked for you!
JanaBrailles@aol.com

*"There is wonder in reading braille that the sighted will never know:
To touch words and have them touch you back."*

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