



# Getting In Touch With Literacy

# 2009

**Saturday 11/14/09**

**Workshops 500-507**

**9:45-11:15 a.m.**

## **500 GENERAL EDUCATION STRAND: LITERACY HIGHLIGHTS**

### **EVIDENCE BASED READING INSTRUCTION: THE CASE OF VOCABULARY**

**Presenter/s:** *Ray Reutzel, Ph.D.*

This presentation outlines the findings of the National Reading Panel and research since that date to update practitioners' knowledge about evidence-based **vocabulary instruction**. Practical suggestions for effective instruction are also presented.

## **501 DUAL PRESENTERS SHOWCASE**

### **TACTILE LEARNING AND PRE-BRAILLE SKILLS**

**Presenter/s:** *Debra Sewell, Curriculum Coordinator, Texas School for the Blind & Visually Impaired and Jeri Cleveland, Curriculum Teacher, Texas School for the Blind & Visually Impaired*

How do we lay a solid foundation for literacy for young children who are blind or who have low vision? For these students, becoming an efficient tactile learner is linked to language acquisition, concept development, and pre-literacy skills. The purpose of this interactive workshop is to increase understanding of tactile skills development and to provide practical resources and activities for fostering efficient tactile skills. The discussion will include the following topics as they relate to tactile skills: tactile learning and concept development, evaluation, hierarchy and levels of tactile skills development, general education standards, emergent literacy skills, and beginning braille.

## **501 DUAL PRESENTERS SHOWCASE** *(continued)*

### **LITERACY FOR INFANTS WHO ARE TACTILE LEARNERS: IMPLICATIONS FOR EARLY EDUCATIONAL INTERVENTIONS**

**Presenter/s:** *Donna McNear, MA, Independent Educational Consultant*

The purpose of this workshop is to provide a thought-provoking and interactive presentation focusing on challenging our current knowledge, skills, and practices in infant tactile/braille reading and writing based on examining the recent research and literature for sighted children birth-to-three years old. Strategies for expanding our early literacy practices with infants who are tactile learners will be explored through a case study of a blind and sighted infant. Participants will engage in reflective inquiry to examine these issues. Insights into teaching and learning practices in the early years will be provided and policy implications will be examined.

## **502 TECHNIQUES TO SCREEN THE FUNDAMENTAL VISUAL SKILLS USED FOR READING PRINT**

**Presenter/s:** *Bill Takeshita, O.D., Optometrist, Braille Institute and Center for the Partially Sighted*

This lecture will present techniques for teachers, therapists, optometrists, and parents to screen critical visual skills for reading print. Attendees will learn to identify signs and symptoms of vision problems that may interfere with the reading performance of children and adults. In addition, attendees will learn about accommodations to assist readers with low vision, blurred sight, reduced peripheral vision, severe light sensitivity, eye movement disorders, double vision, and visual perception problems. Low vision aids, prismatic glasses, tinted lenses, adaptive technology, and vision therapy will be discussed.

### **503 KINDERBRAILLE: MULTI-MEDIA FUN WITH BRAILLE**

**Presenter/s:** *Tim Connell, Quantum Technology*

Many hundreds of early learning options exist for sighted children including books, software, electronic and multi-media tools and games. This content is increasingly multi-media based and captures children's attention using sounds, color and movement. Through exposure and play with multi-media, children gain many other skills and experiences coincidentally. Educators and transcribers have recognized the challenge of providing similar opportunities for children who use braille. This session outlines the development of a new concept in early braille literacy instruction, called KinderBraille. KinderBraille attempts to provide true multi-media experiences incorporating hard copy braille for early learners.

### **504 QUESTIONS, ANSWERS, AND MORE QUESTIONS FROM THE ABC BRAILLE PROJECT: WHAT NOW?**

**Presenter/s:** *Diane P. Wormsley, Endowed Chair, North Carolina Central University; Brenda Brodie, Endowed Professor, North Carolina Central University; Liz Barclay, Assessment Coordinator, California School for the Blind; Frances Mary D'Andrea, Doctoral Student, University of Pittsburgh; Jane Erin, Professor, University of Arizona; Cheryl Kamei-Hannan, Assistant Professor, California State University Los Angeles; Stephanie Herlich, San Francisco East Bay TVI Consultant; M. Cay Holbrook, Associate Professor, University of British Columbia; Sharon Z. Sacks, Curriculum Coordinator, California School for the Blind; Debbie Sitar, Vision Outreach Coordinator, Provincial Resource Center for the Visually Impaired, Vancouver; Robert Wall Emerson, Associate Professor, Western Michigan University; and Tessa Wright, Doctoral Student, Vanderbilt University*

This panel presentation will discuss what we have learned from the ABC Braille Research Study, what the implications are for practice and future research, and what we as researchers have gleaned from this effort. The age group is young children who are braille readers who are for the most part without additional disabilities. The target audience is teachers, researchers, parents, administrators, and others concerned with braille literacy for their young students.

### **505 NEMETH CODE IN A NUTSHELL: A QUICK REVIEW**

**Presenter/s:** *L. Penny L. Rosenblum, Ph.D., University of Arizona and Sheila Amato, Teacher of Visually Impaired Students, East Meadow School District, New York*

Many TVIs learn Nemeth Code, but then go a long time without getting to use it with a braille learner. If you have a few cobwebs floating around in your head when it comes to Nemeth Code, then come spend an hour with us. We'll do a quick, and humorous, review of the Nemeth Code including rules for the numeric indicator, formatting problems, signs of shape, grouping symbols, fractions and exponents. You'll receive a reference list to help you locate resources for Nemeth Code preparation. This session is for those who have had prior instruction in Nemeth Code.

## **506 DUAL PRESENTERS SHOWCASE**

### **PUTTING IT TOGETHER: PERFORMING ARTS EDUCATION AND LITERACY**

**Presenter/s:** *Lisa Okikawa, Teacher of Visually Impaired Students, Pasadena Unified School District*

The overall purpose of this session is to discuss ways of specifically implementing the performing arts into a practical literacy program for students of all ages and levels of disability. All students need to find meaningful ways to appreciate and fully utilize their education on an individual level. Introducing students to the performing arts is an effective way of doing this because it unlocks an entirely new way for both teachers and students of looking at and engaging in academic subjects from math or history to literature based on the genre and even time period of each play or symphony. Utilizing the performing arts to promote this is currently in practice and has been found to be particularly effective when students were given an opportunity to experience, engage and participate in the theatre.

### **STORYBOX LITERACY KIT: MOVING THE PRINTED WORD INTO 3D**

**Presenter/s:** *Patricia McLaughlin, Special Education Teacher*

Beginning with a storybook or text we use a box to create an interactive stage for the materials that represent the objects, characters, scenes and concepts in the book. Students enjoy exploring the items secured to the surfaces of the box and may read the book using large print, braille, photos/symbols, and/or real objects. The inexpensive kits can easily be made to include your own subjects, themes, or curriculum concepts. These adapted books are a flexible powerful medium for a range of learners of all ages and disabilities.

## **507 ADULT LITERACY SKILLS: WHAT DO WE KNOW AND WHAT DO WE NEED TO FIND OUT TO PROVIDE EXEMPLARY SERVICES?**

**Presenter/s:** *Karen Wolffe, Ph.D., Director, Professional Development, American Foundation for the Blind*

This workshop discusses the recently published Institute of Educational Sciences (IES) report, *Basic Reading Skills and the Literacy of America's Least Literate Adults*, which discusses the results of the 2003 National Assessment of Adult Literacy (NAAL). Not unlike previous reports, this IES publication indicates that 11% of the respondents indicated that they had visual disabilities (highest among the single disability categories) and 22% of the respondents indicated that they had multiple disabilities. Following the discussion of the IES report, participants will be introduced to resources for working with individuals with limited literacy skills and visual impairments, including AFB's free, on-line course, *Bridging the Gap (BTG)*.

**Saturday 11/14/09**

**Workshops 600-607**

**11:30-12:30 p.m.**

## **600 GENERAL EDUCATION STRAND: LITERACY HIGHLIGHTS**

### **EVIDENCE BASED READING INSTRUCTION: THE CASE OF READING COMPREHENSION**

**Presenter/s:** *Ray Reutzel, Ph.D.*

This presentation outlines the findings of the National Reading Panel and research since that date to update practitioners' knowledge about evidence-based **reading comprehension** instruction. Practical suggestions for effective instruction are also presented.

### **601 PHONOLOGICAL AWARENESS AND CONCEPTS ABOUT PRINT IN YOUNG CHILDREN WITH VISUAL IMPAIRMENTS**

**Presenter/s:** *Deborah Hatton, Ph.D., Associate Professor, Vanderbilt University; Karen Erickson, Ph.D., The University of North Carolina at Chapel Hill; and Donna Brostek Lee, M.A., The University of Louisville*

In this session, the results of a study of phonological awareness, letter-sound identification, and concepts about print development in 22 young children with visual impairments will be presented. In addition, recommendations and resources for promoting these skills in home and educational settings will be discussed. Subjects included 22 children between 4 and 7 years of age with a single disability of visual impairment, whose visual function ranged from total blindness to low vision. The target audience for this lecture/discussion session includes teachers, researchers, and families.

### **602 COMMON VISION PROBLEMS THAT AFFECT READING OF CHILDREN AND ADULTS WITH TRAUMATIC BRAIN INJURY**

**Presenter/s:** *Bill Takeshita, O.D., Optometrist, Braille Institute and Center for the Partially Sighted*

This lecture will provide information about the common causes of reading problems among children and adults with traumatic brain injury. The prevalence of traumatic brain injury continues to increase in the United States and many of these people have unidentified vision problems, including poor eye movement skills, reduced focusing, poor eye teaming skills, sensitivity to light, and a wide array of visual processing problems. This lecture will discuss the numerous visual problems of people with TBI and provide treatments and accommodations to help these patients to read.

### **603 SOCIAL SKILLS IN THE DIGITAL WORLD: DO STUDENTS WITH VISUAL IMPAIRMENTS KEEP UP WITH THE NEW TREND OF THE DIGITAL INTERACTIONS?**

**Presenter/s:** *Sunggye Hong, Ph.D., Assistant Professor, San Francisco State University*

Children and youth in today's world are communicating to each other through instant messaging, mobile phones, and internet connections including Facebook and MySpace. *Continuous presence* is the primary term used to summarize the aspect of the online social interactions. The new digital social interaction methods can create unique challenges and opportunities for people with visual impairments at the same time. This presentation summarizes the options for digital social interactions that people with visual impairments utilize, along with advantages and disadvantages. In addition, applications of such social interactions from the findings of a case study conducted by the presenter will be discussed.

### **604 AN ANALYSIS OF WRITING PRACTICES IN 4<sup>TH</sup> AND 5<sup>TH</sup> GRADE STUDENTS WITH VISUAL IMPAIRMENTS**

**Presenter/s:** *Deborah Kreuzer, Ph.D., Director of Education, California School for the Blind*

The presenter of this workshop reports on a dissertation study that compared written language samples from 4<sup>th</sup> and 5<sup>th</sup> grade students that were categorized as being functionally blind, having low vision or sighted. Areas of analysis included incidence of abstract noun usage, categorization of nouns used, use of modifiers, and the prevalence of sensory-based vocabulary in the written language.

## **605 HIGH TECH AND LOW TECH TECHNIQUES FOR TEACHING BRAILLE IN THE MAINSTREAM ELEMENTARY CLASSROOM**

**Presenter/s:** *Stephanie Herlich, Teacher of Visually Impaired Students, East Bay Private Consultant*

Through demonstration and video clips, workshop participants will see a variety of techniques that can be used when teaching braille-reading to students in mainstream elementary classrooms. Emphasis will be placed on techniques for teaching reading to new braille reading students. High-tech devices such as the Power Chord Braille Keyboard and the SAL2 System will be demonstrated. Low tech devices such as everyday manipulatives, MathWindow, and a variety of teacher-made materials will be presented. Ideas for how to serve students using push-in and pull-out service delivery model will be discussed.

## **606 CORTICAL VISUAL IMPAIRMENT: WHAT IS IT AND HOW DO WE ADAPT FOR LITERACY?**

**Presenter/s:** *Renee Miller, COMS, Orientation & Mobility Specialist, Oklahoma School for the Blind and Sherry Holder, COMS, CLVT, CTVI, Outreach Coordinator, Oklahoma School for the Blind*

The purpose of this workshop is to educate the participant on the main characteristics of young children Pre-K through 2nd grade who have additional disabilities and CVI and how to adapt for their literacy needs. This presentation covers characteristics of CVI, adapting print on a page (worksheets, test, etc), using the computer as an educational tool and types of CCTV's that are appropriate for children with CVI. The presenter will discuss issues that are medically-oriented and practice-oriented.

## **607 CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS WITH VISUAL IMPAIRMENT TRANSITIONING TO ADULTHOOD: WHAT TEACHERS CAN DO IN SCHOOL TO IMPROVE STUDENT OUTCOMES**

**Presenter/s:** *Paula Conroy, Ed.D, Associate Professor, University of Northern Colorado*

Culturally and linguistically diverse students with visual impairments face unique challenges in transitioning to adulthood in the United States. Challenges related to cultural beliefs, language barriers, and the legal process in individual states compound an already confusing transition system. This workshop includes research investigating the experiences of young adults from culturally diverse backgrounds who are visually impaired and suggests promising strategies teachers can use in school to assist in the transition process.

**Saturday 11/14/09**

**Workshops 700-707**

**2:00-3:00 p.m.**

**700 GENERAL EDUCATION STRAND: LITERACY HIGHLIGHTS**

**ENGLISH LANGUAGE LEARNERS: READING, LANGUAGE, AND CULTURE**

***Presenter/s: Sharon Ulanoff, Ph.D., Professor, California State University, Los Angeles***

Children who are from culturally and linguistically diverse backgrounds often face unique challenges in our school systems. Presenters of this section will discuss these challenges as they relate to reading, language, and culture. English Language Learner (ELL) standards will be discussed along with instructional strategies for teaching reading to children who are ELL.

**701 EMERGENT LITERACY IN THE PRESCHOOL CLASSROOM: ENSURING ACCESSIBILITY AND DEVELOPMENTAL APPROPRIATENESS FOR YOUNG CHILDREN WITH DISABILITIES**

***Presenter/s: Nancy Hunt, Ph.D., Professor, Division of Special Education and Counseling, California State University, Los Angeles and M. Diane Klein, Ph.D., Professor, Special Education Division of Special Education and Counseling, California State University, Los Angeles***

This session will provide an overview of the evidence base for skills that predict reading success, and developmentally appropriate activities to support vocabulary development such as a love of books, understanding functionality (and fun) of print, listening skills, concepts of same-and-different, alphabetic principal, and phonological skills for children with visual impairment and additional disabilities. The presentation will include specific examples of adaptations. The focus will be on embedding literacy learning opportunities in school and during home daily routines, and an overview of forerunner competencies and skills for young children with significant disabilities. The content is practice-oriented, but based on research in typically developing children.

## **702 LARGE PRINT SCHOOLBOOKS: AN ESSENTIAL MEDIUM FOR THE LITERACY TOOLBOX OF MAINSTREAMED STUDENTS WITH VISUAL IMPAIRMENTS - A REPORT FROM THE CLASSROOM**

**Presenter/s:** *Joan Hudson Miller, Large Print Specialist, CTEVH; Jane Vogel, Vision Specialist, SPED Consultant, Southern California; and Todd Lewis, Production Manager, Library Reproduction Service, Los Angeles, California*

This presentation will take an in-depth look at large print as an essential medium in the literacy toolbox of all mainstreamed students with visual impairments. Large print books, used alone or in conjunction with braille, audio or optical aids, can make the difference between success and failure. But all large print is not the same. Learn about the latest research, national and state standards, field experiences and current role of NIMAS in large print production.

## **703 BEGINNING BRAILLE LITERACY FOR THE PRESCHOOL CHILD**

**Presenter/s:** *Jeane Petree, MA, Teacher of Visually Impaired Students, Santee School District/East County Selpa/San Diego and Calleen Gaeir Instructional Assistant for Itinerant Program for the Visually Impaired*

This workshop will introduce participants to a unique teacher-made curriculum used with visually impaired students ages 3-7 years old. Students using this program have become fluent braille readers who are excited about reading! This program is geared to each individual student. Thus, the braille-reading connection is made at an early age. This program has been used with itinerant students mainstreamed into regular preschool settings, kindergartens, as well as special day-class preschool and kindergarten programs. It was developed to meet the needs of the changing population of our students with visual impairments as research indicates that the prevalence of children with visual impairments and additional disabilities has increased an estimated 50-75% since the mid 1980's. This workshop will be hands-on and interactive. Participants will be able to leave the workshop with a make-it, take-it activity.

## **704 FLYING FINGERS: ADDRESSING ISSUES IN BRAILLE READING FLUENCY**

**Presenter/s:** *Lizbeth Barclay, Teacher of Visually Impaired Students, California School for the Blind Assessment Program*

This workshop will explore issues of braille reading fluency. Case studies will be used to illustrate literacy skills, specifically braille reading fluency employed by several students at the California School for the Blind. Use of the *Basic Reading Inventory* (Johns) to document fluency, targeting interventions, and maximizing curricular access will be discussed.

## **705 NATIONAL READING MEDIA ASSESSMENT: A FUTURE OF LITERACY FOR BLIND AND VISUALLY IMPAIRED CHILDREN**

**Presenter/s:** *Jessica Bachicha, Project Coordinator, Department of Affiliate Action, National Federation of the Blind; Edward C. Bell, Ph.D., CRC, NOMC, Director, Professional Development and Research Institute on Blindness, Louisiana Tech University; Carol Castellano, President, National Organization of Parents of Blind Children; and Jan Zollinger, Teacher of Students Who are Blind or Visually Impaired, Idaho School for the Deaf and Blind*

This session presents a new assessment that paves the way for the achievement of literacy. This accurate, easy-to-use tool offers assessments for children in pre-kindergarten through twelfth grades and children with cognitive disabilities. This tool is in the field testing phase and input from conference participants is welcome. It also includes a book of tips and strategies for teaching braille to dual learners. Together with Louisiana Tech University and the College of New Jersey, the National Federation of the Blind has developed an assessment tool that will clearly identify the literacy needs of blind and visually impaired children. This presentation will include an exploration of this new tool and information about teacher training.

## **706 IMABLE: USING THE FUNCTIONAL APPROACH TO TEACHING BRAILLE READING AND WRITING**

**Presenter/s:** *Diane P. Wormsley, Ph.D.; Brenda Brodie, Endowed Chair, North Carolina Central University; and Amy Campbell, Reading Specialist, Governor Morehead School for the Blind*

This presentation will explore the use of the functional approach with two to three children who were non- or pre-readers before the introduction of the approach. Video of students will be included, demonstrating their progress in reading and writing.

## **707 OCULAR MOTOR SKILLS & READING FLUENCY**

**Presenter/s:** *Marva Gellhaus, Ph.D., Low Vision Consultant, South Dakota School for the Blind & Visually Impaired*

Low vision students with ocular motor difficulties benefit from reading methodologies that increase their span of recognition. Learning to increase and retrieve information from long-term memory contributes to their span of recognition. This practice-oriented information links the topics of fixation, ocular pursuits, saccades, visual spans, long-term memory processing, and reading fluency.