



Getting In Touch With Literacy

2009

Friday 11/13/09

Workshops 100-107

9:45-11:15 a.m.

100 BEYOND THE BRAILLE CODE: TEACHING VOCABULARY AND COMPREHENSION STRATEGIES TO STUDENTS WHO ARE BLIND OR VISUALLY IMPAIRED

Presenter/s: *Anna Swenson, Teacher of Visually Impaired Students*

Results of the ABC Braille Study indicate that while most of the elementary-aged subjects mastered the braille code satisfactorily, nearly half were reading below expected levels due to difficulties with vocabulary and comprehension. This practice-oriented presentation will offer suggestions for helping students in grades K-6 expand their vocabularies and utilize a variety of comprehension strategies to improve their reading. The speaker will present a case study involving one of her own students and encourage participants to share their experiences and ideas. The presentation will include sample IEP goals, assessment materials, and examples of student work.

101 RESEARCH-BASED LITERACY PRACTICES IN BLINDNESS AND VISUAL IMPAIRMENT

Presenter/s: *Kay A. Ferrell, Ph.D., Director, National Center on Severe and Sensory Disabilities at the University of Northern Colorado; Silvia M. Correa-Torres, Ed.D., COMS Assistant Professor, University of Northern Colorado; and Loana Mason, M.A., COMS, Doctoral Candidate, University of Northern Colorado*

No Child Left Behind requires the application of scientifically-based research to educational practice. However, in the education of students with visual impairment, it is not always possible to meet the strict criteria of scientifically-based research. The National Center on Severe and Sensory Disabilities conducted a meta-analysis of literacy research in the field of visual impairment. A three-step literature search strategy identified pertinent studies published from 1963 to 2003. A total of 652 articles were identified by this search process. However, only 20 studies met the criteria for scientifically-based research. The purpose of this session is to share the promising practices identified by the study.

102 DUAL PRESENTERS SHOWCASE

DETERMING ASSISTIVE TECHNOLOGY NEEDS TO SUPPORT LITERACY

Presenter/s: Ike Presley, MA, National Project Manager, American Foundation for the Blind

Conducting an assistive technology (AT) assessment is the first step to providing students who are blind or visually impaired with access to the technology tools they will need to support literacy in school and at work. This presentation will provide a structure for determining AT needs. Participants will be guided through the necessary steps for completing an AT assessment. Emphasis will be placed on the visual, tactile, and auditory technologies that must be explored to develop, support, enhance, and maintain the literacy skills of youths and adults who are blind or visually impaired.

TECHNOLOGY'S ROLE IN CLOSING THE ACHIEVEMENT GAP FOR STUDENTS WITH DISABILITIES

Presenter/s: Linda Wyatt, Ed.D., Consultant, California Department of Education-Special Education Division; Jonn Paris-Salb, Administrator, Clearinghouse for Specialized Media and Translations, California Department of Education

The purpose of the workshop is to provide information and resources about the use of assistive technology (AT) for special and general education teachers and administrators. The information relates to the types and uses of AT devices and services. In addition, information is provided about the manner in which AT can be funded in the school system. There also, will be information provided about some of the latest devices available.

103 DUAL PRESENTERS SHOWCASE

THE JOY OF TEACHING LITERACY THROUGH THE ARTS

Presenter/s: *Jan Zollinger, MA, 2004 "Distinguished Educator of Blind Children," NLS-Certified Braille Transcriber, Idaho School For The Deaf And Blind*

This presentation will be an interactive and hands-on workshop in creating activities to make braille fun. It will present practical ideas when working with students to encourage literacy in the schools using music, drama, movement, etc. The presentation will include several video clips and will demonstrate the success one can have with the arts. The overall purpose of the presentation will be to excite other teachers to discover how teaching Braille through the arts can be fun and rewarding.

DEVELOPMENT OF A PROTOTYPE ACCOUNTABILITY

ASSESSMENT: ACCESS TO ASSESSMENT FOR STUDENTS WITH LOW VISION AND BLINDNESS

Presenter/s: *Tracey Hall, Ph.D., Senior Research Scientist, CAST and Dr. Cara Cahalan-Laitusis, Principal Investigator, Research Scientist at the Center for Validity Research at Educational Testing Service*

The goal of this workshop is to share the Technology Assisted Reading Assessment (TARA) project focusing on research and development to improve state accountability assessments for secondary students with visual impairments or blindness. We examined existing measures and are developing new assessments focused on evaluating proficiency in use of technology. This session provides an overview of TARA and supporting studies. A summary of research findings, the test blueprint and prototype items will be presented.

104 USING TECHNOLOGY FOR EARLY BRAILLE LITERACY: A COMPARISON OF THE USE OF REFRESHABLE BRAILLE WITH TRADITIONAL PERKINS AND PAPER

Presenter/s: *James Bickford, Ph.D., Associate Professor, Portland State University and Ruth Falco, Ph.D., Professor Emeritus, Director Research Center for Inclusive Educational Practices Portland State University*

A two-year research project funded through Office of Special Education Programs (OSEP) compares the learning rates of young braille users using refreshable braille displays and electronic files with the traditional Perkins and paper strategies for early literacy. Comparative data will be presented on fluency rates of children in a variety of Curriculum Based Measures (CBM) between the two instructional approaches. Anecdotal information from teachers and students regarding the two instructional schemes will also provide qualitative information about how each approach may maximize instruction as well as describing any potential drawbacks.

105 DUAL PRESENTERS SHOWCASE

THE COGNITIVE LOAD IMPACTS OF ASSISTIVE TECHNOLOGY DEVICES USED BY SIGHTED TEACHERS-IN-TRAINING DURING LITERARY BRAILLE INSTRUCTION

Presenter/s: *Charles Farnsworth, MS, Doctoral Candidate, University of Northern Colorado*

The purpose of this workshop is to present research findings about differences in cognitive load (the total amount of working memory involved) experienced while sighted teachers-in-training use manual or electronic braille assistive technology devices to learn the literary braille code. Seventeen personnel preparation programs across the United States and Canada participated in this study. Data was collected using the NASA-Task Load Index, the National Literary Braille Competency Test and semi-structured interviews.

FINDING POWER: POWER ANALYSIS AND ITS USE IN LITERACY RESEARCH

Presenter/s: *Tessa Wright, NCLVI Doctoral Fellow, Vanderbilt University*

This presentation aimed at researchers would define power analysis and detail how to perform one. The difficulties of finding adequate numbers of participants in a low incidence field will be discussed as well as statistical methods of increasing the power to find results in experimental research with as few participants as possible. The framework is based on braille literacy but is transferable to all types of low incidence research.

106 FOURTEEN FUNDAMENTALS FOR IMPROVING COMPREHENSION

Presenter/s: *Janet Boyce, Ph.D., Literacy Professor, California State University, Fullerton*

This interactive session defines reading as a thought process and engages the participants in activities, analogies, and examples that increase awareness of what contributes to the mental process that improves understanding. These research-based skills, regularly employed by proficient readers, also apply to a variety of non-reading situations where understanding and the ability to process and retain information is required. Although these skills become more refined with maturity, instruction can begin in preschool with guiding questions that lead children through the thought process needed for connecting information and gaining understanding.

107 READING WITH FIVE

Presenter/s: *Lisa Fulmer, Teacher of Visually Impaired Students*

Reading with Five Books will come to life for your early childhood and elementary students through their senses, assistive technology and much more. The presenter will show you how to do all of this and incorporate this literacy component into other areas of the Voluntary State Curriculum. Teachers of visually impaired students, parents and special educators can offer those students with visual and other multiple impairments a multi-sensory approach to this form of literacy. There will be hands-on materials, photos, treats and even a surprise!

Friday 11/13/09

Workshops 200-207

1:45-2:45 p.m.

200 DESSERT WITH ABE NEMETH

Presenter/s: *Dr. Abraham Nemeth*

Enjoy a relaxing session in conversation with one of the greatest men in the history of braille mathematics. This session is meant to be an open forum for questions and answers. A lecture or presentation will not be given.

201 ELA X 2: EARLY LITERACY ACTIVITIES TO MEET ENGLISH LANGUAGE ARTS STANDARDS AND MORE

Presenter/s: *Jerilyn Woodson, Research Associate, University of New Orleans*

The purpose of this workshop is to discuss the inclusion of universally designed or easily modified early literacy activities that meet student needs in general education and early childhood classrooms. Discussion of the content standards also will take place. This practice-oriented session will provide participants with suggestions of a variety of early childhood literacy activities for young students who are potential braille readers or those who are already learning braille.

202 MAXIMUM SPEED: INCREASING COMPUTER PROFICIENCY OF STUDENTS WITH LOW VISION

Presenter/s: *Cynthia Bachofer, MA, Instructor, Texas School for the Blind and Visually Impaired and Vanderbilt University*

The digital revolution, particularly computers, is defining habits and critical skills of the current generation of students. Students with low vision warrant disability-specific instruction in maximizing their accessibility and usability of computers. A literature search identified studies from two research teams focusing on computer tasks and users with low vision. Researchers have identified the importance of establishing visual profiles, recording response to changes in visual targets, and assessing ergonomic factors. Developing an integrated system, visual and non-visual, allows students to operate at maximum speed.

203 TACTILE GRAPHICS FOR STUDENTS WITH VISUAL IMPAIRMENTS

Presenter/s: *Ann Adkins, Outreach Consultant, Texas School for the Blind and Visually Impaired Outreach Program*

This workshop is intended for teachers of visually impaired students, Orientation and Mobility (O&M) Specialists, braillists, and paraprofessionals to increase their knowledge and skills in the production and teaching of tactile graphics. It will address the hierarchy of tactile skills needed for the interpretation of tactile materials and appropriate ways to assess those skills for visually impaired students of all ages. A variety of production methods will be explored, so that visually impaired students can access both the General Education Curriculum and the Expanded Core Curriculum (ECC) for Visually Impaired Students. This session will also provide suggestions for teaching visually impaired students to make their own tactile graphics.

204 HOW INTEGRATED LITERACY EDUCATION IS DONE IN NORTHERN GERMANY

Presenter/s: *Annette Hallenberger and Sabine Haessler-Hahm, Landesfoerderzentrum Sehen, Schleswig, Germany*

The workshop participants will learn how visually impaired children in Northern Germany are aided and supported. Focus points: Support in the transition from kindergarten to elementary school and methods and aids used when beginning to teach literacy to visually impaired children. This information is based on daily implementation of methods presented.

205 SRA OPEN COURT READING PROGRAM - HOW TO MAKE IT WORK FOR OUR VI STUDENTS

Presenter/s: *Patricia Leader, MA, Teacher of Visually Impaired Students / Orientation and Mobility Specialist*

The reading programs published by the SRA Publisher are extremely visual in nature and do not support the literacy needs of visually impaired students. In order to provide the same access to the curriculum that is afforded to sighted students, we must examine the materials to adapt them and provide manipulatives.

206 PLANNING FOR O&M INSTRUCTION THAT SUPPORTS ELEMENTARY GRADE LEVEL LITERACY

Presenter/s: *Diane Fazzi, Ph.D., Associate Chair, Division of Special Education & Counseling, California State University, Los Angeles*

This practice-oriented workshop will share strategies for planning and implementing Orientation and Mobility (O&M) instruction that supports elementary grade-level literacy for students with visual impairments. Vocabulary development, spelling reinforcement, and use of literary themes to create heightened interest in school and community travel will be discussed. Reading and writing will be addressed as a tool for supporting O&M knowledge and skills.

207 PROMISING SOLUTIONS FOR ACCESS TO CURRICULAR MATERIALS

Presenter/s: *Mary Ann Siller, M.Ed. Independent Education Specialist; Kay Alicyn Ferrell, Ph.D., Executive Director, National Center on Severe and Sensory Disabilities at the University of Northern Colorado at Greeley; Bryan Gould, M.A., Project Manager/Describer, WGBH; and Thomas Lohman, Communications Services Specialist, Described Caption Media Program (DCMP)*

What supports are available to make educational media more accessible for K-12 and college-age students? Teachers, administrators, media specialists, and braille transcribers will gain knowledge about how to advocate for access to educational materials and use the latest solutions for accessing research-based curricular materials. Participants will be introduced to two unique resources: American Foundation for the Blind (AFB) and Described and Captioned Media Program's "Guidelines for the Description of Educational Media" and AFB and WGBH National Center for Accessible Media (NCAM) guidelines for describing Science, Technology, Engineering, and Mathematics (STEM) graphics and illustrations.

Friday 11/13/09

Workshops 300-307

3:15-4:15 p.m.

300 UNIFIED ENGLISH BRAILLE CODE: RESPONSE OF BRAILLE-USING TECHNICAL EXPERTS

Presenter/s: *Ann MacCuspie, Braille Authority of North America and Cay Holbrook, Ph.D., Associate Professor, University of British Columbia*

Presenters will lead a discussion of the Unified English Braille Code (UEBC), including UEBC's development and progress. An analysis of UEBC through the lenses of technical experts will be presented.

301 PUTTING PARENTS IN TOUCH WITH LITERACY

Presenter/s: *Charles "Burt" Boyer, Early Childhood Project Leader, American Printing House for the Blind and Pauletta Feldman, Special Projects Coordinator, Visually Impaired Preschool Services*

Parents of young children are powerful influences on development. Recent research will be shared to support efforts to empower parents to help their children with emergent literacy. A curriculum will be introduced that has been developed specifically to train parents of young visually impaired children: 1) Why early literacy is so important; 2) How they can foster emergent literacy in their children; and 3) How they can become literate themselves in braille. This curriculum is designed to be taught by veteran parents, under professional guidance, so that parent education does not become an additional burden on already overloaded teachers.

302 FACTORS TO CONSIDER WHEN MAKING CHOICES ABOUT PRINT LITERACY

Presenter/s: *Amanda Lueck, Ph.D., Professor, San Francisco State University*

This workshop will examine factors to consider when making print literacy choices for students who have low vision. These include determination of optimal print size, accommodation capabilities, contrast sensitivity, reading speed, visual perception capabilities, and other conditions that impact learning and fine motor skills, as well as diagnosis and prognosis

303 EFFECTIVE STRATEGIES AND AIDS IN ADVANCED MATHEMATICS FOR STUDENTS WITH VISUAL IMPAIRMENTS

Presenter/s: *Patricia Myers, Director, Teacher Certification/Teacher of Visually Impaired Students, Marshall University Graduate College*

This discussion will provide an overview of strategies/aids for advanced mathematics which were reported as highly effective and frequently used by teachers within the field as the result of a national doctoral research study. Additionally, strategies/aids which were not perceived as effective will be discussed. The study's focus included teachers who had worked with students with low vision or blindness within the past five years in mathematics courses of Algebra I or higher. A sample of students who had participated in these courses was surveyed and their perceptions compared to the appropriate teachers.

304 MAKING A MIDDLE SCHOOL MATH COMPUTER PROGRAM ACCESSIBLE TO BLIND STUDENTS

Presenter/s: *L. Penny Rosenblum, Ph.D., Adjunct Associate Professor, University of Arizona, Carole Beal, Ph.D., Professor of Cognitive Science, University of Arizona*

Students with visual impairments traditionally have challenges learning mathematical concepts and are less likely to enter careers in math and science. Animal Watch, a web-based graphics-oriented tutoring system program for middle school math, is currently being adapted to be accessible to students with visual impairments. The presentation will include a hands-on demonstration of Animal Watch, and the adaptations that are being made for blind students. Results of a pilot study comparing sighted and blind students will be shared. Audience input regarding future accessibility features to consider for Animal Watch will be sought.

305 EDUCATING ENGLISH LANGUAGE LEARNERS WITH VISUAL IMPAIRMENTS: WHAT ALL TEACHERS SHOULD KNOW

Presenter/s: *Madeline Milian, Professor, University of Northern Colorado*

This presentation will address relevant topics in the education of English Language Learner (ELL) students who are blind and visually impaired. These topics include: collaboration with ELL teachers; instructional modifications for ELL/VI students; use of translators; language learning standards; cultural understandings of disabilities; and the use of contracted vs. uncontracted braille.

306 THE PROCESS OF MAKING MENTAL IMAGES IN READING AND TEACHING LITERACY

Presenter/s: *Brit Arna Susegg, Ph.D., Assistant Professor, Nord-Trondelag University College, Norway*

The focus of this workshop is the Read for Life method among braille users. The making of mental images is one step in the Read for Life method of teaching literature, which has Wolfgang Iserá's Theory of Aesthetic Response as a theoretical platform. The intention is: a) to demonstrate the interaction between the text and the reader in order to make mental images when reading literature and b) to equip the participant with some practical methods based on this understanding in teaching situations. Brit Arna Susegg has developed a didactical tool which has been used in teaching contexts for both blind and seeing students. The age groups are high school and elementary school, with some born blind and some blind from other reasons. All are braille users.

307 MUSIC LITERACY: TEACHING BRAILLE MUSIC USING THE SOPRANO RECORDER

Presenter/s: *Christine Short, MA, Teacher of Visually Impaired Students, Heartland Education Agency, Iowa*

This workshop focuses on teaching the basics of braille music to 3rd and 4th graders using the soprano recorder. It is intended for teachers of visually impaired students with limited music background.

Friday 11/13/09

Workshops 400-407

4:30-5:30 p.m.

400 THE DEVELOPMENT OF VOLUNTARY MINIMUM STANDARDS FOR BEGINNING EDUCATORS OF INDIVIDUALS WHO ARE BLIND

Presenter/s: *Frances Mary D' Andrea, NCLVI Doctoral Fellow, University of Pittsburg; Sandra Lewis, Ph.D., Florida State University; and L. Penny Rosenblum, Ph.D., University of Arizona*

Graduates of university programs begin their careers with differing levels of literary braille skills. Currently, there are no minimum standards for beginning educators of children and adults who are blind to guide university programs in designing their curriculum. Presenters will share results of a Delphi study conducted to reach consensus on the minimum standards beginning educators need in the areas of reading and writing braille. They will compare the perspectives of two groups of respondents, university instructors and beginning practicing teachers of visually impaired students and vocational rehabilitation therapists. Implications for university programs and their graduates will be discussed.

401 DEVELOPING BRAILLE LITERACY IN THE SPECIAL EDUCATION PRESCHOOL

Presenter/s: *Christine Moe, Teacher of Visually Impaired Students, Seattle Schools*

The itinerant vision teacher faces several challenges in serving young visually impaired children attending preschools with sighted peers. Teachers of visually impaired students may meet classroom resistance when we share our knowledge about visual impairment and its consequences; be asked to address a child's unique, yet non-vision needs; and be expected to provide all tactile learning materials for the students we serve. This presentation will address collaborating with special education preschool classes to develop early tactile literacy activities for young children, age 3-5, with severe visual impairments. It includes hands-on activities and ideas for implementing tactile literacy in the classroom.

402 APPLICATION OF LITERARY SKILLS: USING THE INTERNET TO FIND AND STORE INFORMATION

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

This workshop provides attendees with activities that secondary, postsecondary, and adult learners can complete online to help them apply learned literacy skills. By having learners use their core literacy skills (reading, writing, calculating, speaking, listening) in meaningful activities such as identifying their employability skills and interests, exploring careers, and completing job search tasks (filling out application forms or developing resumes), the expectation is that they will practice and refine their skills for life. The Career Connect® web site offers through its new Job Seekers' Toolkit training modules a series of lessons, assignments, and exemplars of completed assignments that will be described.

403 THE DUAL MEDIA DILEMMA

Presenter/s: *Susan Ribyat, Teacher of Visually Impaired Students, Fairfax County Public Schools, Virginia*

Students with visual impairments must develop a toolbox of aids and multimedia strategies to maximize literacy access. The *Dual Media Dilemma* addresses when a student with low vision may benefit from a combination of both braille and print. The results from a Functional Vision Learning Media Assessment shape the decision to teach literacy skills in both braille and print. Characteristics of the student using dual media will be discussed, as well as the obstacles and challenges in determining realistic instruction in both braille and print. It will include teaching suggestions from available materials and literature, and the experiences of three teachers of visually impaired students from Fairfax County Public Schools, Virginia.

404 THE LINK BETWEEN LISTENING AND LITERACY

Presenter/s: *Lizbeth Barclay, Teacher of Visually Impaired Students, California School for the Blind Assessment Program; Stephanie Herlich, Teacher of Visually Impaired Students and Exceptional Teaching; Theresa Postello, Teacher of Visually Impaired Students, San Mateo County Office of Education; Sandy Staples, Teacher of Visually Impaired Students, Lodi Unified; and Kate Byrnes, Teacher of Visually Impaired Students, Marin County Office of Education*

The link between listening and literacy has been documented by educators in the fields of both general and special education. The development of listening skills is an essential aspect of education for students who are visually impaired that facilitates and strengthens literacy skills; it also provides an important medium for curricular access. This workshop explores these important aspects of the development of listening skills, providing highlights from the soon to be published book, *Learning to Listen and Listening to Learn: The Development of Listening Skills for Students Who Are Visually Impaired* (AFB Press). Vignettes and video will be used to illustrate key points.

405 WEAVING THE DOTS OF LITERACY

Presenter/s: *Sheila Amato, Teacher of Visually Impaired Students, East Meadow School District, New York*

The purpose of this workshop is to demonstrate the Mayster Braille Loom and to provide opportunities for workshop participants to have a hands-on experience in weaving a tactile code on a loom. The Mayster Braille Loom is a table-top weaving loom that can be used as a teaching tool to teach and/or reinforce the skills and knowledge of using a Perkins Braillewriter to emboss the braille codes. This loom can be warped so that sighted people can weave a code of colors, or so that blind people can weave a code in which each dot is comprised of a material with a different texture. Children and/or adults can use this loom. It is also a way in which Navajo and other American Indians can merge their culture with valuable skills of literacy.

406 CONSIDERATIONS FOR THE USE OF VISUAL DISPLAYS AND MATERIALS FOR STUDENTS WITH VISUAL IMPAIRMENTS WHO HAVE SEVERE SPEECH AND PHYSICAL IMPAIRMENTS

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

The role of the teacher of visually impaired students as a team member working with students with visual impairments who have severe speech and physical impairments will be portrayed. Students with visual impairments who have severe speech and physical impairments are increasingly using augmentative and alternative communication to develop their communication skills. An overview of prevalent eye conditions will be presented with case studies that include practical suggestions to enhance the engagement of the learner with a visual impairment. Considerations for the customization of visual displays that maximize functional vision skills will be discussed. Evaluation guidelines for making decisions concerning the use of print, color cues, shapes, spacing, position and number of symbols will be included.

407 BUILDING EARLY BRAILLE READING SKILLS: PUTTING THE PUZZLE PIECES TOGETHER

Presenter/s: *Tina Herzberg, Ph.D., Director of Visual Impairment Program/Assistant Professor, University of South Carolina Upstate*

Becoming an effective reader in braille requires much more than just learning contractions! Braille reading instruction from the teacher of visually impaired students should include strategies for building phonemic awareness, fluency, vocabulary, and comprehension. In this hands-on session, we will briefly explore what the research tells us and why each of these components is important. The balance of the session will be spent trying out easy-to-implement strategies and exploring ways to build in practice throughout the day.



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 4TH AND 5TH 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 4th and 5th 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.



Getting In Touch With Literacy

2009

Sunday 11/15/09

Workshops 800-807

8:30-9:30am

800 EARLY LITERACY SKILLS FOR STUDENTS WITH MULTIPLE DISABILITIES AND CHALLENGING BEHAVIORS

Presenter/s: *Roxanna Pena, Special Education Teacher and Lupe Arellano, Teacher of Visually Impaired Students*

This workshop will give ideas for implementing early literacy skills instruction for elementary-age students with limited expressive communication, visual impairments, and other challenging behaviors (seizure disorders, autism, tactual defensiveness, and orthopedic disabilities). Ideas about how to engage and motivate students will be presented and shared. Examples of teacher instruction that is explicit, direct, and simple for students to best understand concepts will be seen via video. This presentation will also address scheduling, transitioning, and behavior modifications for successful use of time with students. Examples of modifying and adapting daily classroom worksheets and homework assignments will be presented with a hands-on activity.

801 EARLY BRAILLE TRADE BOOKS

Presenter/s: *Jeannette Wicker, Core Curriculum Project Leader, American Printing House for the Blind and Cay Holbrook, Ph.D., Associate Professor in the Faculty of Education, University of British Columbia, Vancouver, British Columbia*

Finding the right book for your beginning braille reader has just become easier! Learn about the levels of picture dependence in early trade books and teacher intervention needed to support the child's reading and understanding of the text. The Early Braille Trade Books Project from APH provides commercially available books with braille labels and access to a web site with information about the book which supports the teacher's selection of appropriate books. This presentation is targeted for teachers of visually impaired students working with young braille readers and includes a demonstration of the web site.

803 STRATEGIES TO PROMOTE CRITICAL THINKING DURING BRAILLE INSTRUCTION

Presenter/s: *Kim Zebehazy, Ph.D., Assistant Professor, University of British Columbia*

This workshop focuses on the incorporation of higher order thinking and problem-solving skills into braille instruction. The information is geared to the school-age child, but can be applied to adults. The premise of the presentation is based on data gathered from student teachers interacting with their students during braille instruction, but the focus of the workshop is to analyze questioning strategies and activities to support participants in their own instructional techniques. Participants will be actively engaged during the presentation, brainstorming ways to re-organize lessons in order to promote students to think critically.

806 FROM LIGHTBOXES TO BOOKS: LITERACY FOR STUDENTS WHO HAVE CORTICAL VISUAL IMPAIRMENT

Presenter/s: *Christine Roman Lantzy, Ph.D., Director of Pediatric View at Western Pennsylvania Hospital & Cortical Visual Impairment Project Leader at the American Printing House for the Blind*

How can vision educators know whether a student who has cortical visual impairment (CVI) will be able to read? The purpose of this workshop is to share methods and materials that answer this question and to promote literacy in all young children and students who have CVI. This presentation will provide a sequence of activities that begin with lightbox activities and then progress toward simple books, communication/symbol systems, and ultimately, beginning reading activities. Methods and materials are all designed in accordance with the unique visual and behavioral characteristics associated with CVI (color, movement, complexity, etc).

Sunday 11/15/09

Workshops 900-906

9:45- 10:45am

901 STORYBOOKS: A PILOT STUDY OF EMERGENT LITERACY IN YOUNG CHILDREN WITH VISUAL IMPAIRMENTS

Presenter/s: *Deborah Hatton, Ph.D., Associate Professor, Vanderbilt University and Karen Erickson, Ph.D., University of North Carolina*

Data from a research study of 56 mother-child dyads will be shared during this session, along with recommendations for promoting early literacy. Children with single and multiple disabilities who had visual function that ranged from low vision to total blindness were included.

902 DEVELOPING INCREASED LITERACY IN PERSONS WITH CENTRAL SCOTOMA(S) THROUGH THE USE OF PREFERRED RETINAL LOCI (PRL)

Presenter/s: *Bill Mattingly, President, Mattingly Low Vision, Inc.*

Central scotoma(s) occur frequently in older persons with eye conditions such as macular degeneration, and in younger people with Stargardts. In response to the scotomas(s), patients develop one or more Preferred Retinal Loci (PRL) in order to make maximum use of their residual vision for reading and using optical devices resulting in improved literacy. PRL assessment and treatment is still in development, however, there are many tools available which can be employed by low vision professionals, including teachers of visually impaired students. Assessments and treatments included in the course will be: 1) Clock/Face/ Tangent Screen Methods, 2) Berkeley Central Field Test. 3) Fletcher/Cole/Kammer Scotoma Screener, 4) Scanning Laser Ophthalmoscope, 5) MNRead™ Reading Assessment, 6) Pepper VSRT (Visual Skills for Reading Test) 7) SKRead Test, 8) Warren Pre-Reading and Writing Workbook for Persons with Macular, 9) LUVReading Workbook (Learning to Use Your Vision for Reading), 10) Rapid Reader, 11) Morgan Low Vision Reading Comprehension Assessment, 12) Other Interventions.

903 LET'S READ ABOUT PEOPLE WHO ARE BLIND OR VISUALLY IMPAIRED

Presenter/s: *Susan Mangis, Teacher of Visually Impaired Students, San Juan Unified School District*

This workshop will provide information on a research project that has lasted for over ten years, compiling books with blind or visually impaired characters. There is a book for every age level, from biographies to science fiction. Many books can be incorporated into standards-based curriculum. Some books are available for in-servicing classes. Learn how to access many of the books in accessible formats for students. The newest books on the list will be discussed and suggestions for enriching the curriculum will be provided.

904 READING ERRORS THAT MAY SUGGEST AN ADDITIONAL DISABILITY

Presenter/s: *Linda Clarke, MA, Teacher of Visually Impaired Students, Santa Clarita SELPA and Jane Vogel, MA, Educational Vision Specialist*

When children with known or suspected visual impairments are not acquiring reading skills as would be expected for their grade, it is frequently assumed that the difficulty is related to their vision impairment. Such an assumption may or may not be a relevant in explaining the reading problems encountered (often masking the real nature of the difficulty), and may interfere with the student getting the right assistance from appropriate personnel. This practice-oriented workshop will offer techniques to assist the educational specialist in visual impairment in evaluating and explaining to parents and staff when an apparent weakness or difficulty in reading may, or may not, reflect unique features of the braille code or low vision limitations for students who have at least emerging reading skills versus pre-reading and k-1 introductory skills.

905 INVESTIGATING THE EFFECTS OF A REPEATED READING INTERVENTION FOR INCREASING ORAL READING FLUENCY WITH PRIMARY BRAILLE-READING STUDENTS USING CURRICULUM-BASED MEASUREMENT WITHIN A RESPONSE TO INTERVENTION FRAMEWORK

Presenter/s: *Erika Forster, Ph.D., School Psychologist and Teacher of Visually Impaired Students, University of British Columbia/ Coquitlam School District and Cay Holbrook, Ph.D., Associate Professor, University of British Columbia*

This presentation will share the results and clinical implications of a doctoral dissertation research study undertaken to investigate the effects of a repeated reading intervention on primary braille readers' oral reading fluency (non-concurrent multiple baseline design across 2 cohorts of 4 Canadian and American participants).

906 THE BRAILLE READERS ARE LEADERS CAMPAIGN

Presenter/s: *Jessica Bachicha, Project Coordinator, Department of Affiliate Action, National Federation of the Blind*

The National Federation of the Blind's dynamic *Braille Readers Are Leaders* Campaign is changing the face of braille literacy. We provide a number of resources designed to promote braille literacy for people of all ages, including electronic resources for exchanging braille texts and innovative programs aimed at introducing young children to braille. Our efforts are additionally structured to change the public's perception of braille as a medium of communication, and we are working to pass sweeping legislation to change policies about braille instruction in schools and rehabilitation.