



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.