



Texas School for the Blind & Visually Impaired Outreach Program



Figure 1 - Photograph of the current Administration Building that houses middle, high school and special programs.

SERVICES AND SUPPORT CATALOG 2009-2010



On the Cover: Texas School for the Blind and Visually Impaired was founded in 1856 and was located where the Neill-Cochran House (museum) stands today - at 2310 San Gabriel, not very far from the Capitol. The building shown on the front cover is the Administration Building of the current campus at 45th and Lamar Street, which contains the middle, high school and special programs. This building will be demolished this year during Phase 1 of the campus-wide renovations. The original structure was built in 1916 and remodeled most recently in the 1970s.



Figure 2 - Drawing of the new middle, high school and special programs building.

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Overview

TSBVI is a special public school established and funded by the state of Texas to provide specialized and intense services that focus on the unique learning needs of students with visual impairments, including those with additional disabilities.

The Outreach Program serves as a statewide resource for families and professionals on blindness and/or deafblindness. Outreach staff:

- consults with local districts on student programming, implementation of evidence-based practices, and transition planning, in coordination with regional education service centers;
- supports families of children with visual impairment and/or deafblindness to gain access to resources, connection to other families, and needed training;
- provides local and regional workshops, statewide conferences, a schedule of videoconferences and webinars;
- produces original materials, including a quarterly newsletter - TX SenseAbilities (in print and on the website), instructional modules, blogs and wikis;
- administers a technology loan program, through which local programs may borrow specialized technology for use by individual students for up to one school year;
- coordinates statewide registration of students with visual impairments and the deafblind census;
- distributes specialized materials from the American Printing House for the Blind with federal quota funds; and
- coordinates mentors for new teachers and orientation and mobility specialists, and supports personnel preparation programs.

To learn more about the Outreach Program, call 512-206-9242 or email to outreach@tsbvi.edu. For specific service requests such as family services, school consultation, or training, please go on-line to <http://www.tsbvi.edu/Outreach/request-process.htm>.



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MEDIA AND PRODUCTION

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In-Service Training

TSBVI Outreach staff is available to present a variety of in-service training events for your school or district. Please contact your education service center Vision Consultant or Deafblind Consultant about making a request. Typically we do not charge a fee for staff time, but do ask for assistance in covering the cost of travel. For an idea of topics you might request, please see our Conferences and Workshops listing on page 14.



Figure 3 - Teachers discuss materials at an in-service training.

Support for Families

FAMILY CONSULTATION

In addition to home visits during a Student Consultation (see page 6), families may request a visit to their home from one of our Family Support Specialists, Edgenie Bellah or Jean Robinson. The focus of these visits may include support in understanding and advocating for services in both educational and rehabilitation settings, resources for support in meeting non-educational needs for the child and family, and training about specific programming and supports for the child. These requests may be made independent of the school, but may also come through the local district.

Families may also contact either of our family support specialists to request information and referral, connection to parent support resources and groups, or to access funding to participate in statewide and national training activities. For information, contact Edgenie Bellah at 512-206-9423 or EdgenieBellah@tsbvi.edu or Jean Robinson at 512-206-9418 or JeanRobinson@tsbvi.edu.



Figure 4 - Family Leaders visit the State Capitol as part of their training on legislative systems.

FAMILY LEADERSHIP TRAINING

This workshop series is for families who are interested in learning how to become family leaders in the area of blindness and deafblindness. Training topics include peer mentorship, parenting a child with visual impairments, quality educational programs for students with visual impairments and deafblindness, and utilizing community resources. Participants complete an action plan and carry out activities related to the information they learn in the training.

For information contact Jean Robinson at 512-206-9418 or JeanRobinson@tsbvi.edu or Edgenie Bellah at 512-206-0423 or EdgenieBellah@tsbvi.edu.

Support for Local Districts

STUDENT CONSULTATION

A Student Consultation is a way to support an individual student in the local setting. Visually impaired and deafblind students are unique. It is not possible for any one professional to know everything about all the many possible ways in which vision (or vision and hearing) loss can impact a particular child's learning. It can also be reassuring to parents and the staff to have an objective review of a student's progress. At the district's request, and in collaboration with the regional education service center (ESC) consultants, Outreach staff can visit and/or use distance technologies to observe classrooms (including ECI programs, job/community placements, and homes) to offer our assistance in implementing appropriate programming.

Requests for this type of technical assistance may be made on-line at www.tsbvi.edu/Outreach/request-process.htm. Requests will be routed to the appropriate Outreach consultant and a time and date will be set for an in-depth phone call to the designated contact person. Requests are shared with the ESC to see if their resources can help address your questions. The Outreach consultant discusses next steps that might be helpful before or instead of a school visit such as strategies to try, resources, and additional assessment ideas.

We also ask that you submit evaluation information and the specific questions you would like addressed during our visit. A student consultation typically includes observing as much of a school day as possible and may also include a home visit. Typically a meeting is held with the student's educational team including the family, principal, classroom teacher, paraprofessionals, support staff, VI and O&M staff and all other interested parties. This is a time for asking questions, sharing ideas, and developing plans for continued technical assistance.

After the visit, and depending upon your request, you can receive a written report outlining our observations and making recommendations to the educational team. The report may offer a guideline for developing IEPs, suggest program modifications, alternate curricula or assessment, and/or respond to specific questions about the child's unique needs.

The Outreach Program covers salary costs for TSBVI Outreach staff. We ask for district help with paying all OR ANY PART of our travel costs. In many regions, the Education Service Center consultants have been able to help support these costs. You will find the request form at <http://www.tsbvi.edu/Outreach/request-process.htm> and can fax or email it to Outreach.



THEORY TO PRACTICE CONSULTATIONS

Teacher support, at your schools, with your students!

As educators we want to use practices that show evidence of positive student outcomes. Research continues to validate practices that have been used with students who are visually impaired or deafblind. Still, both new and seasoned teachers find implementation of educational theory to be challenging in the “real world” classrooms of today.

To address these challenges, Outreach is offering a new training model: “Theory to Practice Consultation”. Unlike the Student Consultation, this model provides local teacher training on requested topics rather than a focus on a specific student's program. District and Outreach staff collaborate to custom design the consultation. It may include face-to-face instruction, distance learning, ongoing contact and other forms of support. The goal is to help educational teams implement evidence-based practices for students with visual impairments or deafblindness. The model is initiated with a simple application process. Here are some examples of Theory to Practice Consultations:

Using New Technology in the Classroom

A middle school has two students who are visually impaired. The teachers have learned a lot from a seasoned TVI, but they continue to struggle with Internet access for these students, a regular part of each class activity. At the request of the district TVI and ESC Vision Consultant, Outreach staff visit the school, meet with the teachers and other staff, and observe the students. One student is unable to properly utilize a program to access emails and the Internet with his Braille device. The other student needs more support to learn how to use her screenreader efficiently. Some information the teachers want them to use is on an inaccessible part of the web. A training plan designs a day of hands-on inservice at the school for the teachers and students. The teachers and students phone and email Outreach staff with questions as they arise. With this support the school can now meet student needs.

New Teacher of Students with Visual Impairments Support

A new TVI tackles her first year with fifteen diverse students. She attended a Mentor Center at TSBVI and receives support from her mentor, but neither of them have release time for job-embedded training. The TVI and mentor identify some specific issues where on-the-job training would be beneficial and contact their ESC VI Consultant about technical assistance from Outreach. In advance of the school visit, a set of resources are shared and discussed. At the consultation Outreach staff spend time with the TVI utilizing some of the tools. A plan is made to help the TVI support the classroom teachers and provide direct services to the student. Over the next months, they email, visit over the phone and schedule two follow-up visits. The TVI begins to see real progress for her students. She is more confident in consulting with the educational team and providing direct instruction to her students. (Also see page 9.)



A Challenge for the District

Three teachers and an O&M Specialist in a district work with students with significant physical and cognitive disabilities in addition to visual impairment. They want to use calendar systems and routines, but feel challenged to get things up and running for each of their students. After working with their regional ESC consultant they continue to need help with implementation. An Outreach request is made and a plan developed. They tape



Figure 5 - A calendar box with object symbols.

segments of the students' calendar routines and activity routines to share with Outreach staff prior to the district visit. Outreach staff develop a one-day training in the district for the teachers utilizing examples from their student tapes. Following the training, Outreach staff visits each classroom to work with the TVI, O&M, and classroom staff. Over the remaining school year, emails, phone calls and visits help to expand the activity routines and create new ones. Ultimately student progress is documented and these teachers and VI professionals share their knowledge with other district staff.

Parents Want What Is Best

An ECI program serves 3 students with CHARGE syndrome in different towns. The parents and the TVIs want to do all they can to help these infants. The TVIs request a Theory to Practice Consultation. Home and day care visits are scheduled. Outreach sends the TX SenseAbilities newsletter and materials on CHARGE to the teams prior to the visit. In collaboration with the VI professionals, in-service is provided to the day care, ECI teams and families on the developmental impact of vision and hearing loss. Activities are designed to help with communication and sensory integration issues. Family and staff attend the Texas Symposium on Deafblindness with help from Outreach for their registration and travel costs. With the families and teams now supporting each other, a return visit focuses on expanding activities.

HOW TO REQUEST A THEORY TO PRACTICE CONSULTATION

If you would like support to implement evidenced-based practices in your district, you may want to request a Theory to Practice Consultation. Please contact your ESC Vision Consultant or Deafblind Specialist before making this request.

All Theory to Practice Consultation requests may be made on-line at <http://www.tsbvi.edu/Outreach/request-process.htm>. An Outreach staff member will contact you and your ESC Vision Consultant or Deafblind Specialist to begin planning a customized technical assistance plan with you and/or your educational team.

Support for New Teachers

MENTOR CENTER

Because you are a small, elite group of professionals spread out over the state, it is not always easy for beginners to observe seasoned VI teachers and O&M professionals in the classroom setting. Here at TSBVI and around Austin there are numerous skilled practitioners, and they are delighted to show you what they do best. So three times this school year we will be providing two days of classroom observation. You will have the opportunity to discuss what you have observed with instructors over lunch and dinner and ask any questions that might have arisen. **The mentor program pays for all hotel, meals, travel, and substitute teacher expenses.** All you have to do is show up and learn.

To be eligible to attend, you must be a student currently working on VI or O&M certification, or a VI professional who has entered the field within the last three years. Experienced professionals who are new to Texas are also invited to attend. And if your mentor would like to accompany you to a Mentor Center, she/he is welcome and will receive the same accommodations.

Plan to arrive in time for a 5:30 PM dinner and orientation meeting on Sunday evening. Observations begin at 7:45 AM Monday morning and will end at 3:30 PM on Tuesday.

If you are eligible and would like to attend one of the sessions, please make reservations **as soon as possible** by contacting my assistant, Carolyn Perkins, at carolynperkins@tsbvi.edu. If you have any questions about the Mentor Centers, please contact: Chrissy Cowan, Mentor Coordinator at 512-206-9367 or chrissycowan@tsbvi.edu.

Mentor Center Schedule

Participants in the TSBVI Mentor Program qualify for a trip to Austin to attend a Mentor Center—an opportunity to observe experienced VI professionals at the Texas School for the Blind and Visually Impaired and in the Austin Independent School District. During a Mentor Center, participants will spend two days observing several TVIs and COMS as they work with students, attending concurrent mini-sessions on relevant topics, and visiting the Criss Cole Rehabilitation Center.



Figure 6 - Chrissy Cowan, Mentor Coordinator, reviews the classroom observation schedule with a group of protégées.

This event occurs 3 times during the academic year. Reservations are required.

- October 25, 26, 27, 2009
- February 21, 22, 23, 2010
- April 18, 19, 20, 2010

MENTOR TRAINING

This 1-1/2 day training will prepare experienced TVIs and COMS to mentor an individual who is either new to the VI profession, or has recently moved to Texas. Applications are accepted from across the state, with recommendations made by VI personnel at your education service center, your supervisor, and a co-worker. As a precursor to this training, participants will be required to complete an on-line course <http://www.tsbvi.edu/Outreach/course/index.htm> that requires approximately 2 hours.

- December 3 & 4, 2009 in Austin

NEW TEACHER TETN SERIES

This year we are offering a series of three TETN broadcasts especially for new teachers of students with visual impairments. If you are a new teacher we hope you will join us for these broadcasts as well as other TETN broadcasts available throughout the year (see TETN Broadcast Schedule at a Glance on page 30). Contact your regional education service center if you plan to attend.

- TETN #35075 - The Role of the TVI with Students Who Have Multiple Impairments, Wednesday, November 11th from 1:30-4:00 pm
- TETN #35068 - The Role of the TVI in Literacy Instruction, Thursday, January 14th from 1:30-4:00 pm
- TETN #35073 - The Role of the TVI with Low Vision Students, Thursday, April 8th from 1:30-4:00 pm



Quality Programs for Students who are Visually Impaired

QPVI is a process for schools to develop and/ or improve their services for students with visual impairments. Establishing standards of practice, uniformity of practice and program accountability are all central to QPVI Outcomes. QPVI was developed in Texas with the assistance of the TEA, ESC VI consultants and TSBVI Outreach staff.

WHO PARTICIPATES?

The process is directed by an Education Service Center or TSBVI Outreach Consultant along with a member of the district or co-op administrative staff. With the VI staff, this comprises the 'work team', who act jointly to complete the process.

WHY PARTICIPATE?

For administrators the program becomes process/data driven, rather than personnel driven, resulting in program strength and accountability. For teachers effectiveness and job satisfaction increase dramatically when outcomes move from perception to data. For students and parents the result is consistency in instruction, improved student outcomes and greater access to the general education curriculum.

HOW DO WE START?

This service may be available through your local Education Service Center, or the TSBVI Outreach Program. Contact the developer, Nancy Toelle at (512) 494-8658 (phone/fax), or send her an email at nmt10@sbcglobal.net.

THE 3 PHASES OF QUALITY PROGRAMS ARE:

Phase One is a self-study of key program components, including a "master list" of students, student eligibility, staff roles/responsibilities, unique student needs, type and amount of VI service, staff/caseloads, and measuring student results. Data collection and quality standards are priorities.

Phase Two is a process for documenting program strengths, addressing deficits, and tracking results.

Phase Three is designing systems to maintain quality programming.

WANT MORE INFORMATION?

The Journal of Visual Impairment and Blindness, February 2008 issue, Vol. 102, No. 2, discusses QPVI in the article, "Program Accountability for Students Who Are Visually Impaired." Online at <http://www.afb.org/afbpress/pubjvib.asp?docid=jvib020205>.



Personnel Preparation and Recruitment

PERSONNEL PREPARATION

As VI professionals retire, we are experiencing a critical shortage of highly qualified TVI and COMS. The Professional Preparation Program Coordinator, KC Dignan, in collaboration with higher education programs and education service centers, has initiated several activities aimed at ensuring a sufficient supply of highly qualified VI professionals in Texas. These include the development of informational recruiting materials, participating in career day activities throughout the state, networking and encouraging recruitment of new professionals, and advocating for high teacher training standards. One of the activities you should know about is the Texas Fellows Program.

TEXAS FELLOWS PROGRAM



Figure 7 – A TVI's hands hold a student's hands. Printed on the connected hands is the caption, "Together we can open new lives."

Help recruit! As a VI professional you have a role in making sure kids have adequate access to a highly qualified VI professional, a role that cannot be overstated! Your influence is HUGE! Become a Texas Fellow and help recruit new professionals to the field of visual impairments.

What YOU'LL get:

- Recognized at all TSBVI-sponsored statewide activities for 1 year
- Acknowledged in TX SenseAbilities for 1 year
- Registration voucher for use at the next Texas Focus, SWOMA, or Deafblind Symposium or a voucher for curriculum products.

What you should know:

- Recruitment takes time. 12 to 18 months isn't uncommon. Be patient. Be persistent.
- Figure 8 – A TVI's hands hold a student's hands. Printed on the connected hands is the caption, "Together we can open new lives."
- Candidates *need* information that relates to them; how this change will affect *them*.
- Candidates like information in small bits, and in multiple formats: voice, print, web, etc.

What candidates want to know:

- VI Professionals complete an interesting array of activities as a regular part of their workday.
- People rarely need to leave their current district because of the professional shortages.
- Tuition can be paid.
- Probationary certification is available.

What VI professionals like about their job:

- Focusing more on a child's need, typically working with students on a one-to-one basis
- Feeling appreciated by parents and administrators
- Knowing they really make a difference, have an impact, because they work with a student for multiple years
- Having a non-traditional job
- Working with intriguing students
- Experiencing on-the-job diversity

Good recruiters:

- Know it can take **12 to 18 months** for someone to apply
- Share stories of successes, not frustrations
- Provide encouragement during the application process
- Tell people the information they want to hear



Figure 9 - A child's hand grasps a teacher's hand.

Whether you are a teacher of the visually impaired, orientation and mobility specialist, or vocational rehabilitation professional, you have a role to play in ensuring that Texas has highly qualified staff to work with children and adults who are visually impaired or deafblind. Do your part. Contact KC about becoming a Texas Fellow, at 512-206-9156 or kcdignan@tsbvi.edu.

Be a Texas Fellow!
Recruit a VI Professional!

Conferences and Workshops

CONFERENCES

TSBVI Outreach co-hosts two statewide conferences each year. This year it is SWOMA and Texas Focus. These events are developed by a statewide group of individuals and are meant to address needs and trends in Texas as well as provide information on evidence-based practices and resources.

2010 SWOMA Conference



Figure 10 - A group of students and staff who are part of a walking club at TSBVI climb stone stairs in Zilker Park Gardens in Austin, TX.

This is an annual conference co-sponsored by the Southwest Orientation and Mobility Association (SWOMA) and Texas School for the Blind & Visually Impaired Outreach. Details about the event for the 2009-2010 school year include:

Date: February 4, 5, and 6, 2010

Location: Austin Sheraton Hotel, 701 E. 11th Street, Austin, TX

Audience: Orientation and Mobility Specialists (serving educational and rehabilitation agencies)

Each year TSBVI Outreach assists the Southwest Orientation and Mobility Association (SWOMA) in hosting a conference especially for Certified Orientation & Mobility Specialists (COMS). Participants from Texas and other states gather to share best practice strategies for providing instruction in O&M in both educational and rehabilitation settings.

The 2009-10 SWOMA Conference will include general and breakout sessions focusing on issues related to orientation and mobility instruction for individuals who are visually impaired including those with additional disabilities. Speakers from Texas and other states will share information to help COMS in working with individuals of all ages. This year a special SWOMA dinner will take place on Friday evening that includes some entertainment surprises. Details regarding the agenda will be posted on the TSBVI website in the early fall.

For more information visit www.tsbvi.edu or contact Carrie Keith at CarrieKeith@tsbvi.edu or 512-206-9314.

Texas Focus 2010

This two-day conference is held on a bi-annual cycle alternating years with the Texas Symposium on Deafblindness. It is co-hosted by the twenty education service center vision consultants. Texas Focus typically includes both general and breakout sessions and each year a specific area of focus is selected. More information about the “focus” for 2010 will be decided in the fall and content information posted on the TSBVI website.



Dates: June 10 & 11 with a family pre-conference on June 9, 2010

Location: Dallas/Plano Marriott at Legacy Town Center, 7120 Dallas Parkway, Plano, TX, 75024, (972) 473-6444

Figure 11 - Dallas/Plano Marriott at Legacy Town Center, the site of the 2010 Texas Focus conference.

Presenters: State, national and international experts in the fields of education and rehabilitation of the visually impaired, including adults with visual impairments and family members.

Audience: Adult family members, caregivers, educators and rehabilitation professionals and paraprofessionals working with school-aged students with visual impairments and deafblindness.

Opportunities are provided throughout the conference for both professionals and family members to network with peers. A special pre-conference is co-hosted by Texas Association for Parents of Children with Visual Impairments (TAPVI) for family members. A detailed agenda and registration information will be posted on the TSBVI website in mid-winter.

Special funding is available to assist families, professionals and paraprofessionals with conference costs. These funds are limited and are provided on a “first come, first served” basis. For further information and registration, please contact Carrie Keith at (512) 206-9314 or CarrieKeith@tsbvi.edu.

WORKSHOPS

TSBVI Outreach in collaboration with other agencies and organizations provides workshops around the state on a variety of topics.

Many of our workshops can be tailored to meet your specific in-service training needs. Your school district, education service center, parent group or other organization may go on-line to complete a request at <http://www.tsbvi.edu/Outreach/training-request.doc>. Once we receive your request, we will contact you to discuss your needs in detail and make plans for the training. There are typically no charges for Outreach staff time, but in many cases we ask that your agency or organization assist with travel costs. Here are some workshops you may want to request in your area:

Advocacy Communication: It Isn't Just for Lobbyists Anymore

Change is inevitable. Advocating for desired changes is a special skill. It doesn't matter if you are advocating for a change in policy or a new piece of equipment. The skills are the same. This workshop will teach the basics of advocacy communication and provide opportunities to practice them.

Presenter: KC Dignan, Professional Preparation Program Coordinator, TSBVI Outreach

Target Audience: VI Professionals and Family Members

Length of Training: 2-3 hours

An Introduction To Dr. Lilli Nielsen's Active Learning: Including The Use Of The "Little Room"

Presenters: Gigi Newton and Stacy Shafer, Early Childhood Consultants, TSBVI Outreach

Young children with multiple disabilities often lack the opportunity to actively explore their environment. They also have limited opportunities to develop independent play skills and to fully explore objects. For any child, critical learning takes place through play. Children must have the opportunity to experience the properties of objects, to compare different objects, and try out different things to do with the object on their own without adults interpreting that experience for them. Dr. Nielsen researched and developed many "perceptualizing aids" to facilitate this type of learning, among them the "Little Room". Information will be shared about Dr. Nielsen's Active Learning theory and strategies, the types of objects to use with a child, and guidelines for use and possible benefits of using a "Little Room" with a young child.

Audience: ECI and PPCD Staff, TVI, COMS, and Family Members

Length of Training: 6 hours



Assessing the Impact of Vision Loss on the Acquisition and Use of Sign and Fingerspelling

Presenters: Robbie Blaha, Deafblind Consultant, TSBVI Outreach and Brad Carlson, Deafblind Specialist, DARS-DBS and co-authors of *Assessment of Deafblind Access to Manual Language Systems* (ADAMLS)

Students with deafblindness who use manual communication systems typically require IEP accommodations and strategies that may be unfamiliar to teachers of students with visual impairments and teachers of the deaf and hard of hearing. This training will provide information on an appropriate assessment to determine the student's needs in learning and using sign language. Explanations and demonstrations of typical techniques will be provided. Participants will engage in activities that allow use of these techniques and will receive a copy of the *Assessment of Deafblind Access to Manual Language Systems* (ADAMLS).

Audience: Teams serving a student who is using a manual communication system as part of their communication program.

Length of Training: Minimum of 3 hours

B.A.R.T. (Bonding and Relaxation Techniques) Instructors' Training

Presenters: Gigi Newton and Stacy Shafer, Early Childhood Consultants, TSBVI Outreach

Evelyn Guyer, RN, BSN developed BART (Bonding and Relaxation Techniques) in the late 1980s. It is based on Vimala McClure's parent education program on Infant Massage. BART is specifically designed to address the needs of infants and children with special needs. The BART Instructors Training is for professionals who work with families of children with developmental disabilities. A desired outcome of BART is parent/child bonding, so parents are the ones who use the BART strokes on the child. The professional attending this event learns how to teach the practice to families. Upon completion of this training, participants will be able to conduct parent education courses **within his/her current agency, school, or hospital** that serves individuals who are developmentally disabled, or work individually with families in the home.

Audience: ECI and PPCD Staff, TVI, COMS, and Family Members

Length of Training: 2-Day Training (Each participant receives a copy of Guyer's *From the Hand to the Heart* book (\$20 each) purchased by the hosting agency. Each participant must bring his/her own 20" flexible baby doll (no Teddy Bears).



Collaboration Skills and the Role of the Itinerant VI Teacher

Presenter: Ann Adkins, VI Consultant, TSBVI Outreach

Effective collaboration between TVIs and general education teachers can assure “access to the general curriculum” for VI students and promote greater success in core curriculum subjects and the expanded core curriculum. This workshop will examine the roles of itinerant TVIs and general education teachers and identify some effective strategies for supporting VI students in inclusive settings.

Audience: Itinerant VI Teachers and COMS

Length of training: 6-12 hours

Computer Generated Tactile Graphics Using MS Word for Hardcopy Production on Tiger Embosser or by Encapsulated Paper Devices (TIE or PIAF)

Presenter: Patrick Van Geem, Technology Consultant, TSBVI Outreach

Do you need support in creating computer generated tactile graphics? This is a hands-on training where participants will learn how to produce graphics by using MS Word 2003 or 2007 drawing features.

Audience: Teachers of Students with Visual Impairments, Braillists

Length of Training: 3 or 6 hour training

Considering the Influences of Deafblindness When Supporting Students With Challenging Behavior

Presenter: David Wiley, Transition Consultant, TSBVI Outreach

When planning strategies to support a student with deafblindness who engages in challenging behavior, it is important to understand how the effects of deafblindness may be influencing the situation. Deafblindness has numerous effects, including the way a person gathers information, communicates, and understands the world. Knowing these influences helps us do a better job of assessing the function of behaviors, and planning strategies to decrease the likelihood of behaviors such as aggression directed toward self, others, and property.

Audience: Families, educators, and community service providers associated with students who are deafblind.

Length of Training: 1-hour minimum up to a 3.5 hour format



Deafblindness: An Overview for Working with Young Adults

Presenter: David Wiley, Transition Consultant, TSBVI Outreach

Both education and human service providers may lack experience in working with and supporting individuals with deafblindness. Understanding some of the basics about individuals who are identified as having dual sensory impairments is critical to providing quality services. This 2-day workshop covers topics such as the causes of deafblindness, the basics of vision and hearing loss, travel modifications, communication, active participation, behavioral issues and intervention strategies. Participants will learn strategies to improve the quality of interactions and support they provide to young adults who are deafblind.

Audience: Education and human service providers, interveners and paraprofessionals working with individuals who are deafblind.

Length of training: 12 hours

Developmental Implications and Strategies for Infants, Toddlers and Preschoolers with Sensory Impairments

Presenters: Stacy Shafer and Gigi Newton, Early Childhood Consultants, TSBVI Outreach

Information will be shared about the implications of vision and hearing loss on a child's development. Some of the teaching strategies that will be shared include use of hand-under-hand, the importance of using real objects to facilitate concept development, the importance of bonding, ways to facilitate movement, "tummy time", exploration of the environment, and transitional movements. Teachers and others can learn how to include activities to provide vestibular and proprioceptive input into the child's day. Presenters will emphasize the importance of routines and having a child practice skills with a wide variety of objects, with different people, in different locations, and in different positions to facilitate generalization of basic concepts and skills.

Audience: ECI and PPCD Staff, Teachers of Students with Visual Impairments, Teachers of the Deaf and Hard of Hearing, COMS, and Family Members

Length of Training: 6 hours



JAWS (Beginning Level)

Presenters: Patrick Van Geem and Sharon Nichols, Technology Consultants, TSBVI Outreach

Gain a working knowledge of a screen reader, JAWS, and interfacing with MS Office Products for the completion of tasks related to spreadsheets, word processing, and presentations. In this beginning level training participants will learn step-by-step procedures when using JAWS with MS Word products including Windows Key commands, Word, and Internet.

Target Audience: Educational Staff and Students

Length of Training: 3- or 6-hour options

JAWS (Advanced Level)

Presenters: Patrick Van Geem and Sharon Nichols, Technology Consultants, TSBVI Outreach

Develop advanced knowledge of a screen reader, JAWS, interfacing with MS Office Products for the completion of tasks related to spreadsheets, word processing, and presentations. In this advanced level training participants will learn step-by-step procedures when using JAWS with MS Word products including Internet, PowerPoint, and Excel.

Target Audience: Educational Staff and Students

Length of Training: 3 or 6-hour options

Meaningful Programming for Students with Visual and Multiple Impairments Which May Include Deafblindness

Presenters: Sara Kitchen, VI Consultant and Chris Montgomery, Deafblind Consultant, TSBVI Outreach

Communication is the foundation for meaningful programming for students with visual and multiple impairments, which may include deafblindness. In this workshop participants will learn methods for developing meaningful communication systems using a holistic approach to interaction, routine development, and calendar systems. They will also share tips and strategies for developing functional and individualized communication systems that can serve as life-long tools for learning.

Target Audience: Teachers of the Deaf and Hard of Hearing, Teachers of Students with Visual Impairments, Special Education Staff (limited to 25)

Length of Training: 6 hours



Orientation and Mobility: What Does It Mean for Students with Visual and Multiple Impairments?

Presenter: Ruth Ann Marsh, Orientation and Mobility Consultant, TSBVI Outreach

Should children with visual and multiple impairments receive O&M services even if they are not independently mobile? If a child is never going to be an independent traveler, what is the purpose of providing O&M training? Direct service or the consult model, what works best? These are some of the questions COMS must deal with in addressing the wide range of abilities and needs exhibited by students with visual and multiple impairments. There is no set curriculum COMS can employ, but there are perspectives that help us create appropriate O&M programming for many of these students. This workshop combines lecture and discussion to enable participants to gather ideas and techniques useful in providing appropriate O&M services to the students with visual and multiple disabilities.

Audience: COMS and Teachers of the Visually Impaired

Length of training: 6 hours

Paraprofessionals Working with Students with Visual Impairments

TSBVI Outreach Consultants

This workshop offers a mix of lecture, simulation exercises and shared resources to introduce basic concepts about visual impairment, explore attitudes towards blindness, and provide evidence-based resources on instructional roles and responsibilities to paraprofessionals working with students who are blind and/or visually impaired.

Audience: Paraprofessionals working with students who are visually impaired. Other members of the team are welcome.

Length of Training: Minimum of 6 hours. More time might be preferable if more significant practice with modifying materials is desired.

Partnering with the Low Vision Student to Develop Self-Awareness and Self-Advocacy of Visual Needs

Presenter: Chrissy Cowan, Teacher of Students with Visual Impairments/Mentor Coordinator, TSBVI Outreach

Literacy media includes materials used to complete literacy tasks that are presented at both near and distance points. The literacy media assessment can be used as a springboard for empowering middle and high school students with low vision to understand and communicate their needs as these relate to accessing the general curriculum. Participants will learn the following to assess student needs and preferences on a variety of literacy media: (1) conducting a student interview related to current visual access; (2) conducting a modified print media assessment profile to determine near reading fluency for a variety of print media; (3) using observation to determine actual student access and visual requirements across the curriculum; and (4) writing a report to reflect student practice, preferences, and intervention needed.

Audience: Teachers of Students with Visual Impairments

Length of Training: 3.5

Role of the Teacher of Students with Visual Impairments for Students with Multiple Impairments

Presenters: Chrissy Cowan, Teacher of Students with Visual Impairments/Mentor Coordinator and Ann Rash, VI Consultant, TSBVI Outreach

The APH Sensory Learning Kit (SLK) is useful for the development of skills for learners with the most significant challenges. Specific tools contained in the SLK may be used in the development of instructional components such as daily schedules, lesson plans, and alternative assessments for students with the most significant challenges. Since the SLK is available on APH quota funds, it is readily available. This workshop will give participants pointers on how to use the SLK, with time built in to explore the contents and apply these to their own students.

Audience: Teachers of Students with Visual Impairments, other members of the teams working with their students and individuals working on TVI certification.

Length of Training: 6 hours

Scientific Notebook+DBT WIN = Nemeth Code

Presenter: Susan Osterhaus, Math Consultant, TSBVI Outreach

An extremely hands-on workshop teaches participants how to create a mathematics document using Scientific Notebook (SNB) and save it in regular or large print. They will also learn to open a SNB document in Duxbury's DBT WIN using the LaTeX importer and translate and format it in correct Nemeth code.

Audience: Teachers of Students with Visual Impairments, Math Teachers, Paraprofessionals preparing math materials for VI students

Length of Training: 6 hours (Hosts will need to provide a computer lab setting.)

Tactile Graphics for Students with Visual Impairments

Presenters: TSBVI Outreach Consultants

Tactile graphics gives visually impaired students access to maps, charts, graphs, and other types of illustrations. This workshop presents a variety of techniques for producing tactile graphics, as well as teaching strategies and information on tactile skills. Suggestions for teaching students to make their own tactile graphics will also be addressed.

* This workshop may be offered as a make-and-take training.

Audience: Teachers of Students with Visual Impairments, COMS, Paraprofessionals working with VI students, and Braillists

Length of training: 6 hours minimum (up to 2 days for make-and-take)



Teaching Mathematics to Students Who Are Blind and Visually Impaired (Early Childhood-Secondary)

Presenter: Susan Osterhaus, Math Consultant, TSBVI Outreach

Math instruction is critical for all students, but especially for students with visual impairments. This special training opportunity will be helpful to anyone involved in math instruction with VI students.

The early childhood and elementary school portion of the workshop will help participants to identify some of the challenges that the VI student faces in the general education mathematics classroom. Opportunities will be provided for exploration of a variety of accessible materials, tools, and technology, which will allow their students to learn basic math concepts. Additionally, participants will have the chance to problem solve on how to use these materials, tools, and technology in accessing the general math curriculum through collaborative interaction among the student, math teacher, VI teacher, paraprofessional, and family members.

The middle and high school portion of the workshop will help participants to locate the technology and resources to enable teachers to produce/provide accessible math materials (text and graphics). Participants will also identify and find a variety of accessible tools and technology, which will allow their students to draw, construct, measure, and graph independently, including various types of accessible scientific and graphing calculators currently available. Opportunities to problem solve how to use these tools and technology in accessing the general math curriculum will also be included.

Audience: Teachers of Students with Visual Impairments, Math Teachers, Paraprofessionals working with VI students, and Parents of VI students

Length of Training: 6 hours for either Early Childhood and Elementary **OR** Middle and High School presentation. Two 6-hour days are required to cover both portions (ages early childhood thru high school).

Figure 12 - A student explores a Talking Tactile Graphic.



Transition Planning: A Process for Making It Meaningful

Presenters: TSBVI Outreach Consultants and DARS-DBS Transition Staff

Federal and state laws call for collaboration between school and human service providers in planning transition for students with disabilities. Still we struggle trying to find a process that works. This workshop will provide a transition planning process to follow for developing meaningful transition goals and objectives for students with visual impairments. Designed for team participation that includes educational and rehabilitation staff as well as the family and students, this workshop is very hands-on. Teams will learn and use a process for meaningful transition planning for their visually impaired students. Participants will use action plans within the transition process to begin writing meaningful goals and objectives for their student or students.

Audience: Transition Teams (including Teachers of Students with Visual Impairments, COMS, DARS-DBS Staff Diagnosticians, Parents, and the Student)

Length of Training: 6 hours

Transition Planning: Individual Team Training

Presenter: Eva Thompson-Lavigne, Transition Consultant, Outreach

A unique event offering an individual team training experience focused on a single student who is visually impaired. Included is a home visit to discuss transition plans with the family, to identify student strengths and needs and to observe and discuss independent living skills. An observation period at the school provides an opportunity to meet with school staff individually. The team (including human service representatives) comes together for approximately 4 hours of training to work through a variety of assessment tools; to identify specific transition-related goals and objectives for the IEP; and to make an action plan related to on-going transition activities for the student and support activities for staff and family. The goal of this training is to improve the quality of transition planning and programming for the student through a highly collaborative team process.

Audience: Transition Teams (including Teachers of Students with Visual Impairments, COMS, DARS-DBS Staff Diagnosticians, Parents, and the Student)

Length of Training: 3 hours each home meeting and school observation, plus 4 hours of team training. Times are flexible based on the needs of the team, but can be managed in 2 days.



Using the Audio Graphing Calculator

Presenter: Susan Osterhaus, Math Consultant, TSBVI Outreach

This is a hands-on workshop where participants learn to navigate in the Audio Graphing Calculator (AGC) and prepare their students to use it. They will also learn to graph various functions, perform computations with matrices, enter data points, and interpret data obtained, especially as it relates to an algebra class.

Audience: Teachers of Students with Visual Impairments, Math Teachers, and Students taking a class requiring the use of the AGC

Length of Training: 6 hours (Hosts will need to provide a computer lab setting.)

Visual Impairments and Autism

Marnee Loftin, Licensed Psychologist, TSBVI

Students with visual impairments, like the rest of the student population, may have as an additional disability some type of Autism Spectrum Disorder. They may also exhibit behaviors that appear autistic, but are not. So how can you tell the difference? Participants in this workshop will learn ways to differentiate between characteristics of visual impairment and autism and the differences between the diagnosis of Autism disorder and Asperger's disorder. Steps for an appropriate diagnostic evaluation process and assessment resources for students with visual impairments and possible Autism, educational strategies, and case studies will be shared.

Audience: Assessment/Evaluation Personnel, VI Professionals, Parents

Length of Training: 3 hours

What Does Communication Look Like for Your Baby?

Presenters: TSBVI Outreach Consultants

Babies who are visually impaired and have additional disabilities such as hearing loss or motor problems may have delays in developing formal language. Nevertheless they come into this world communicating. The focus of this workshop is to help parents identify how their child is communicating currently and how to help them achieve the next level in their language development. They will also learn ideas for sharing that information with professionals in a way that can guide the educational programming.

Audience: Parents of children with visual and multiple impairments that may include hearing loss

Length of training: 6 hours



When You Have a Visually Impaired Student in Your Classroom

Presenters: TSBVI Outreach Consultants

This workshop offers a mix of lecture, simulation exercises and shared resources to introduce basic concepts about visual impairment to teachers who will have a VI student in their classroom. It will explore attitudes towards blindness and provide evidence-based resources on instructional roles and responsibilities for working with students who are blind and/or visually impaired. Effective strategies to foster independence and achievement in students with visual impairments will be included.

Audience: General Education Teachers, Special Education Teachers, Administrators, Parents and Paraprofessionals working with students who are visually impaired; Teacher of Students with Visual Impairments and COMS working with these teams are welcome

Length of training: 6 hours. More time may be needed if more significant practice with modifying materials is desired.

LET US BUILD A WORKSHOP TO FIT YOUR NEEDS

We can custom-build a workshop to meet your specific needs. Here is a partial listing of broad topical areas around which we can develop training:



Figure 13 - Image of two construction workers discussing a blueprint.

- Assessment and Developing the IEP
- Access to the General Education Curriculum (including Math, Science, Social Studies, Geography, Literacy)
- Accommodations and Modifications
- Braille Reading and Instruction
- Curriculum & Alignment to State Standards
- Educational Strategies for Infants and Toddlers Who Are Visually Impaired or Deafblind
- Educational Strategies for Elementary Age Students Who Are Visually Impaired or Deafblind

- Educational and Transition Strategies for Adolescents and Young Adults Who Are Visually Impaired or Deafblind
- Expanded Core Curriculum (Assistive Tech, Compensatory Skills, Career Education, Recreation and Leisure, O&M, Social Interaction Skills, Self-Determination, Sensory Efficiency Skills, Independent Living)
- Identification and Completion of the APH Registry and Deafblind Census
- Low Vision Devices
- Paraprofessionals Working with VI Students
- Parenting a Child with Visual Impairment or Deafblindness
- Sexuality Education and Social Skills
- Technology
- Vision Conditions
- And **TSBVI CURRICULUM PRODUCTS!**

Distance Learning

TETN BROADCASTS 2009-2010 AT A GLANCE

SEP	<ul style="list-style-type: none"> ■ Wed. 9th 10 am-12 pm - #35074 What's Happening at TSBVI? ■ Mon. 14th 1:30-3:30 pm - #35065 CVI Series (Part 1) Introduction to CVI and the Roman Assessment ■ Fri. 25th 1:30-3:30 pm - #514958 VI Transition Discussion Group ■ Mon. 28th 9-11 am - #35071 CVI Series (Part 2) Using Christine Roman's CVI Assessment
OCT	<ul style="list-style-type: none"> ■ Tues. 13th 1:30-3:30 pm - #35063 DAISY Files: Why Carry All That Paper? ■ Wed. 21st 1:30-3:30 pm - #35066 Math for Students Who Are Deafblind or Multiply and Visually Impaired
NOV	<ul style="list-style-type: none"> ■ Wed. 11th 1:30-4:00 pm - #35075 New Teacher Series: Role of the Teacher of Students with Visual Impairments with Students Who Have Multiple Impairments
DEC	<ul style="list-style-type: none"> ■ Wed. 2nd 1:30-3:30 pm - #35072 Teaching Science to Students with Visual Impairments ■ Wed. 9th 10 am-12 pm - #35069 O&M for Babies and Pre-Schoolers
JAN	<ul style="list-style-type: none"> ■ Thurs. 14th 1:30-4 pm - #35068 New Teacher Series: Role of the Teacher of Students with Visual Impairments in Literacy Instruction
FEB	<ul style="list-style-type: none"> ■ Wed. 3rd 1:30-3:30 pm - #35070 O&M for Students with CVI ■ Tues. 9th 1:30-3:30 pm - #35067 How TSBVI Can Support Math Instruction ■ Tues. 16th 1:30-3:30 pm - #35062 Braille Music
MAR	<ul style="list-style-type: none"> ■ Thurs. 11th 1:30-3:30 pm - #35061 Behavior Considerations for Students with Deafblindness
APR	<ul style="list-style-type: none"> ■ Thurs. 8th 1:30-4:00 pm - #35073 New Teacher Series: Role of the Teacher of Students with Visual Impairments with Low Vision Students ■ Wed. 21st 1:30-3:30 pm - #35064 The Importance of Early Identification of Deafblindness in Babies



Below are more detailed listings for our TETN Broadcasts for the 2009-2010 school year.

SEPTEMBER

September 9th 10 am-12 pm - #35074 What's Happening at TSBVI?

Presenters: Bill Daugherty, Superintendent, Cyral Miller, Outreach Director, Lauren Newton, Special Programs Principal, Miles Fain, Comprehensive Programs Principal and Debra Sewell, Curriculum Coordinator, TSBVI

Are you curious about what's happening at TSBVI? Want to hear about new buildings? Exciting programs? Curriculum materials? Come join this broadcast to get the scoop on 2009-2010 at your statewide VI resource, the Texas School for the Blind and Visually Impaired.

September 14th 1:30-3:30 pm - #35065 CVI Series: Introduction to CVI and the Roman Assessment

Presenter: Sara Kitchen, VI Consultant, TSBVI Outreach and Lynn McAllister, Lead Teacher for Comprehensive Programs, TSBVI

This is part 1 of a 2-part broadcast that will explore the causes and characteristics of Cortical Visual Impairment (CVI). General intervention strategies will be discussed briefly. Christine Roman-Lantzy's assessment tool will be introduced.

September 25th 1:30-3:30 pm - #514958 Transition Discussion Group

This TETN will focus on a discussion about Customized Employment. If you have ideas about what VI professionals in Texas might do to promote awareness and training on this topic, please join in this broadcast.

September 28th 9-11:00 am - #35071 CVI Series: Using Christine Roman's CVI Assessment

Presenter: Sara Kitchen, VI Consultant, TSBVI Outreach and Lynn McAllister, Lead Teacher for Comprehensive Programs, TSBVI

In part 2 of this 2-part series participants will be walked through Dr. Christine Roman-Lantzy's assessment process. Through the use of a video case study, participants will learn to complete 3 parts of the assessment to determine a student's CVI range. Intervention possibilities will be discussed.



OCTOBER

October 13th 1:30 - 3:30 pm - #35063 Digital Accessible Information System (DAISY) Files: Why Carry All That Paper?

Presenter: Patrick van Geem, Technology Consultant, TSBVI Outreach

Participants are shown a systematic process of transforming hardcopy and/or word processing documents into DAISY formatted files. The process starts with the document scanned into a digital format by a scanner and OCR voice output software. It is then transformed into a word processing document through an editing process and formatted into a DAISY document complete with features that include book marking, chapters, page numbering, and folders. Students can learn to make their own DAISY files that could include excerpts from magazines and/or books, handouts from teachers, and notes taken in class. This could help students better organize their materials by condensing their school materials into a digital format that requires less space than notebooks of paper and Braille textbooks.

October 21st 1:30- 3:30 pm - #35066 Math for Students Who Are Deafblind or Multiply and Visually Impaired

Presenter: Holly Cooper, Deafblind Consultant, TSBVI Outreach

Students who are deafblind or visually impaired with significant cognitive delays can and should participate in core content instruction, including math. This broadcast will highlight the curriculum focus areas to consider and suggest needed concept and skills development.

NOVEMBER

November 11th 1:30- 4:00 pm - #35075 - New Teacher Series: Role of the Teacher of Students with Visual Impairments with Students who have Multiple Impairments

Presenter: Chrissy Cowan, Mentor Coordinator, TSBVI Outreach

Helping new teachers get off on a good footing, this first of a 3-part series will focus on the role of the Teacher of Students with Visually Impairments in serving students with visual and multiple impairments. We will discuss topics such as direct versus consult models, assessment, role release, programming strategies and materials. Master teachers and mentors are encouraged to join in to share their expertise.

DECEMBER

December 2nd 1:30-3:30 pm - #35072 Teaching Science to Students with Visual Impairments

Presenter: Margaret Robinson, Special Programs Instructor, TSBVI

A critical core curriculum area is Science, and students who are visually impaired need a good foundation in the sciences just like their nondisabled peers. Margaret Robinson offers practical strategies, interventions, and resources for teaching science to a student with visual impairments.

December 9th 10 am-12 pm - #35069 O&M for Babies and Pre-Schoolers

Presenter: Beverly Jackson, COMS, Round Rock ISD

Movement is critical to a child's early development in all areas. That is why good early intervention requires educational staff to consider orientation and mobility needs very early on for students with visual impairments. This broadcast will shed light on the role of the COMS in working with babies and preschoolers, and discuss assessment strategies and instruction for children birth to six.

JANUARY

January 14th 1:30- 4:00 pm - #35068 New Teacher Series: Role of the Teacher of Students with Visual Impairments in Literacy Instruction

Presenter: Ann Rash, VI Consultant, TSBVI Outreach

Teachers of students with visual impairments play a critical role in literacy instruction for students with visual impairments. This broadcast, the second in a 3-part series, will help new teachers gain a better understanding of how and why they can and should support literacy learning with their students.



FEBRUARY

February 3rd 1:30- 3:30 pm - # 35070 O&M for Students with CVI

Presenters: Ruth Ann Marsh, COMS/O&M Consultant, and Sara Kitchen, VI Consultant, TSBVI Outreach

Ruth Ann and Sara share a discussion about providing orientation and mobility to students with cortical vision impairment. What are some of the considerations for the O&M Assessment and how should COMS modify their programming approaches for students with CVI? Tune in and find out.

February 9th 1:30-3:30 pm - #35067 How TSBVI Can Support Math Instruction

Presenter: Susan Osterhaus, Math Consultant, TSBVI Outreach

TSBVI offers a variety of supports for teaching math to students with visual impairments including web-based resources, Special Program math classes and workshops. Learn more about these resources and how to access them from Susan Osterhaus, math teacher extraordinaire.

February 16th 1:30-3:30 pm - #35062 Braille Music

Presenter: Sharon Nichols, Technology Consultant, TSBVI Outreach

Many students with visual impairments enjoy reading and playing music. This broadcast will familiarize music teachers and others with scanning, creating, editing and embossing music Braille. Included is a demonstration of a student using LimeAloud and JAWS to create, edit and emboss music Braille.

MARCH

March 11th 1:30-3:30 pm - #35061 Behavior Considerations for Students with Deafblindness

Presenter: David Wiley, Transition Specialist, TSBVI Outreach

Students with deafblindness face incredible stresses in their school and community settings that often result in behavioral challenges. This TETN will focus on some of the issues and strategies for addressing behavioral concerns for these students.

APRIL

April 8th 1:30-4:00 pm - #35073 New Teacher Series: Role of the Teacher of Students with Visual Impairments with Low Vision Students

Presenter: Chrissy Cowan, Mentor Coordinator, TSBVI Outreach

The final of our 3-part series for new teachers takes a look at the support needed by a low vision student from his/her teacher of the visually impaired. Chrissy will discuss the teacher of students with visual impairments' role in assessment, IEP development, service delivery models, and instruction for these students.

April 21st 1:30-3:30 pm - #35064 The Importance of Early Identification of Deafblindness in Babies

Presenters: Kate Hurst, Statewide Staff Development Coordinator and Gigi Newton, Early Childhood Consultant, TSBVI Outreach

When a child with disabilities is born it may take several years or more to determine the extent of his/her disabilities. Unfortunately when vision and hearing loss go undetected and appropriate intervention is delayed, serious developmental delays are likely. Early intervention can often make a huge difference for the child and his/her family. This broadcast will discuss why early identification of vision and hearing loss is so critical and makes a case for improving our early support to these children and their families.

If you want to attend a TETN broadcast

To participate in a TETN broadcast, contact your regional ESC Distance Learning Contact. Be sure to tell them if you need any special accommodations to access the event such as a sign language interpreter. Your local school district may have the capacity to bridge into the broadcast so you can see it from a local campus. Your ESC Distance Learning Contact will be able to coordinate this request from your local district.

All handouts are posted on the TSBVI website prior to the broadcast for you to be able to download. Go to <http://www.tsbvi.edu/Outreach/de.htm>.

All TETN broadcasts will be submitted for approval for SBEC and ACVREP continuing education credit. Contact Kate Hurst at katehurst@tsbvi.edu if you would like more information about getting these credits.



TSBVI Website

WEB-BASED LEARNING

TSBVI Outreach will be launching a number of web-based learning tools during the 2009-2010 school year. These will include on-line modules, videos, blogs and wikis designed to expand the in-service and informational resources for parents, professionals and paraprofessionals.

RESOURCES FOR FAMILIES AND PROFESSIONALS

Currently there are many resources available on the TSBVI website at www.tsbvi.edu. These include Resources for the Expanded Core Curriculum (RECC), resources on Math and Science instruction, Tactile Symbols, and many other great resources. More are added constantly, so bookmark this site!

Publications and Products

TSBVI Outreach produces a variety of materials each year. Many are available free on the TSBVI website, and others are available for a modest cost through the TSBVI Curriculum Department. These include a free quarterly newsletter, TX SenseAbilities, articles on a variety of topics, the Resources for the Expanded Core Curriculum (RECC) database, as well as books, CDs/DVDs and videotapes.

TX SENSEABILITIES

TSBVI Outreach and the Texas DARS-Division of Blind Services publish TX SenseAbilities, a quarterly newsletter with timely information on VI and deafblind topics. It includes articles by family members, strategies for working with young people who are visually impaired or multiply disabled, information about agencies and programs, medical and health information, and classified ads and announcements. To sign up for this newsletter or to view current and archived editions, go to <http://www.tsbvi.edu/Outreach/newsletter/index.htm>.

TSBVI CURRICULUM

Outreach staff and many others have developed products that are available through the TSBVI Curriculum Department. The products include a DVD on Interaction, a special packet on transition, titled *Deafblind Transition Stories*, and a variety of books and videotapes. Go to <http://www.tsbvi.edu/publications/index.htm> to learn more.



Technology Loans

The purpose of the Technology Loan Program is to loan specialized equipment to students with visual impairments to help them realize their educational potential. Examples of the technology available are: BrailleNote, Pac Mate, Flipper CCTV, Mountbatten Braille, Extreme Reader, MyReader, Tiger Braille Printer, Switches and Switch Accessible Software, and Intellitools Products.

The program provides transitional equipment that will enable students to receive necessary instruction. The Educational Service Centers and TSBVI will assist students, teachers, and parents with training to ensure that the student is able to benefit from the loan device(s).

When application for the equipment is made, a plan for local equipment procurement and loan duration is defined. A typical loan is for 6 to 12 months. All loan items must be returned annually.

All equipment loans will be made only after an individualized technology evaluation is submitted. The evaluation should include an assessment of the student's short-term and long-term technology needs. In the event that the technology loan is for the purpose of a technology evaluation, a letter is required outlining: 1) a statement of the student's current education program, 2) statement of current educational or instructional needs, 3) current level of competency in utilizing recommended equipment, and 4) short and long-term technology goals. A training plan must include initial training and plans for ongoing support for the student, family, and instructional personnel.

Go to <http://www.tsbvi.edu/Outreach/techloan/index.htm> to learn more about the program, to download a catalog or download a request form. Please contact Carrie Keith at (512) 206-9314 or CarrieKeith@tsbvi.edu for additional information.



Student Demographics

APH REGISTRATION

The TSBVI Outreach Program conducts the Annual Registration of Students Who Are Visually Impaired for the TEA through a contract with Region XI Education Service Center. This VI Registration is also used as a data source to help Regional Education Service Centers analyze trends and plan services as well as serving as a basis for students to qualify for adapted textbooks. Forms and online registration for the VI Registration may be found at <http://www.tsbvi.edu/Outreach/aph/index.htm>. If you have questions about the APH Federal Quota Funds, ordering of APH materials and the Annual Registration of Students Who Are Visually Impaired contact: Jim Durkel, 512-206-9270 or email: JimDurkel@tsbvi.edu.

DEAFBLIND CENSUS

The Texas Education Agency (TEA), Division of Special Education, is required to report annually on individuals, 0-21 years of age, who are deafblind in Texas. This report requires a different type of information than the Child Count data mandated under IDEA. The Texas Deafblind Project collects this information for the TEA. Through the Deafblind Census, the TEA annually reports:

- the number of children who meet the criteria for being reported on the Deafblind Census served by age, severity, gender, and nature of deafblindness; and
- the types of services provided and the setting in which the services are provided.

The census provides information that is used for regional and statewide planning to develop funding and appropriate services for infants, children, and youth who are deafblind. Go to <http://www.tsbvi.edu/Outreach/deafblind/census/index.htm> for more information.

Forms and online registration for the Deafblind Census may be found at <http://www.tsbvi.edu/Outreach/deafblind/census/index.htm>. Questions about the Deafblind Census? Please contact: Jim Durkel, 512-206-9270 or email: JimDurkel@tsbvi.edu.





Figure 14 American Printing House for the Blind logo.

APH Materials

The American Printing House for the Blind is a non-profit agency designated by Congress as the official supplier of educational materials to all students in the U.S. who meet the definition of blindness and are working at less than college level. The Texas Instructional Materials Center for the Visually Impaired (TIMCVI), run by the Texas School for the Blind and Visually Impaired Outreach Program, coordinates ordering and managing these materials. Specialized equipment and instructional materials may be requested by a local school district for the eligible visually impaired students it serves. Visit APH Products at www.aph.org/products/index.html. Materials are accessed through the use of Federal Quota Funds. The amount of Quota Funds awarded to Texas is based on the Annual Registration of Students Who Are Visually Impaired. Send APH orders to txaph@tsbvi.edu.





Figure 15 - Logo for TSBVI Outreach

Texas School for the Blind & Visually Impaired
Outreach Program
1100 West 45th Street
Austin, Texas 78756

www.tsbvi.edu/Outreach
outreach@tsbvi.edu



Figure 16 - Logo for Office of Special Education Programming (OSEP)

