

AER Bulletin

AER Canada

Fall 2011

FEATURES

**Getting An
Accessible
University
Education**

Page 15

**A Few Notes
from Braille21**

By Darleen Bogart

Page 21

**The Importance
of Physical
Education and
Play for Children
and Youth who
are Blind**

Page 24

Contents

Upcoming
Events &
Dates to
Remember Page 2

Hacley
School for
the Blind Page 10

AER
International
Conference
2012 Page 14

AER
Manitoba
Chapter
Presents... Page 19

Canadian
Membership
Update Page 32

The AER Bulletin is published 2-3 times yearly. For inquiries please contact aercanada@aerbvi.org

Dear Friends in AER

Since our last newsletter, there has been two regional AER conferences. Boston in August, and Cleveland in October. Although I did not personally attend, I heard from several sources that they were very successful. As well as the regional conferences, The CNIB hosted a Canadian Conference, Perspectives 2011 in partnership with Ontario AER and Views, Ontario's parent organization. I did attend this very successful conference and had the pleasure of meeting with AER members from across Canada.

Also since our last newsletter, as your Canadian Representative, I have attended several finance meetings and three international board meetings. At one time, these meetings would have been attended face to face, but now, due to budget restraints, they are attended via teleconference (for the one and two hour meetings) and Webinars (for the week-end meetings). Although we manage to get a lot of work done, it is not the same as face to face where one can network and get to know a little better the other board members.

Our last board meeting was on October 28th, and 29th. The following is an outline of some of the information and issues discussed:

- The organization membership currently stands at 4,400 with division membership at 3,211. The Canadian membership is approximately at 137.

Upcoming Events & Dates to Remember

February 24th, 2012

– AER Manitoba Chapter presents: STAY FIT – HAVE FUN! Developing an Active, Healthy Lifestyle For Persons Who are Blind or Visually Impaired. Manitoba School for the Deaf, Winnipeg, MB. ACVREP CE hours. Further details to follow.

April 3-5, 2012 – Canadian Vision Teachers' Conference 2012: Inspire, Innovate and Collaborate. Sheraton Parkway Hotel and Conference Centre. Richmond Hill, ON.

July 17-22nd, 2012 – AER International Conference. Hyatt Regency Bellevue on Seattle's Eastside Bellevue, Washington State USA.

Know of an upcoming event of interest to Canadian AER Members? Please send details to aercanada@aerbvi.org

Continued...

- A new program is being developed, Fellows of AER (FAER), to honor AER members who mentor new members in the organization. More details to follow.
- The Executive Director Lou Tutt and President Pat Leader are attending meetings with various organizations to represent AER. Lou will be attending several AER chapter meetings in the near future at the expense of the local chapters.
- The 2012 International Conference will be held in Bellevue, Washington, July 18-22, 2012. Call for abstract submissions will be posted and sent out in a few weeks. Deadline for submissions will be January 15, 2012.
- There will not be a regional conference held in 2013.
- Nominations for CDC and CCP will be sent out in early January and due back in AER office by March 1st.
- Future board meetings in 2012: Jan. 27-28; April 20-21; July 21 (at AER International); September 28-29.

If you have any questions regarding our meetings, please don't hesitate to contact me.

In the near future, some of you will be contacted to join a teleconference with Dan, Lou Tutt, Pat Leader and myself to discuss Canadian AER issues, and to talk about ways on how AER can better serve the Canadian Membership. I would welcome any comments, or issues that you would like us to discuss. Please feel welcome to contact Dan (dan.vodon@cnib.ca) or myself with any concerns.

In closing, I would like you to join me in offering congratulations to Mr. and Mrs. Dan Vodon. Dan and Carolyn were married on October 15, 2011. Best Wishes and many years of happiness to you both.

Yours in AER
Sue Howe
sue.howe@sympatico.ca

International Council on English Braille

Fifth General Assembly

Call for papers

Date: 21 September 2011

The International Council on English Braille (ICEB) is holding its Fifth General Assembly from Sunday 6 May 2012 to Thursday 10 May 2012 near Johannesburg, South Africa. We are delighted to invite friends of braille to submit papers for presentation at the General Assembly. Details about the papers and the process are as follows:

- 1 The papers should be related to Unified English Braille (UEB) or braille in general. Some suggestions are:
 - * UEB research and results of UEB implementation.
 - * research, education and teaching braille and technical codes to children.
 - * teaching braille to blind adults in today's potentially computer-assisted environment.
 - * technological developments in braille production.
 - * tactile graphics - research into readability and cost-effective production techniques.
 - * challenges facing developing countries in the production and teaching of braille.
 - * the future of braille code monitoring and maintenance - what international organisational structures would best suit this role?
- 2 Closing date for submission of Abstracts of up to 400 words: Thursday 15 December 2011. Late abstracts will only be considered if there are insufficient suitable abstracts received by the due date. Please provide the abstracts as Microsoft Word or text (.txt) attachments to the ICEB secretary, Dr Judith M. Dixon, email jdix@loc.gov
- 3 Abstracts will be assessed and selected by the Papers Subcommittee of the ICEB who will advise submitters of the acceptance (or otherwise) of their papers by 5 January 2012.

- 4 What to include in your abstract: To assist the Committee in assessing your proposal, please ensure that you address the following five points as part of your abstract of up to 400 words:
- * Title of paper;
 - * Name(s) of author(s), including organisational or corporate affiliations;
 - * Contact details of author(s) (address, telephone and email);
 - * Key objectives of paper - up to five key points;
 - * Outline of paper.
- 5 Papers should be a maximum of 6,000 words in length, exclusive of abstract, footnotes and appendices.
- 6 A paper may be written by two or more co-authors, or by an individual. Authors or co-authors need not be delegates to the General Assembly.
- 7 Completed papers are due by 29 February 2012 as Microsoft Word files to be sent to the ICEB secretary, Dr Judith M. Dixon, email jdix@loc.gov
- 8 All accepted papers will be emailed to ICEB member countries by 1 March 2012 to circulate to all delegates. This deadline is so that delegates may read and discuss the papers with others prior to their attending the General Assembly.
- 9 Presentations: As delegates are expected to have read the papers, each presenter will be asked to give a summary of their paper in up to 25 minutes, allowing time for questions and discussion to follow. A presenter is not required to be a paper's author/co-author nor to be a delegate to the Assembly. The person emailing the abstract to the ICEB secretary should indicate who is going to be the paper's presenter.
- 10 All accepted papers will be published in the proceedings of the General Assembly.

Congratulations to Victoria Chan - 2011 iFactor Champion

Victoria Chan was crowned the 2011 iFactor champion on Saturday, August 20. Victoria wowed the audience at the sold out event with her stunning versions of the songs "Prayer" and "Time to Say Goodbye".

As the recipient of the Joe Findley Award, Victoria won a chance to be the opening act for legendary Canadian singer-songwriter Terry Kelly at a concert yet to be determined and a trip for two to a Canadian destination.

The runner-up at this year's competition was Adrien Breda from Willowdale, Ontario and the 2nd runner-up was Sam Koroski from Ottawa, Ontario.

Rounding out the top five were Tommy Ehman from Craik, Saskatchewan and Patricia Ellis from Beeton, Ontario.

A big thank you to everyone who contributed to such a successful evening.

Once again, congratulations Victoria!



Children's Braille Book Club

Every child deserves a library!



Join the Children's Braille Book Club. Membership is free!

Kids need a collection of books to call their own — books that can be pulled down from a shelf to explore independently or read to them by a trusted parent, teacher or friend.

national::braille
press

Call toll-free: **800-548-7323**

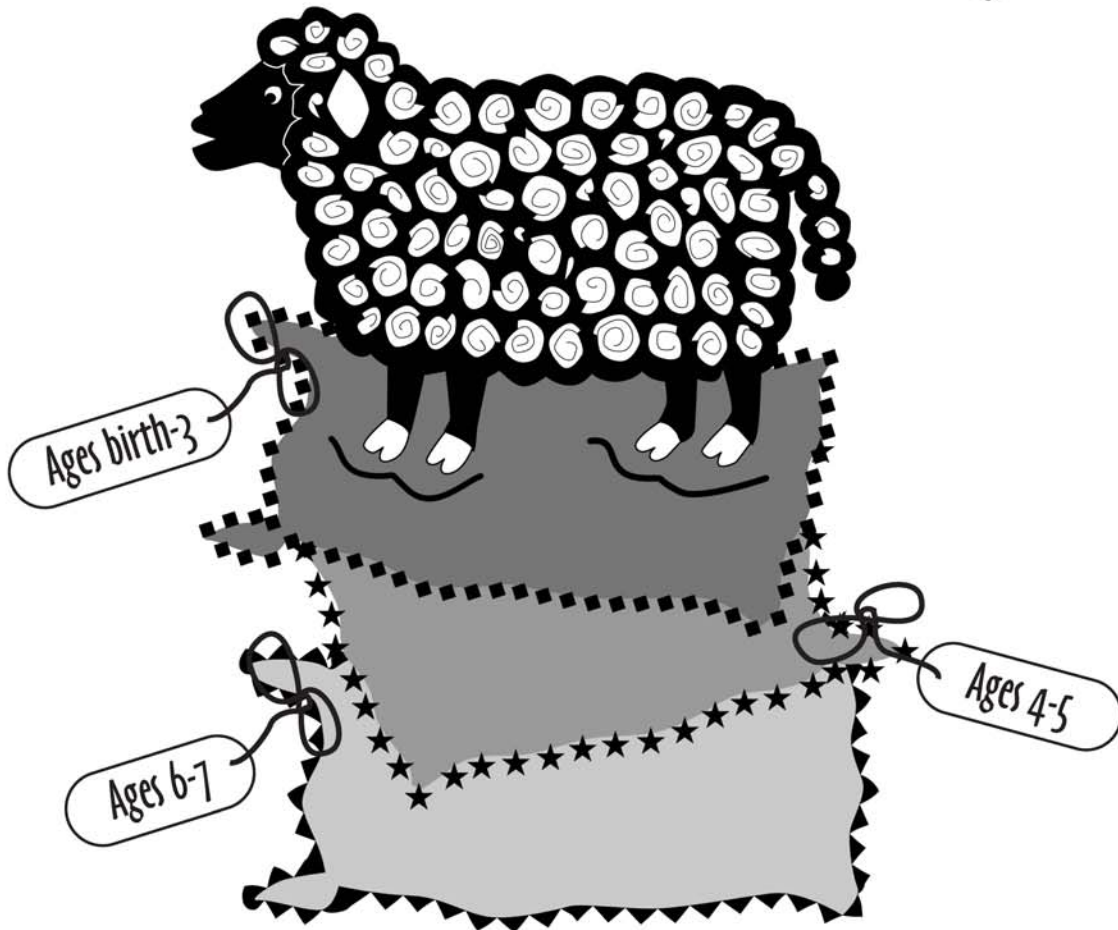
Sign up online:

www.nbp.org (click on Programs)



BAA, baa, black sheep, have you any books?

YES, sir, yes, sir, three bags full!



FREE Braille Book Bags for any family with a blind child, birth to age 7

Call: 800-548-7323 ext. 520

Go to www.nbp.org and click on Programs/ReadBooks!

Brought to you by National Braille Press



S U M M E R 2 0 1 1

SCORE 3

Skills, Confidence and Opportunities through Recreation and Education

What's it all about?

The purpose of the SCORE 3 program is to give students from Grade 7 to Grade 10 the opportunity to build their independence and to expand their skills and experiences in a supportive, safe and fun environment.

In SCORE 3, we focus on personal and teamwork skills during a fun week of activities at the Lake Joe facilities.

“This week I learned how to be on my own, how to do things without my parents, and how to go camping as well.”

- SCORE Participant



How do we achieve these goals?

By having excellent, dedicated CNIB staff, who take time from their regular schedules to assist in running this program.

By partnering with Lake Joe staff, who keep the facilities running smoothly and assisted with a number of the activities the students participated in.

SCORE Staff Members

Coordinators

Kerrie St. Jean – chief
SCORE coordinator from
Sudbury, ON

Maddy – Kerrie's
university student assistant
from Toronto, ON

Orientation and Mobility

Robin from
Newmarket, ON

Independent Living Specialists

Sandy from
Victoria, BC

Scott from
Thunder Bay, ON

Camp Activities

Learn more about some of the camp activities that students found most helpful and fun, and hear from the participants themselves!

Drumming Workshop

“My favourite part of camp was the drumming session, because I really like music and I got to learn more about music in general.”

The drumming workshop was led by three staff members from an organization known as Rhythmic by Nature. Students were introduced to the joys and techniques of African drumming, and taught the importance of listening to each other.

Swimming

“SCORE was awesome! I had a favourite part; it was swimming and getting in the water!”



Offsite Camping

“My favourite activity would be the camping because we got to get around and got to see some different things. *I enjoyed the meal, especially to be able to do it ourselves.*”

Staff members took the students off-site on an overnight camping excursion where they helped set up the camping area, went swimming, and made their own pizza dough and prepared their own panzerottis.

Question Box Activity

“My favourite part of camp has been gathering with people. One thing I enjoyed was the question box activity, when we went into different groups, because *then I knew I wasn't the only one worrying about these things.*”

The students were split up into two groups of girls and boys, and had the opportunity to ask questions anonymously about personal health and hygiene in an environment in which they felt comfortable and safe.



The Hadley School for the Blind Opens Enrollment for Forsythe Center for Entrepreneurship

On September 19, The Hadley School for the Blind officially opened enrollment for the Forsythe Center for Entrepreneurship. The goal of this new business, entrepreneurship and technology program is to provide individuals who are visually impaired with the knowledge, resources and networking opportunities enabling them to advance in their careers or to successfully launch and grow their own businesses.

The initiative includes a number of existing Hadley courses focused on business and entrepreneurship as well as six, new, one-lesson "modules" developed over the last year in preparation for this month's launch. They include:

- Market Research
- The Financial Plan
- The Marketing Plan
- The Business Plan
- Business Insurance
- Forms of Ownership

Hadley is embarking upon this program, in part, to address the deplorable employment rate among people who are visually impaired. Although statistics vary somewhat, the most reliable data sources suggest that the under- or unemployment rate of persons who are blind or visually impaired is 70%-80%.

"The Center will fulfill a great need. Self-employment is a very viable avenue to attain meaningful jobs and incomes for those who are visually impaired," says Program Manager Tom Babinszki.

By providing the requisite computer training, along with the relevant Social Security, tax, accounting, legal, marketing, management and communications information, Hadley will prepare students to take a large step towards achieving self-sufficiency. The curriculum content will be made richer through a network of accomplished civic and business leaders who are themselves blind or visually impaired, as well as through access to a comprehensive, online resource center.

The Center is named in honor of long-time Hadley trustee and donor Sandy Forsythe and her husband, Rick, who have offered a significant, three-year, 2-for-1 challenge grant if matched by new contributions to the school.

“We are honored to support such an important program at Hadley that truly fulfills the school’s mission to promote independent living,” says Forsythe.

The program is also funded by A.G. Cox Charity Trust; Adams Street Partners, LLC; Alliant Credit Union Foundation; Donald P. and Byrd M. Kelly Foundation; Lions Clubs International Foundation; Martin J. and Susan B. Kozak Foundation; The Charles and M.R. Shapiro Foundation; The Helen Brach Foundation; The Siragusa Foundation; The Susquehanna Foundation for the Blind; Union Bank Foundation and a number of individual donors.

The program is designed to be practical, relevant and interactive. Courses are open to anyone who is blind or visually impaired, over age 14 and is serious about starting or growing a business. Coursework is offered free of charge and is mostly online.

“The Center for Entrepreneurship represents one of the many ways that Hadley is evolving to utilize technology to meet our students’ needs. This program will help students worldwide achieve their employment goals,” says President Chuck Young.

For more information about the Forsythe Center for Entrepreneurship, please visit www.hadley.edu/fce.

New! ProxTalker.com, LLC Proudly Presents

The LOGAN® BrailleCoach™ Braille Teaching Device



This device promotes self sufficient practice of Braille.



You can customize your Logan® BrailleCoach™ with simple Programming Tags.



This device is battery powered, portable, and light weight, so it can be carried with you anywhere.



Did you know that the ProxTalker device can be used with tactile symbols* for blind/low vision?

Patent Pending

*ProxTalker.com, LLC does not provide tactile symbols

New! ProxTalker.com, LLC Proudly Presents

The LOGAN® BrailleCoach™ Braille Teaching Device



The BrailleCoach™ device includes 26 letter tags, a set of Programming Tags, and 4 pre-installed AA batteries. It also has an earphone jack* for privacy.



You can also purchase Blank Tags if you wish to customize. *It's Easy!*



First press the RECORD Tag from your Programming set onto the red button.



Then press down a Blank Tag, and clearly speak your sound, word, or phrase. Add a Braille label and you are done!

If you have questions or wish to purchase the device, contact us at

Phone: (203) 721-6074 Toll free: (866) 962-0966
Fax: (203) 721-6070 e-mail: info@proxtalker.com

AER International Conference July 17-22, 2012

Hyatt Regency Bellevue on Seattle's Eastside Bellevue, Washington State USA

John Kelly, AER 2012 International Conference Committee Chair
Contact jkelly@jkkvc.org for more information.



Getting An Accessible University Education

By Martin Courcelles

Have you ever considered going back to school in order to better yourself, or to attain that master's degree you chose to forfeit when you were younger? What preparations would you need to do in order to apply? Probably, a bit of research and a couple of properly filled out applications to your local and/or favourite universities or colleges. You'd have to also figure out whether you would want to take the course online or in person. Once accepted, you'd pay for the courses, buy the required books and then attend the classes. Easy as pie. Have you ever stopped and wondered how a blind person would approach this endeavor? What challenges/hurdles would one encounter?

The application and payment portions are the same. It's the rest of it that can, and might very well be, the most difficult part of the whole process. Even with the advent of amazing technology such as the iDevices, accessibility support from within the learning faculties and online resources, textbooks are still not readily accessible to a college or university student. Even if the book is in an electronic format, it does not guaranty that it'll be accessible. This could be due to the format it was produced in, copyright issues, complex notations or diagrams and the like. If the book was only available in print, then you would need to scan it into a computer to make it accessible. Scanning quality would vary on account of font clarity, pictures interspersed with text, etc.

Put aside all the technological issues and we have my biggest pet peeve ever: Book lists. Typically, book lists are only released on the starting day of the course. This list varies among educational establishments. As a blind student, this can almost be a deal breaker. Imagine having to attend courses without having access to the reading material?

I attended university almost 20 years ago now. Scanning technology was only then coming into the consumer world. The university had purchased an Optical Character Recognition system for the blind called Easy Scan. This was to facilitate access to information for my educational needs. It was an amazing advancement for me to be able to read printed material. This however, also meant that I would need to spend extra time to scan my books. Time that other sighted students didn't need to invest.

The accessibility support office had just been set up, in order to address my particular needs. For example, they hired a person to read last minute texts onto tape. I also learnt to be assertive with my teachers in order to receive any handouts prior to attending classes, although this did not work all of the time. Having to take care of all of these details was like having a second fulltime job. I did prevail and completed most of my courses, but I also came close to burn out. One would think that, after 20 years, things would have changed. Unfortunately, in some situations, this is not the case. The whole process still frustrates me to this day and it's probably one of the reasons I haven't gone back. But there's always an exception to the rule.

I recently took an online course with a local college. Since I have somewhat of a geek aptitude, I asked for the software program they used for their online course. I was elated to find out that it was the FirstClass product available from: www.firstclass.com. This is a standalone software product which integrates all aspects of a learning tool: course overview, course reading material, email, chat functions, etc. No modifications were needed in my screen reader in order for me to fully participate. Even the

reading material was accessible and I was able to annotate to my heart's delight. How did this reflect in my marks? Well, since accessibility was not an issue whatsoever, I acquired an A+ average. This, compared to my C+ average in university, just went to prove that when all accessibility hurdles are nullified, a blind student can perform just as well as their sighted peers.

Attending university/college-level courses with a visual impairment does indeed introduce many challenges. People do complete their preferred education by nook or by crook, but I still think things could be made much easier by implementing a few changes. Releasing book lists well in advance of the courses is one example. This has become the standard in a few universities in the United States. In these facilities, book lists are released 3 months in advance. It gives the accessibility support services a chance to acquire, or produce, accessible copies of all materials in order to have them ready for the course's start date. When this policy was introduced, teachers were annoyed by the perceived limitation. When put into practice however, they realized the benefits of such a system; even for sighted students. I'd vote for having this as a standard here in Canada. But who am I but a voice in the wilderness? Hopefully, someone will hear my plea. All I'm asking is to have a fully accessible educational experience. Is that too much to ask?





SPECIAL OFFER
November
2011



The Holiday Season is almost here!

Make this year special

*by reaching out to your family, friends and
business associates with special greetings.*

Send a Braille Greeting Card!

www.tactilevisioninc.com

Check our Website—Seasonal Greeting Cards- for a wide range of designs and messages. All card designs are available in 3 styles. An envelope is included with each card.

Style 1 Postcard: Front– Raised line image and a braille & print greeting
Back– Message in print
One colour -60 cents Full colour -70 cents

Style 2 Postcard: Front– Raised line image and a braille & print greeting
Back - Message in braille & print
One colour -\$1.00 Full colour -\$1.25

Style 3 Traditional folded card:
Front– Raised line image and a braille & print greeting
Back - Message in braille & print
One colour-\$1.50 Full colour -\$1.75

To order: Choose your design and style
and call our Toll Free Number: **1-866-465-0755.**



Any Greeting card can be **personalized** with a minimum order of 25 cards of the same design.

Tactile Vision Inc.
6115 Edwards Blvd.
Mississauga, Ontario
L5T 2W7

905-696-8819
1-866-465-0755
info@tactilevisioninc.com

CONFERENCE OPPORTUNITY

STAY FIT - HAVE FUN!

Developing an
Active, Healthy
Lifestyle
For Persons Who
Are Blind or Visually
Impaired



Feature Presentation:

Awareness, Participation & Inclusion (API) Project

- *developed by the Saskatchewan Blind Sports Association*
- *presented by Melissa Meacham and Tony Badger of SBSA*
- *will include information on the API TOOLKIT, provides the resources necessary to create awareness, participation and inclusion in community activities.*

WHEN: Friday Feb. 24, 2012

WHERE: Manitoba School For the Deaf, Winnipeg

Other speakers:

Tracy Garbutt - rowing

Brianna Fuellbrandt - goalball

Manitoba Blind Sports Association

CONFERENCE OPPORTUNITY
Friday Feb. 24, 2012
AER Manitoba Chapter

STAY FIT – HAVE FUN!
Developing an Active, Healthy Lifestyle
For Persons Who Are Blind or Visually Impaired

We have invited Melissa Meacham and Tony Badger from Saskatchewan Blind Sports Association to present their exciting new project "**Awareness, Participation & Inclusion (API) Project**", which addresses the need for children and youth who are blind or partially sighted to become more physically active and develop healthier lifestyles. The project includes a comprehensive resource package, the **API TOOLKIT**, with information and resources to facilitate inclusion of students with vision loss into school and community sports and physical activities.

Also included in the day's activities will be presentations from Manitoba athletes who deal with vision loss, as well as representation from Manitoba Blind Sports Association, other community sport and leisure associations and vendors who specialize in products related to vision loss.

Topics, presentations and displays will be of interest to adult and youth consumers who are blind or visually impaired, parents, teachers, coaches, recreation directors, occupational and physical therapists.

Hold the date – registration package to follow!

A Few Notes from Braille21

By Darleen Bogart

Three days filled with braille the end of September in the heart of Leipzig, Germany were euphoric. 400 of us from 50 countries were at the University of Leipzig for the World Congress Braille21: Innovations in Braille in the 21st Century hosted by the German Central Library for the Blind.

The program was ambitious with 17 concurrent sessions from a choice of 76 presentations, and five in-depth workshops. There were also five plenary sessions on: Braille, Education and Libraries; Braille 21 Award presentations on their innovations by the five finalists; panel - The Use of Braille for the Electoral Ballot; The Role of Braille for Deafblind People; and panel - The Use of Braille Signage in Consumer Goods and Services. During the long lunch hours there was the opportunity to view 29 exhibits, and a "market" with opportunities for 21 products to be examined.

There was a rallying cry from developed countries for manufacturers to form a consortium so that paperless braille devices could be produced inexpensively. With fewer paper braille books being requested, this is essential if braille is going to be an option for readers in the future. More students are using etexts, both sighted and blind. Examples were given of a 14 year old in the UK who is having all his texts only on-line, and in the USA an entire city is giving each braille-reading student an iPad and a braille display to access the texts which are all produced automatically. The necessity for universal standards was stressed, as has been accomplished by the DAISY consortium, so that access to the vast numbers of books and other material available electronically will not be hampered by great differences in standards. The evolution in print publishing from paper to electronic format is being mirrored in the braille world.

The picture is very different in the developing world. One speaker pointed out that poverty is the greatest barrier to literacy and that education is the only way to solve the problem in the viscous circle of poverty - eye diseases - blindness - no education - poverty... Braille machines are too expensive and there is no one to provide maintenance for braille embossers. Another spoke about the use of audio technology undermining braille literacy with a great concern that we were going back to pre-braille times when audio was the only way of getting information. A teacher of adults made the strongest case for contact with a braille reader if the braille teacher is not a braille reader. Another braille reader offered his solutions: uncontracted braille should be the default with the contracted form available to those who need it but contracted braille should not be imposed on all braille readers; we should be asking what would entice non-braille readers to learn braille and not what would contracted braille readers like; braille should be an affirming tool and not an icon of gloom and doom; uncontracted braille can be learned in a short time and should be instant, cheap, easy, inviting to use. He also wants blind children to learn uncontracted braille as they have so many other things to learn.

The social aspects of the conference were outstanding and added to the opportunities for networking - as the chair told us frequently that we were to "eat, drink and network". One evening we were enthralled by four classical guitarists in the concert hall and then all of us walked through old Leipzig to dinner at Auerbachs Keller, the setting of one of the scenes in Wagner's Faust. The next evening we attended the motet in St. Thomas Church by the famous 800-year-old St. Thomas Boys Choir - the home of Bach as the organist and choir leader there. This is such a tiny glimpse of the material and ideas presented. It was a great privilege to have been there.

Post Script: The UKAAF (former Braille Authority of the United Kingdom) voted in favour of adopting UEB in the UK.

We help people reach their
full potential



You could **WIN** a
Victor Reader Stratus¹² M
A **\$480** value

Fill out the form at:
www.humanware.com/aer



The goal of everyone at HumanWare is to help change the way people live. Products like the new BrailleNote Apex, the Victor Reader line of audio book players and Trekker Breeze, the talking GPS, have changed the way blind people connect, learn and work. They are the tools that provide to these people the power to reach their full potential.

1 888 723-7273

Humanware[™]
see things. differently.

The Importance of Physical Education and Play for Children and Youth who are Blind

By Jane D. Blaine

Encouraging and assisting children to play and to learn how to be physically active can lead to a number of skills which will be useful for a lifetime. Children sitting in a circle and rolling a ball back and forth to each other are developing not only physical skills but also skills in social interaction and sharing. Assisting children who are blind to find physical activities which they enjoy - and assisting them to try a variety of physical activities is beneficial for their overall development.

“Play is unstructured and child-directed” (UNICEF, 1998).

There are many benefits to involvement in play, physical activity and physical education for children and youth who are blind or visually impaired. Muscle and bone development is enhanced, heart-rate, blood pressure, and body chemistry are optimized, and there are opportunities for social interaction and benefits to self esteem and self confidence.

Physical Activity provides an opportunity for stress release and is also something to look forward to. There is an overall health benefit for children, and the fitness gives them one more tool to be successful in life.

Children who are blind or visually impaired often require more energy than children who are sighted, just to navigate around in the world and to manage everyday life. When a child begins to develop physical literacy, there are benefits to their balance, body awareness, motor skills, endurance, coordination, posture and overall health. It also gives them a sense of acceptance and accomplishment. It facilitates their ability to interact with new people and make friends.

Movement in a variety of different environments will facilitate physical literacy. This could be exposure to moving and exploring in water, moving on sand or stones - and on a variety of different terrain.

Since children who are visually impaired tend to move less, and can't easily observe how other people move their bodies, they often don't develop the very basic physical skills other children develop naturally. **It's never too early or too late to help children or youth who are blind to learn to move more.** Lots of repetition and practice may be required for children or youth to develop physical activity skills. Having fun and making the experience enjoyable is essential to the development of physical literacy.

Physical literacy involves having the skills to enjoy physical activities throughout life. It means having the basic physical and social skills, and knowing the process of learning and improving physical skills. Children and youth should learn:

- How they move and basic movement terms,
- How to move with flow, confidence and control,
- How to move in different physical environments, such as on rocks or in water,
- How they learn physical activity best; and
- The social aspects of physical activity.

Enjoyable activities can include learning to run, dance, move to music, climb, jump, hop, roll, tumble, skip, and kick, throw and catch a ball.

Modified from resources, BC Blind Sports and Recreation Association

info@bcblindsports.bc.ca

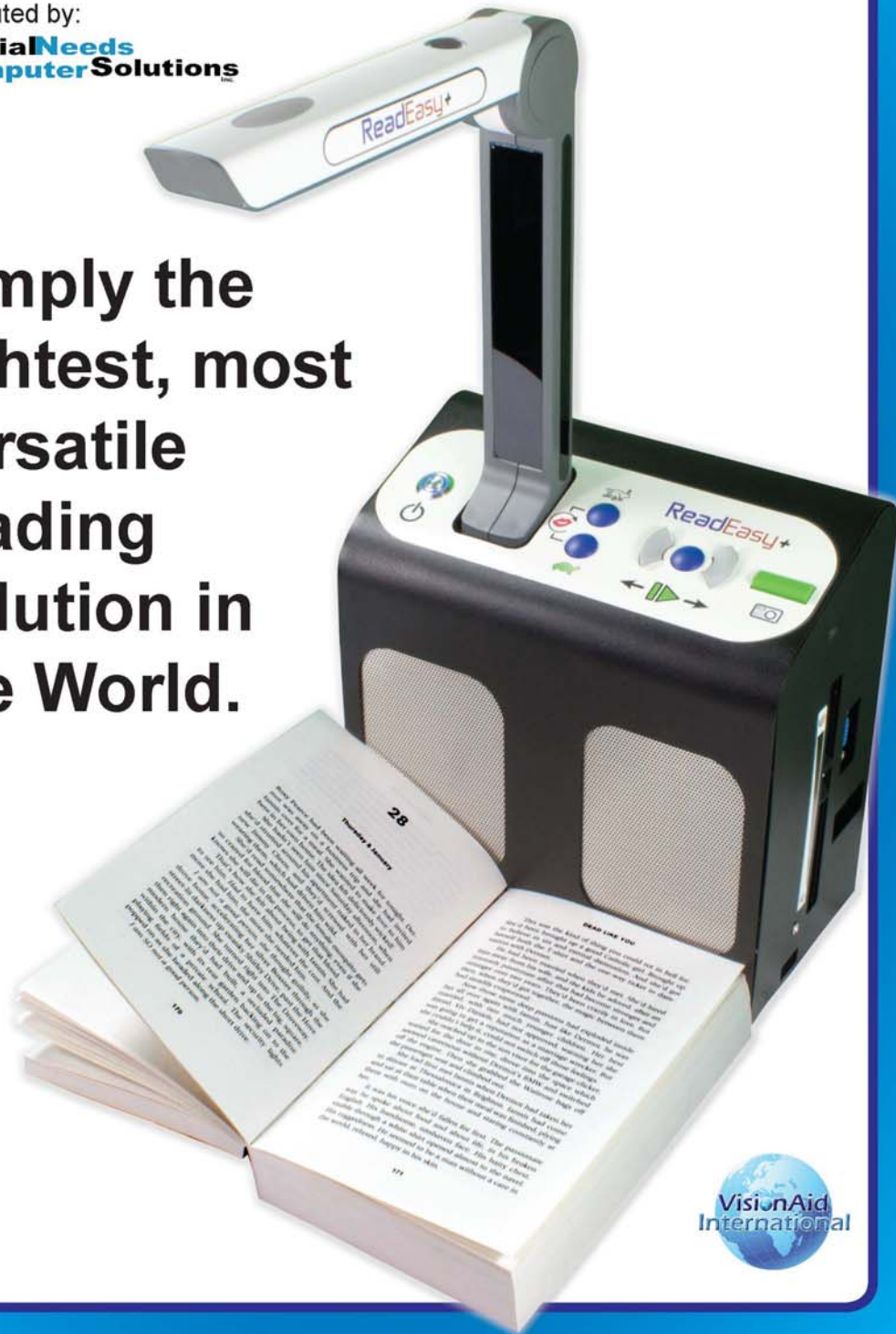
Please contact BC Blind Sports for Additional Information

ReadEasy+

ReadEasy+ \$3,100
Keypad Feature Pack: \$3,270
Low Vision Pack: \$3,440
Low Vision Pack 22": \$3,755

Distributed by:
**SpecialNeeds
ComputerSolutions**

**Simply the
lightest, most
versatile
reading
solution in
the World.**



Who is the ReadEasy+ for?



If you find reading with a video magnifier difficult or impossible, then ReadEasy+ could be the solution for you.

It translates any printed text into crystal clear speech within seconds. Letters, bank statements, books, product packaging etc. are all read with ease.

It has been specifically designed to be as simple as possible to set up and use. With its intuitive control system comprising just 6 buttons, it is ideal for users of all ages.

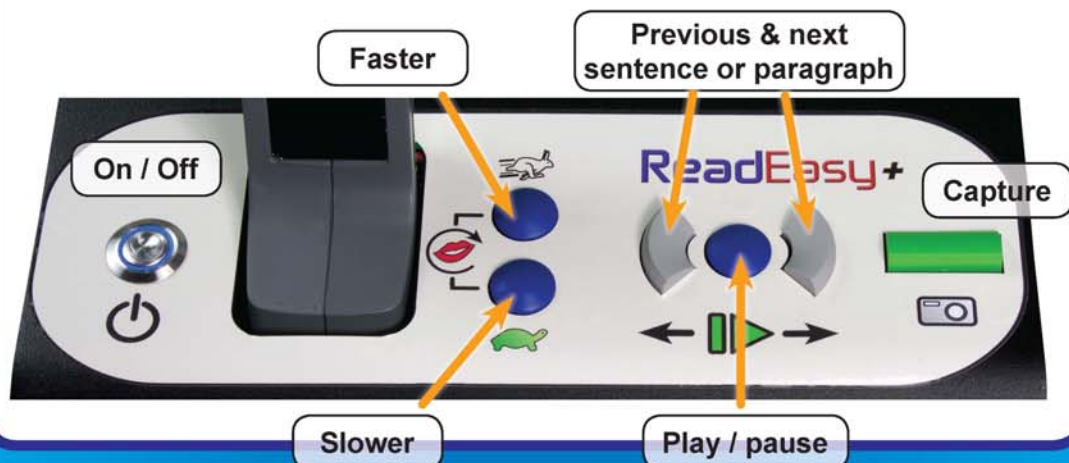
Easy to Set up



ReadEasy+ is designed to be simple to set up and pack away. Just lift the camera head up until it stops and then pull it out. To pack away, just do the same in reverse!

Easy to Use

With a specially designed, tactile keypad comprising just 6 buttons, the ReadEasy+ is incredibly simple to operate:



Versatility

ReadEasy+'s specially developed camera allows extremely thick books to be photographed and read accurately, without the need to flatten them, damaging their spines.

What's more, due to the advanced software used in the ReadEasy+, even round objects such as tins of food can be read aloud.

Use ReadEasy+ for:

- ⊗ Letters and post
- ⊗ Bank statements
- ⊗ Books
- ⊗ Magazines
- ⊗ Newspapers
- ⊗ Tins of food
- ⊗ Product packaging
- ⊗ Product instructions
- ⊗ Recipes
- ⊗ Much more!



Additional Feature Packs

ReadEasy+ can be purchased with a **Keypad Feature Pack**, adding advanced features such as multi-page documents, saving, loading, importing and exporting.

The **Low Vision Pack** outputs your captured documents to an optional screen, enabling instant large print access to them at the same time as listening to them.

Choose your preferred colour, size, line spacing and text formatting.

Many users find they can read again far more easily with reformatted text without the need for speech, as it removes the need for an X/Y table. Instantly read forwards and backwards a screen of text at a time with the click of a button.

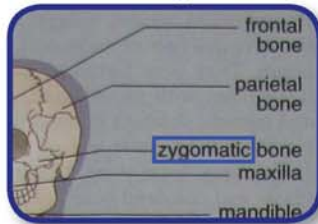
Its also ideal for looking at hand written letters, medicine bottles and photographs.



6 Enhanced Text Views

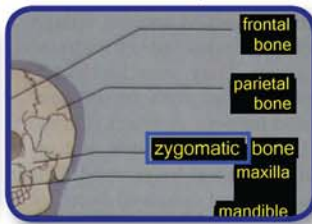
View your captured documents from x0.2 to x80 magnification in any one of 6 different visualisations. Text automatically flows from one line to the next and can be read out at any time.

Image



For photographs and hand written text

Overlay



Ideal for diagrams & bank statements

Word



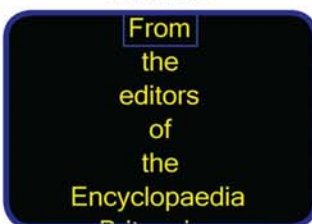
For large magnifications

Horizontal



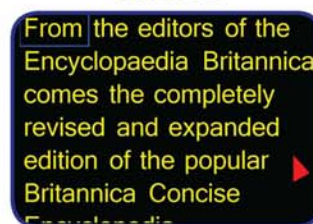
Text on a single line

Vertical



Specifically for tunnel vision

Column



Most popular view for long text passages

Specifications

Capture Area:	A4, 5 pt text	Size (WxDxH):	220 x 120 x 260 mm 8.6 x 4.7 x 10 inches
Camera:	5 Mega Pixel	Weight:	2.4 kg (5.3 lbs)
Time to read:	6 secs average	Languages:	Auto switching, up to 4
Speakers:	6 Watts RMS	Headphones:	Included
Connections:	USB 2.0 x 3, VGA, LAN	Power:	110-240 V AC

For more information, please contact:

SpecialNeeds ComputerSolutions^{Inc.}

50 Niagara St.
St. Catharines,
ON L2R 4K9, Canada

Tel: 1-877-724-4922
Web: www.specialneedscomputers.ca
Email: sales@specialneedscomputers.ca

Susan Howe: Forty Three Years Long And Still Going Strong

In June 2010, **Susan Howe**, long time educator at W. Ross Macdonald School (WRMS), Brantford, Ontario, decided for the last time to close the door of her office. After 43 years of working she decided to it was time to pass the torch. During her years of service Susan remained unwavering in her commitment to students throughout the province of Ontario with blindness and low vision.

Susan started her career at WRMS in 1967 as a residence counsellor, where she worked in the junior residence. Eager as a young staff, Susan organized recreational activities, taught life skills, orientation and mobility, and supervised off campus activities. During the early part of her career with WRMS, the expectation was that female staff could not wear slacks or mini skirts. As well, long hair had to be pinned up and not touch collars, and hats and gloves were required for outings to church with students. This was an expectation of all staff.

After her first year as a counsellor Susan decided it was time to work with students directly in the classroom and became a qualified teacher in Ontario. Returning to WRMS she spent many years teaching various grade levels, but her passion remained with the primary aged students.

In 1983, after provincial legislation had been passed in Ontario, the outreach program known as Vision Resource Services was established. Susan was one of the pioneers in this program, where she remained until her retirement. Susan's love of learning, working with children, their families, and professionals,

helped this program evolve into what it has become today. Susan was committed, always putting students first, believing in, and encouraging them to reach their potential.

In 1998 the opportunity arose for Susan to lead the Vision Resource Program as the Educational Co-ordinator. Susan's commitment was evident, and she took this opportunity to work closely, mentoring and providing direction for parents and professionals, as new programs were introduced and training opportunities were provided at WRMS.

She has remained an active member of AER where she served on the Ontario Board of Directors for many years, in all capacities, including President. In 2008 Susan decided she wanted to take on more of a challenge with AER. Her years in the field at WRMS and the experience that she gained gave her confidence to have her name put forth as the Canadian Representative to the International Board. She served in this capacity for two terms, where she will pass the torch again in the summer of 2012 in the state of Washington. Susan believes that her years at WRMS, and her experience with AER have made her the strong advocate she is for all individuals living with a visual impairments.

Although retired from formal employment, Susan's commitment grows stronger to organizations that support those with visual impairments. She remains active on various boards and committees, and is always willing to do one more thing. Retirement has allowed her to spend time with her family and precious new grand daughter, but Susan is the first one to advocate for all of us to support the many organizations that promote development and growth for individuals with visual impairments. Susan encourages everyone to take an active and strong role in supporting AER at all levels.

Thanks for the memories Sue, our hats go off to you.
By John Martin



Update on Canadian Membership

Congratulations to our new Canadian members, who have joined between September 2010 and January 2011:

- Steve Pollard
- Sara Jane Friend-McDonald

Thanks to everyone who renewed their membership!

AER Conference in Grand Forks, North Dakota - April 27-29th, 2011

By Stacey Gilbert

Four AER members who are Consultants for the Blind & Visually Impaired with Manitoba Education, along with three other Consultants for BVI attended the two and ½ day conference in Grand Forks this past spring. On Wednesday afternoon the group attended an O&M workshop put on by Paul Olson at the North Dakota School for the Blind and had the opportunity to participate in cane work under blindfold.

On Thursday and Friday the 7 Consultants attended various presentations including Phys-ed for the Visually Impaired, Cooking tools and adaptations, Assistive technology, Learning media assessment, specific lectures on eye conditions and other practical and informative sessions.

We are grateful to be close to North Dakota to participate in AER conferences that provide opportunities to network with other professionals in the field. Several of the Consultants from Manitoba Education have taken their Masters in Education of the Visually Impaired through the program at the University of North Dakota and were able to catch up with former classmates and instructors. Stacey Gilbert, one of the BVI Consultants who will graduate from UND in 2012, participated in a panel discussion about the program's recent shift to online distance education.

