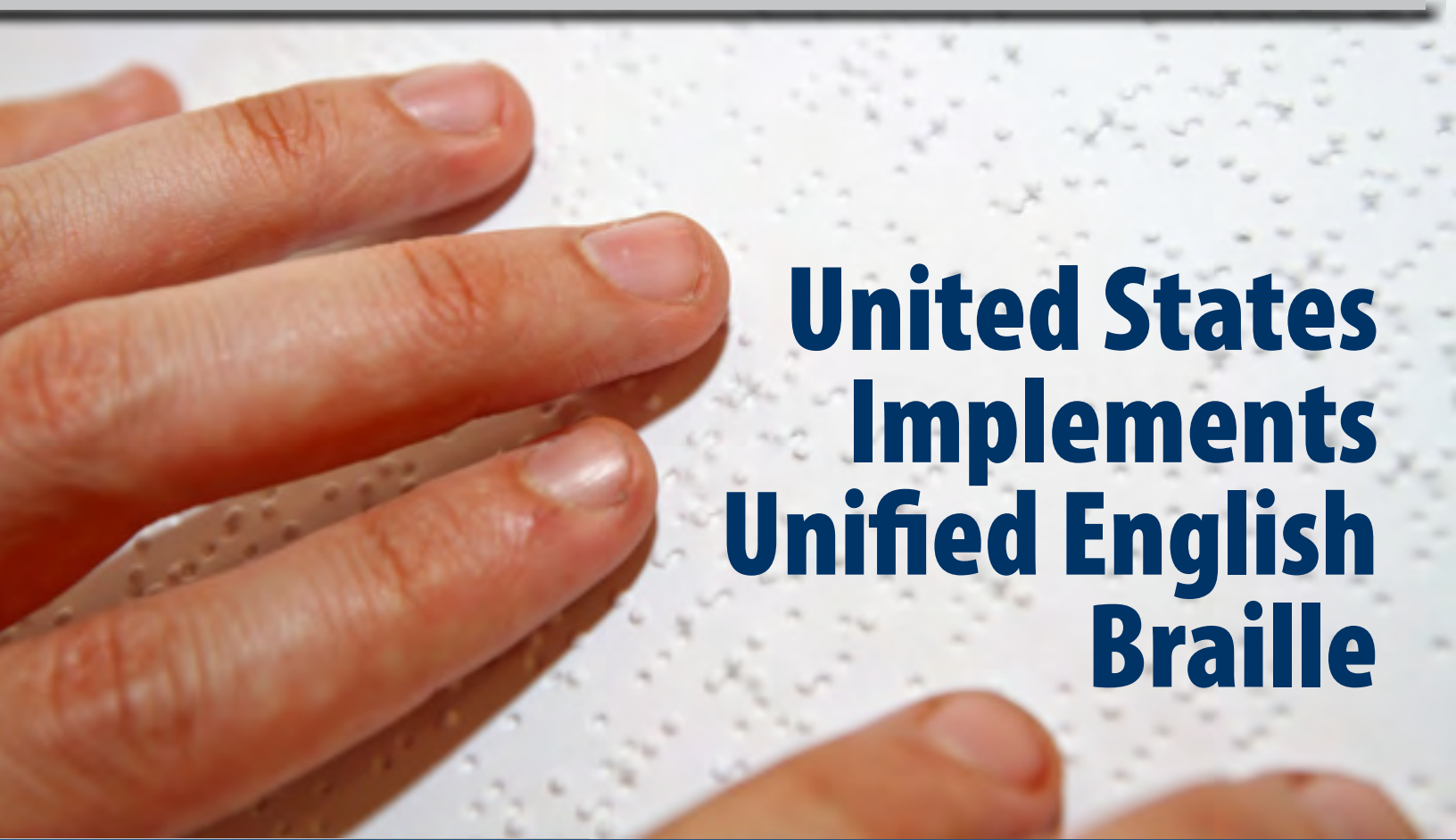




AER Report

Vol. 33 No. 1 Spring 2016



United States Implements Unified English Braille

INSIDE THIS ISSUE:

UEB implementation

New AER website

**International Conference
2016 preview**

Remembering Phil Hatlen

AER at WHO Conference

...and much more!

On January 4, 2016, the United States implemented Unified English Braille (UEB), the culmination of a multi-year transition process that involved constituents from all facets of braille use and production. First adopted by Australia in 2005, UEB is a complete braille code that can be used for both literary and math texts. While all other English-speaking countries have opted to switch entirely to UEB, the United States has opted to maintain the Nemeth Code, giving readers the option to use either UEB or Nemeth for their math and technical needs.

Early feedback to the Braille Authority of North America's (BANA) UEB Transition Task Force indicates implementation is going well. Said Task Force Chair Frances Mary D'Andrea, Ph.D., "Considering how much had to get done since [the U.S.] voted to adopt UEB [in 2012], the country has done a remarkable job of meeting many of the challenges. I've heard from teachers in both the U.S. and Canada that their continuing students are making the transition more easily and faster than expected. Teachers have reported that some of their teaching materials are in the old code; some are in the new. Despite having to switch between the two codes, students are doing equally well with both."

The adult population has made a similarly smooth transition. Shared

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AER Report
1703 N. Beauregard Street, Suite 440
Alexandria, VA 22311-1744
(877) 492-2708 or (703) 671-4500
Fax: (703) 671-6391
E-mail: report@aerbvi.org
www.aerbvi.org

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President's Message

by Christy Shepard, 2014-2016 AER president



It's spring again and time for new beginnings. I look around my garden and see new blooms on my flowers. At our AER Texas chapter meeting I looked around our luncheon and saw many new faces. One of our awards was presented to the Braille and Cane Club at Stephen F. Austin University. We had a whole table of enthusiastic students attending the conference for the first time and accepting the award. It was refreshing to see their enthusiasm.

After the meeting they approached me about becoming involved in AER at the local and national levels. I know other chapters have new members attending their conferences and we would love for these new members to get involved. As Lou Tutt said in his report, the association is quite active at the state, provincial and national levels. Because we are the only organization for professionals working in the field of visual impairments and blindness, it behooves AER to grow and present a larger presence at all governmental levels. So, I encourage all members to invite their colleagues to join AER.

I would also like to thank the AER Texas Chapter for donating money to help AER pay for the new database and website. I hope other chapters will step up to the plate and donate also. We had our old website for many years and needed to upgrade our system to take advantage of new technologies. Now, we are starting our next 30 years of AER with a fresh look, fresh ideas and enthusiasm for the future.

See you all in Jacksonville in July!

Christy Shepard
2014-2016 AER president



AER Job Exchange

The Career Source for the Vision Community

Attention Job Seekers!

AER Job Exchange is the largest list of announcements for career opportunities in the field of blindness and visual impairment. Bookmark the Job Exchange page at <http://jobexchange.aerbvi.org> and visit the site frequently for new listings.

Executive Director's Message



by Lou Tutt

As this issue goes to press, we are looking forward to the AER International Conference 2016 in Jacksonville, Fla., July 20-24, 2016. I hope to see many of you there, whether as presenters, speakers, exhibitors, vendors, participants, parents, students and/or friends. At the closing of the AER International Conference 2016, the new members of the AER Board of Directors will

begin their governance of the association for the next two years.

This is a very interesting and exciting time in America with an unprecedented campaign season for president of the United States. I say this to emphasize: government regulations and laws have a significant and powerful impact on AER, our members and the people they serve. It is imperative for us to remain connected to what's happening on the local, state or provincial, and national levels. To ensure that we are able to carry out our mission and support our members through advocacy, I continue to work with the Legislative Working Group—comprising leaders from American Foundation for the Blind, American Council of the Blind, National Industries for the Blind, Blinded Veterans Association and Helen Keller National Center for Deaf-Blind Youths & Adults—on local, state and national legislative issues in the field of blindness and visual impairment. Our current focus is on the Alice Cogswell and Anne Sullivan Macy Act (H.R. 3535) for the 114th session of the U.S. Congress, a bill that will strengthen the Individuals with Disabilities Education Act (IDEA) and improve results for more than 100,000 children with vision loss, including those with additional disabilities. During the AFB Leadership Conference in Northern Virginia in early March 2016, many attendees, including many AER members, met with legislators on Capitol Hill regarding the Cogswell-Macy Act. The AER Legislative Committee has been meeting with members of AER who are dealing with different kinds of state legislation affecting the education and rehabilitation of students and adults in various states. Christy Shepard, AER's president, and I have written letters of support for different AER chapters who are testifying before state legislatures with regards to bills affecting persons with vision loss in those states. Advocacy is high on AER's board agenda, and thus, with all of AER.

I attended and spoke at the AER Virginia Chapter Conference in early March as well as the DC/MD and Pacific Northwest

chapters in April, and without a doubt, advocacy was and continues to be a major topic on those chapters' programs. One of my chief objectives this year is to strengthen chapter communications, as I work with Adriana Mattei-Sosa, AER's chair of the Council of Chapter Presidents, to increase communications between me and the chapters. I participated in my first town hall meeting with chapters on March 23, 2016, and we plan to schedule more.

I have told the AER board that I have three main priorities this year: (1) to increase membership, (2) to enhance member experiences and (3) to identify ways to diversify our revenue. AER membership increased in August, September, October and November, topping 3,900 members by year's end. However, we all still need to recruit new members, retain the members we have and regain the members we have lost. I challenge you as members of AER to be thinking of issues and opportunities related to the profession and AER so we can make a difference for AER's future.

When we are in Jacksonville, Fla., for the AER International Conference 2016, we want you to share your ideas with the next AER Board of Directors, who will be developing the next AER strategic plan, the association's roadmap to the future!

Thank you.
Lou



Drop Lou a line

Whether you have a question, an idea, or just want to say hi, he wants to hear from you!

Email lou@aerbvi.org

Trouble sleeping at night? Napping to get through the day?

Sleeping at night but not feeling refreshed the next day?

Difficulty concentrating?

For people who are totally blind, these may be symptoms of Non-24-Hour Sleep-Wake Disorder (Non-24) – a serious, chronic circadian rhythm disorder.

Non-24 results from a body clock that is out of sync with the 24-hour day, which can make it difficult to fall asleep or stay asleep at night and can create an uncontrollable urge to sleep during the day. This may lead to exhaustion, difficulties with school or work, and problems with concentration.

To learn more about the link between total blindness and a sleep pattern that is out of sync with the 24-hour day, visit www.non-24.com.

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AER Board Meeting Highlights

AER Board Officers Elected

Thank you to those who voted this spring for new members of the AER Board of Directors 2016-2018. Incoming President Joe Catavero is looking forward to working with his new team and serving members of the association.

Board members will be highlighted in a future issue of *AER Report*. A complete list is available online at <http://www.aerbvi.org/>.

The AER Board of Directors has met several times in recent months. Following are highlights from the meetings.

November 2015

- The AER president appointed Kristi Probst as the new student representative to the AER Board of Directors. Kristi is a doctoral student at Illinois State University and a member of the National Leadership Consortium in Sensory Disabilities.
- The AER president appointed Mary Nelle McClennan as the new AER representative to the Braille Authority of North America (BANA) Board.
- The new AER Code of Ethics: A Guide for Professionals will be reviewed by the members of AER at the General Business Meeting in Jacksonville, Fla., during the AER International Conference, July 2016.
- The AER Board endorsed a Joint Statement on the Profession of Teaching proposed by the Trust for Insuring Educators.
- The AER Board will support the World Blind Union's (WBU) position on "Quiet Cars." Also, the AER president appointed past president of AER, Pat Leader, to "man" an AER table at the WBU/ICEVI Quadrennial Meeting in Orlando, Fla., August 2016.
- The AER Board selected Sara Bennett, Canadian AER member, as editor of the Canadian newsletter, which will be published four times per year.
- The AER Board approved the AER Student Council Committee's motion to permit current student members who meet or exceed six cumulative years to be eligible for one year of membership at the transitional rate upon their next renewal.
- The AER Board voted to oppose a Draft Position Paper, proposed by ACVREP, VisionServe Alliance and other professional organizations, to use a single unifying identity for the professions of O&M, VRT and LVT.

January 2016

- AER Past President John Kelly reported on his attendance on behalf of AER at the World Health Organization conference in Rome, Italy, December 2015. The WHO is trying to develop international standards on vision rehabilitation services and

- gathered experts to give input to these documents. Sixty individuals from 25 countries were invited to participate in this work group. The group comprised mostly medical doctors. Kelly was one of the few rehabilitation representatives there.
- The AER Board named Carole Williams, Ontario Chapter, as the 2016 Spungin Fellow, which included attendance at the American Foundation for the Blind Leadership Conference in March 2016.
- Barb James, AER membership director, resigned her position at the end of February.
- The 2016-2018 AER Board of Directors will develop and monitor a new three-year AER Strategic Plan.
- AER President Christy Shepard will appoint a task force to study the shortage of personnel in vision services.

April 2016

- AER President Christy Shepard, a member and former treasurer of the AER Texas Chapter, and its president, Marjie Wood, announced a major donation to AER on behalf of the AER Texas Board and Chapter.
- The AER Board accepted the 2015 Audit Report for AER.
- The AER Board approved the Finance Committee's motion to renew a three-year lease for the AER central office to remain in its current location in Alexandria, Va.
- The AER Board passed a motion, made by Jill Brown, chair of the Council of Division Chairs, to approve the new Division Handbook.
- The AER Board approved the year-long work of the appointed Fundraising Task Force, chaired by Melody Brown, AER board member, and disbanded the task force.
- The next scheduled meeting of the AER Board of Directors is July 22, 2016, in Jacksonville, Fla., during the AER International Conference 2016.

AER Launches New Website

AER premiered its new website in February 2016. The new, clean look of the site was developed in response to the need for simplicity and accessibility.

“We have actually combined two websites into one online presence,” said Lou Tutt, AER executive director. “General material about AER, resources, professional development, division and membership information are one side of the site. The other includes access to individual member accounts.”

The AER site gives members access to their member record for address updates, to renew memberships, make purchases and access members-only sections of the website for perks, such as *JVIB*, *AER Report* and other exclusive information.

To access the new members-only area, members must first

register for an account on the website. To activate the account:

- Select the login tab at the top of the page to be directed to a series of pages.
- Select Register Now at the bottom of the page.
- Select Quick Activation by Contact ID.
- Enter your member number, first name and last name.
- Choose your own username and password.
- Check your account to make sure contact information is correct.
- When you return to the site and sign in, select My Account to view your record.



Website Accessibility

AER’s new website is built using principles of responsive design. This means that the website works with screen readers and is usable no matter what device it’s viewed on. It is responsive to the changes users make to window size, zoom level and font size.

When changing window size, the margins of the website text automatically adjust to fit the window, rather than forcing readers to scroll left and right. Navigation links automatically change from a navigation bar to a dropdown menu so the site remains easy to navigate, regardless of window size.

Users can adjust zoom levels to make everything larger or smaller. To zoom in and make everything larger, hit control-plus (or command-plus on the Mac). To zoom out, hit control-/command-minus. To reset the website to its default zoom, hit control-/command-0.

Alternatively, users can increase the font size for all websites viewed. To do this, enter the browser’s settings and go to “Advanced” options. Select the font size that is most comfortable. In here, users can also set a default zoom at which to view all pages.

Because the site uses responsive design, using these features of the browser means that users will not have to scroll horizontally to access content that is too large for the screen or use interfaces that are broken because of these changes. AER’s website is built to work no matter how it is used.

AER has implemented this design so that users benefit from browsers’ built-in accessibility features not only on this website, but on others that incorporate these responsive design principles as well.

UEB Cont. from page 1

Mary Nelle McLennan, M.A., AER representative to BANA, “One adult braille reader I met thought UEB was going to be a strange looking document. Once he was in it, it took him only 30 minutes and then it just registered. He just picked it up.”

One of the many factors that has eased transition is that UEB is based on English Braille American Edition (EBAE). McLennan explained, “UEB is based on the same literary code that we have been using in the U.S. and most English-speaking countries for some 80 years. An ‘A’ is still an ‘A,’ but some of the conventions and the way we use them have changed. The new code takes out some of the ambiguity and decisions that require human intervention, which creates a braille code that is more accurately computable and back-translatable.”

She continued, “I’ve spoken with many people across the country, and they have stepped up to the plate. They have looked at UEB with open minds. The attitude I keep seeing is, ‘If UEB is better for our clients and for braille readers, if it offers us an advantage for the future and helps to ensure the future of braille, then we’ll roll up our sleeves and do it.’ And by and large, that’s exactly what has happened.”

The road to UEB

In the United States, the formal conversation about creating a unified braille code began in 1991 when braille legends Tim Cranmer and Abraham Nemeth jointly issued a memo to BANA. In their memo, Cranmer and Nemeth urged BANA to consider creating a single braille code that would be “capable of dealing with a wide range of subject matter and at all levels of complexity” (Cranmer & Nemeth, 1991).

In 1993 the unified braille discussion went international when the International Council on English Braille (ICEB) assumed leadership for the research and development of a code that would unify the braille codes used by its member countries: Australia, Canada, New Zealand, Nigeria, South Africa, United Kingdom and the United States. In 2004 the international community voted that UEB was complete enough for individual countries to adopt. One year later, Australia, New Zealand, Nigeria and South Africa each voted to adopt UEB. Canada voted to adopt UEB in 2010; the United Kingdom, in 2011.

D’Andrea explained, “UEB was built by braille readers in seven different countries over 20 years.” Added McLennan, “The resulting product was a complete code that contains all the symbols needed to write literary text, as well as math, science and technical materials, eliminating the need for separate codes.” As a complete braille code, UEB does exactly what Cranmer and Nemeth proposed: It conveys a broad range of subjects at various levels of complexity using a single code.

One example of UEB’s flexibility is it allows for the seamless encoding of symbols, such as those found in email addresses and

URLs, as well as unusual usages, such as pop star Ke\$ha’s name, which includes a dollar sign within it. UEB was also designed so that computers can more accurately translate and back-translate the code, which allows individuals to type information in braille that can then be produced in print for non-braille readers.

The U.S. was the last of the original ICEB countries to adopt UEB. (Ireland joined the ICEB in late 2012 and voted to adopt UEB in 2013.) At its 2012 annual meeting BANA voted to adopt UEB as one of four official braille codes in the U.S. The other three codes are the *Nemeth Code for Mathematics and Science Notation, 1972 Revision*; the *Music Braille Code 1997*; and the *IPA Braille Code, 2008*. Because UEB is a complete code, braille readers can choose to use UEB or Nemeth for math and science needs. Per BANA’s November 2015 press release, “The decision to use UEB or the Nemeth Code within UEB context for technical materials should be made based on braille readers’ individual needs.”

AER, as a member organization of BANA, actively participated in the discussions about UEB via its then representative to BANA, Diane Wormsley, and in 2012 the AER Board of Directors instructed Wormsley to vote in support of adopting UEB. Wormsley, who has also served as a U.S. delegate to the ICEB, continued to represent AER throughout the transition process. (See past *AER Report* issues for Wormsley’s informative BANA Reports on UEB.)

Transitioning from EBAE to UEB

To ensure as smooth a transition as possible, BANA methodically addressed the areas of information sharing, infrastructure building, personnel training and implementation. It adopted a four-phase approach, focusing one year on each phase.

Year	Phase	Activities
2013	Information	BANA developed and disseminated information about UEB and gathered input from constituents.
2014	Infrastructure	BANA and other organizations planned for procurement and production of braille materials in UEB and developed training materials.
2015	Instruction	Readers, producers and educators received training to become proficient in UEB.
2016	Implementation	All new transcriptions are produced in UEB; educators are teaching the code. Devices and software are fully and accurately incorporating UEB.

(adapted from BANA, 2014)

Continued on p. 10

UEB Cont. from page 9

A key component of the transition process was BANA's UEB Transition Forums. The forums, which were held in 2013, 2014 and 2015, each preceded the Annual Meeting of the American Printing House for the Blind (APH) in Louisville, Ky. The forums explored all aspects of braille across the United States from production to usage to ensure the UEB transition would be as coordinated as possible.

Recalled McLennan, "BANA's UEB Transition Forums involved representatives not only from BANA but also from organizations that are part of the larger braille community. We invited leaders of more than 30 agencies, material centers, transcribers, teachers, schools for the blind and other involved entities to choose and send delegates from their organizations. These delegates drove the discussion in the forums, learning from each other what the issues are and what possible solutions might be." AER was represented at the transition forums not only by Wormsley, but also by other members of AER's Personnel Preparation Division.

State by state

Because education and rehabilitation in the U.S. are largely state-driven, UEB implementation has varied widely among the 50 states. "Implementation is going well in most instances," said McLennan, "but it's happening at an uneven rate, which is not a surprise. Every state has a different infrastructure, different procedure for procuring materials and different resources."

One of the goals behind the infrastructure phase of the UEB transition was to address the variation among the states and minimize its impact on end-users. Explained McLennan, "There are fifty states, and no two [procure and provide braille materials] in the same way. Everything had to be adapted within each state." The "everything" that McLennan refers to includes securing state support for teachers to learn UEB, updating materials delivery systems to include UEB as a braille option and, of course, developing training programs for transcribers.

D'Andrea added, "BANA recognizes that all the states have different systems for procuring K-12 materials, so we have encouraged each state to create its own plans based on its available resources. The BANA website has plans for 10-12 states (<http://www.brailleauthority.org/ueb.html#plans>) to give others an idea of how different states with different resources have managed UEB implementation."

She continued, "We're lucky that other countries have adopted UEB already, because we can learn from their materials and processes. But because every country is different, we had to make sure that the lessons we learned fit with our system. Both the K-12 and the adult services pieces are quite complicated, and they require a lot of coordination. We've worked hard to make sure we reached as many people as we could to have everything in place."

Early implementation stories

Despite the challenges presented by the diversity of the U.S. state systems, UEB implementation has proceeded well. Most readers who were already proficient in braille have shown little to no difficulty changing to UEB. They have been remarkably resilient.

Recalled D'Andrea, "There was a lot of anxiety building up to [implementation], because UEB is new and people didn't know what to expect. Change is hard, but once I got out there [via UEB training workshops] and showed people what the changes were and how they could learn it, it allayed a lot of concerns. Once people saw UEB, they felt more confident about making the switch."

Teachers have reported their students have transitioned easily to UEB. D'Andrea spoke with one teacher who had a high school student competing in the International Braille Challenge. "The student had mastered UEB and was excited to show off her new skill at the regional competition, only to find it was in the old code," she shared.

Probably the biggest challenge as North America begins implementing UEB is finding materials. The process is slowly gaining speed, and solutions are being put in place. For example, the National Library Service, which is part of the U.S. Library of Congress and which certifies braille transcribers in the U.S., has already launched a process for current transcribers to add a letter of UEB proficiency as well as a program to certify new transcribers in UEB.

Meanwhile, leading organizations like APH and the National Federation of the Blind are working to update materials for the adult population. "One of our challenges has been that fewer resources have been updated for teaching newly blind adults than for students in K-12," said D'Andrea. "A lot of excellent work has been done—we know materials for adults in rehabilitation are either in the works or just finishing."



Pre-Conference UEB training at the AER International Conference 2014.

The BANA website contains a wealth of information on UEB as well as resources for individuals who want to learn more about it. AER is another excellent resource, via its active Listservs where members can post questions and offer guidance on teaching UEB. Through its international and regional chapter conferences, AER also offers opportunities to explore UEB in greater depth. The AER International Conference 2014 in San Antonio, Texas, for example, featured two popular sessions for professionals to receive hands-on training in UEB from D'Andrea and Wormsley. At the local level, a number of chapter conferences are including presentations on UEB. For example, the recent AER Penn-Del Chapter Conference featured a session by a teacher and her sixth grade student, sharing their success story of transitioning to UEB.

What about math and technology?

One of the more difficult aspects of implementing UEB has been in the area of math and technical materials. When BANA voted to adopt UEB, it also voted to maintain the Nemeth Code as one of the four official braille codes in the United States. Whether to use UEB or Nemeth for math and technical materials has caused confusion and spawned many debates.

Explained D'Andrea, "BANA's vote was to adopt UEB in its entirety, which includes symbols for technical materials. Basically, BANA's vote said that UEB and Nemeth are both viable codes for math and technical materials. Which one you use should be based on student need." Added McLennan, "Some people thought the vote was to adopt only the literary part of UEB. That is incorrect. UEB is a complete code, and that is what BANA adopted. Within that one code, we can access all literary, foreign language, technical, math and science materials."

Maintaining Nemeth while adopting UEB puts the U.S. in uncharted territory. "We are the only ICEB country that kept our previous math system in addition to UEB," said McLennan. "We don't have other countries to emulate or investigate to see how transitioning to UEB while retaining Nemeth works out."

It is too early to tell how maintaining two math codes will affect the nation. "Some states have already planned to provide materials and instruction in both UEB and Nemeth; some in only Nemeth; some are not sure yet," said D'Andrea. "Some states are still figuring out how they're going to produce any materials in UEB at all." Added McLennan, "We know there are portability issues—what if a student moves from a UEB state to a Nemeth state? There are also resource issues, like whether to produce a textbook or an assessment test in both codes, which means having to pay twice for its transcription."

Ultimately, it comes down to the students and their needs. "I met with a teacher in a state where the plan is to build capacity in UEB for technical materials," shared D'Andrea. "I asked the

teacher how her older students were doing. She told me she hadn't switched her students because they were doing well with Nemeth. They were performing on grade level, so the education team decided to continue using the Nemeth Code. Their decision made sense, because they looked at student achievement."

Closing thoughts

One of the unexpected outcomes of UEB implementation is that it has brought braille and braille literacy to the forefront of many education decision makers and state departments of education as well as the general public. Shared D'Andrea, "For once, braille isn't the afterthought. We're seeing increased interest in it. People are thinking about the needs of our braille users. They realize statewide assessments need to be available in braille; they realize folks working with adults need to know UEB."

The transition discussions have caused states to examine their practices in vision services and have sparked changes, such as one state revamping its hiring credentials for rehabilitation teachers. Another state is using the UEB implementation as a way to begin building its in-state transcription capacity.

Overall, UEB implementation has been positive for the U.S. Said D'Andrea, "Back in November 2015, we heard from professionals who just jumped right in and began using UEB with their students and clients. People were ahead of the game; they developed their own materials and shared them with colleagues. The transition happened faster than they all expected."

McLennan closed with a memory from an early BANA meeting where people were concerned that learning UEB would cause undue burden to the students. "During our deliberations, one of our BANA board members, himself a braille user, said something I'll never forget," she recalled. "He said, 'We must not underestimate these students. They will surprise us.' And that is what we are finding. Our students have risen to the challenge and are showing us just how flexible and fluid they are in their thinking."

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The top of the page features a close-up, slightly blurred image of the Canadian flag, showing the red maple leaf on a white background with red borders. The title 'UEB Implementation in Toronto' is overlaid on this image in a large, white, bold, sans-serif font.

UEB Implementation in Toronto

As soon as the Canadian Braille Authority (now known as Braille Literacy Canada) passed a motion to implement UEB in Canada in 2010, Carol Farrenkopf, Ed.D., coordinator, Vision Program, Toronto District School Board (TDSB), began talking to her staff, students and their parents about the change. The former associate editor of the *Journal of Visual Impairment and Blindness (JVIB)*, Farrenkopf had read several research studies on UEB and was excited to bring it to Toronto. “As Canada’s largest itinerant program, we had the capacity to run a pilot program for UEB implementation,” explained Farrenkopf. TDSB supports over 400 students with vision impairments, with anywhere from 24 to 28 students reading braille per academic year, and it employs 16 itinerant teachers, three orientation and mobility specialists and a full-time braille transcriber on site.

Farrenkopf’s team managed to implement UEB without incurring any costs nor losing any student instruction time. TDSB builds in a half-day of unscheduled student time once per week specifically for administrative and professional development activities. During the 2012-2013 school year, Farrenkopf used those half-days to schedule monthly three-hour workshops at the Canadian National Institute for the Blind’s (CNIB) offices. Using ICEB’s *UEB Rulebook* as their manual, the team received training from two leaders in UEB, Darleen Bogart and Phyllis Landon. “Going through this training was a real bonding experience,” recalled Farrenkopf. “As itinerants, we are always out at our school sites. These workshops brought us together—they got us thinking and talking about braille again. They made us a more cohesive staff.”

Farrenkopf distributed questionnaires prior to and then after the training to measure staff attitudes toward UEB. She found that attitudes consistently improved by the end of the training. For example, prior to learning UEB, 66% of staff thought

it would be easier for older students to learn UEB for math and science; after training, that figure increased to 93%. “The main lesson we learned from these questionnaires was that our worries about our students, and especially the high school students, were reduced,” explained Farrenkopf. “As a staff, we felt that teaching UEB for math and sciences to our kids was doable because we had learned it together.”

The team developed a four-year implementation plan: Year 1 (2012-2013) was to train and certify the teachers; years 2 through 4 would each phase in one of three student cohorts. “We selected students for cohorts based on how far along they were in their braille literacy,” said Farrenkopf. “The first cohort included any students in grades K-3 plus any students who were recently assessed as needing braille, because these kids would be learning braille for the first time. It made sense to introduce them to UEB right out of the gate.” The first cohort also included any functional braille reading program students and any older students who expressed interest in learning UEB. That first year, TDSB taught 17 of its 26 braille students to read UEB.

The second cohort was supposed to include only students in grades 4-8 but when students assigned to the third cohort saw how successful the first cohort was, they all opted to start their training early. As a result, the entire school district implemented UEB one year early; at the beginning of the 2015-2016 school year, Toronto was using UEB exclusively.

“What really helped us succeed was having a clear, well-thought out plan,” said Farrenkopf. “We began communicating with parents and students during annual IEP meetings during the 2012-2013 school year, to explain the impending change and more importantly, why we were making the change. We explained the changes from the user’s perspective, how UEB is better for the person who is reading braille.” She credits open communication among all the involved parties—from students

to teachers to parents—for the relative ease with which their program implemented UEB.

Implementation was not without challenges, though. The most challenging aspect was the lack of mass-produced materials. “Because we were the first program to implement UEB, we had to get creative,” explained Farrenkopf. “Our itinerant teachers worked together to adapt classroom materials, which they would then share among all their students.” The Toronto team had the added challenge of having to layer braille on top of whatever classroom material was being used in the mainstream setting. “Our students are fully included in the regular classroom, so whatever they’re using in their classrooms is what we have to transcribe,” said Farrenkopf.

As for older students, the transition to UEB required a slightly different approach. Whereas young readers were being taught to read and learn braille simultaneously, the older students were already fluent readers. They needed to memorize a new code. “The hardest part about teaching UEB to our high school students was finding opportunities for them to practice using it,” said Farrenkopf. In terms of transitioning to UEB for math and technical subjects, she noted, “UEB is actually easier than Nemeth. During the transition year, we had to keep reminding

ourselves to use UEB rules. By the end of our first year, though, everyone was comfortable using UEB.”

As an example of the ease of transition, Farrenkopf shares the experience of one of her graduating seniors. “This student entered the program just four years ago, after losing his vision,” she explained. “When he began, he had to learn EBAE and Nemeth, because that’s what we had at the time. When we introduced UEB, he actually volunteered to convert with the first cohort of students. There he was, doing chemistry and solving equations in UEB. This kid had to learn both the old and new codes using the most challenging materials, and he succeeded in both!”

Although Toronto has fully implemented UEB, the rest of Canada is following suit at different rates. “We were the guinea pigs,” said Farrenkopf. “I think it has helped other provinces to worry less about implementation because they saw what we did, and they saw that it was a relatively smooth and easy process.” In May 2016, Darleen Bogart, Canada’s national braille convenor, will present a paper co-authored with Farrenkopf, on TSDB’s UEB implementation at ICEB’s 6th General Assembly.

AER Launches AERODYNAMICS Newsletter

In December, AER introduced a new publication specifically for members located in Canada. AERODYNAMICS is a quarterly newsletter that represents a wide range of AER professionals across Canada, according to Editor Sara Bennett, a certified vision rehabilitation therapist, writer/editor for blindness-related publications and member of the AER Ontario Chapter. It includes topics of interest to Canadian members along with AER news and information.

AER welcomes submissions of items for consideration for next year’s issues—events, award winners, new chapter leaders, or resources—to the editor at saralb@sympatico.ca.

Members may access the publication online in various formats at

<https://aerbvi.org/resources/publications/aerodynamics>.



UEB Implementation in Central Arkansas

Longtime AER member Jo Ellen Croft has a unique perspective on UEB implementation. As a TVI and COMS for Pulaski County Special School District in Little Rock, Ark., she has a ground level view, working daily with braille readers to learn UEB. At the same time, she serves on the state committee responsible for drafting Arkansas' UEB transition plan, which gives her a bird's eye view of the broader issues related to implementation.

"We've had a fairly smooth transition so far," said Croft, who is also a former president of the AER Arkansas chapter. "We had open discussions with parents and students at IEP meetings, which helped to ease their concerns. As far as learning UEB itself, the students are picking up the changes quickly." She also notes that some of the changes are better for young students, such as spelling out common beginning reader words like "to" instead of using the contracted form. "Having those words spelled out has really made it easier for young children who are just learning braille, because those words are so common in materials written for early readers."

Croft's school district uses the itinerant service model; she currently supports 25 students, of whom three are braille readers. The students on her caseload range in age and ability, from a kindergartner to a gifted and talented high school student. Thus far, her braille students have picked up UEB easily. "I play games with them, like having them identify whether a sentence is in EBAE or UEB," said Croft. "The students like the challenge of figuring out the codes."

To help teachers transition to UEB, the annual AER Arkansas chapter conferences in 2014 and 2015 featured several presentations on UEB. Croft also led an in-service session open to all TVIs in Arkansas to familiarize them with the changes and encourage them to get training. "I personally took the Transitioning to UEB course from Hadley (an online course from the Hadley Institute for the Blind and Visually Impaired)," said Croft. "It was a good course; I would definitely recommend it as a resource for teachers to become familiar with the code." She also refers frequently to ICEB's *Rules of UEB* and the BANA website for guidance.

Croft has also looked to Canada for UEB transition guidance, since they adopted UEB earlier than the U.S. "I reviewed an online presentation where Cay Holbrook (professor, University of British Columbia, Canada) shared a worksheet that can be used to determine a student's level of proficiency in EBAE vs. UEB," said Croft. "This worksheet has been very helpful as a guide for educational teams in deciding which code to use for student assessment." Croft notes that this information, as well as goals and objectives to learn UEB, have all been recorded in each of her braille student's IEPs.

The biggest challenge in implementing UEB thus far has been getting materials, especially in math and technical subjects. "One of my students has an additional disability," shared Croft. "Doing math in UEB is easier for this student, but there just isn't much available for math in UEB yet. So I make my own materials. It's time-consuming, but it's what's best for my student."

Further complicating math instruction is the fact that states are varying widely in how they plan to provide math and technical materials. "I was surprised by the diversity among state transition plans," said Croft. "Some are retaining Nemeth; some are phasing it out. With our mobile society, it's very challenging." Croft sees this firsthand, as the Little Rock area is home to a U.S. Air Force base, which means families move in and out of the community frequently.

Thinking about how Arkansas' plan works with other states' plans is where Croft's bird's eye view comes in. "If I weren't working on the state transition plan, I might not have known about the challenges with math materials," she said. "We really need to think carefully about how to serve students who might move to a state with a different UEB/Nemeth adoption." The Arkansas team had originally hoped to implement UEB for math but upon studying the plans of neighboring states as well as states to and from where their students most frequently move, they realized they needed to retain Nemeth. "For now, we'd like to keep our transition plan fluid," Croft explained. "We plan to meet at least once a year to re-evaluate the situation. We want to see how people are getting trained, how easy it is to get the materials we need and how other states are transitioning to UEB."

The other issue that Croft is keeping tabs on is teacher certification. "I haven't seen teacher certification addressed in state transition plans," she said. "We don't yet know what will be required for certification or professional development in UEB of both K-12 educators and those training adults."

Despite the challenges, Croft is cautiously optimistic about UEB. "My students are doing great with UEB and I can already see how it is easier for some of them," said Croft. "I just hope that the different state plans will be mindful of serving those students who move from an area that supports Nemeth to one that supports math and technical subjects in UEB or vice versa. Education teams really need to consider each student individually to see what is best for them."

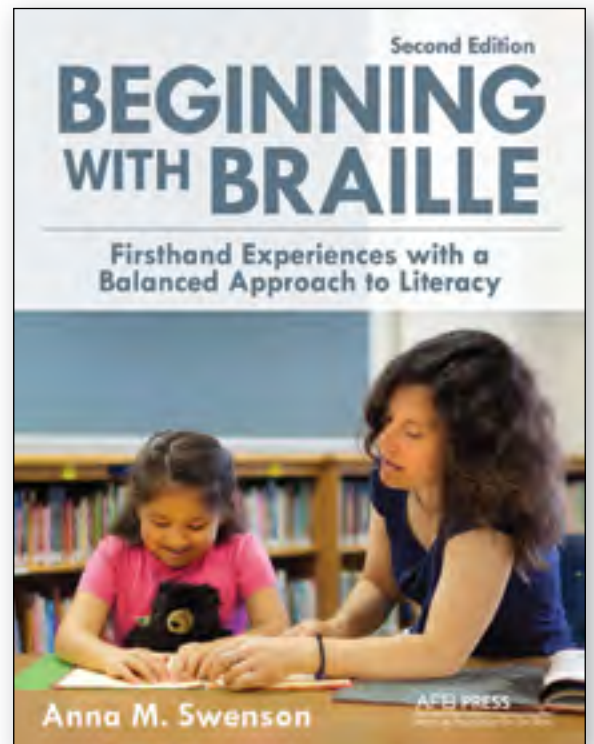
BEGINNING WITH BRAILLE

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Anna M. Swenson

Beginning with Braille has been the go-to resource for educators teaching braille to beginning students in the United States and abroad for more than 15 years. This much anticipated second edition has been updated using UEB and includes new teaching materials, record forms, and braille activities.



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AER Reinforces Value of Teaching Profession

Will today's students be ready and able to meet the challenges of society's uncertain future as literate, creative and critical thinkers; as wise, compassionate and knowledgeable citizens; as workers with the skills and ability to resolve challenges within their professions? The answer to this question lies with teachers and the teaching profession.

In December 2015 the Association for Education and Rehabilitation for the Blind and Visually Impaired partnered with 14 other leading educational organizations to release a joint statement that seeks to reinforce the value and importance of the profession of teaching. With more than 200,000 educators represented, the statement expresses the belief that teachers, as change agents, have the ability to fill our communities with informed, caring and engaged citizens.

Joint Statement on the Profession of Teaching

Teachers are agents of change. With an uncertain future, where there will be more people and fewer resources and where governing equitably will be even more challenging, will today's students be ready and able to meet those challenges as literate, creative and critical thinkers; as wise, compassionate and knowledgeable citizens; as workers with the skills and ability to resolve challenges within their professions? The answer to this question lies with teachers and the teaching profession. Teachers have the power to create a healthy, just and peaceful world. Teachers have the ability to fill our communities with informed, caring and engaged citizens. Teachers have the capacity to inspire lifelong learning and a passion for knowledge, understanding and innovation.

Yet, educators are struggling under the weight of increasing and sometimes unrealistic expectations about their role. They are expected to balance numerous national educational reform efforts such as high-stakes testing and other accountability measures, a reduction in teacher autonomy, constriction of the curriculum and reliance on the opinions of people outside the profession. Seen in this light, interest in teaching as a career has been waning. With several years of significant decline in enrollment in teacher preparation programs and an increasing exit rate by newer teachers, teacher shortages are appearing across the country.

To fulfill our shared goal of preparing and sustaining a robust workforce of educators, the undersigned leaders of educational organizations affirm our full support of preservice and practicing educators and the teaching profession. Through the collaboration and partnering of our various organizations, we are positioned to inform decisions and reinforce the value of the teaching profession as one worthy of respect and equal status among all other professions.



- Alpha Delta Kappa
- American Association of Family and Consumer Sciences
- The American Association of School Personnel Administrators
- American Association of Teachers of German
- Association for Career and Technical Education
- Association for Education and Rehabilitation of the Blind and Visually Impaired
- Association of Teacher Educators
- Christian Educators Association International
- International Literacy Association
- Kappa Delta Pi International Honor Society in Education
- Music Teachers National Association
- National Association of Agricultural Educators
- National Business Education Association
- National Council for Geographic Education
- Organization of American Historians

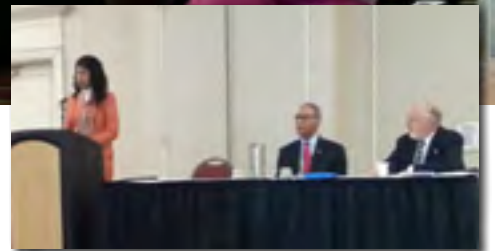


Last November, AER hosted a first—the AER Conference on Vision Loss in Older Adults & Veterans: Leveraging Our Collective Wisdom in Norfolk, Va. This intimate event drew rave reviews from attendees for its outstanding content.

This conference started a much needed dialogue about this important topic, particularly between employees of the U.S. Department of Veterans Affairs and representatives of the civilian sector. AER is sincerely grateful to members of the conference program committee, led by Dr. Greg Goodrich, chair, for their hard work in developing an outstanding program and to attendees and exhibitors for making this conference a success.

The in-depth and thought-provoking sessions provided wonderful continuing education opportunities for attendees. The AER Knowledge Center features 28 recorded sessions from the conference available for online viewing. Learn more about accessing these sessions at <http://aerbvi.sclivelearningcenter.com>.

“For my first AER conference, that was an outstanding experience for me. Thank you so much for putting that together!!!”



Featured speaker Janet LaBreck with AER Executive Director Lou Tutt and Conference Chair Greg Goodrich



A conference participant tries bowling, one of several physical activity demonstrations at the Norfolk conference.

“I hope in the future to see additional conferences geared towards Older Blind and Veterans. The focus made it easy to find pertinent sessions.”



Program committee member Tony Candela participates in the self-defense workshop.

“Thanks for the emphasis on older adults.”

“Thank you for this conference. The reduced scope of the conference allowed a deeper dive into the subjects that are specific to this growing population.”



Jennifer Ottowitz

Orientation & Mobility: Techniques for Independence 2nd Edition

By **Steven J. La Grow** and **Richard G. Long**

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The Association for Education and Rehabilitation of the Blind and Visually Impaired cordially invites you to attend the exciting education and networking event: the AER International Conference 2016!

This year's conference theme—*Connect. Collaborate. Achieve*—embodies everything that you will gain from the conference. You'll have a chance to:

Connect with your peers and esteemed colleagues as well as the most current information, innovative techniques, proven strategies and resources.

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Achieve higher job performance and greater results for your clients.

Conference Highlights

- ♦ Opening Session: "Exceeding the Vision" with the dynamic Vera Jones
- ♦ Networking Meet Ups
- ♦ MacFarland Seminar
- ♦ President's Reception
- ♦ AER Awards Lunch

- ♦ Poster Session
- ♦ Hot Topic Roundtable Discussions
- ♦ Special General Session: "Beyond All Limits: The Road to Employment"
- ♦ Closing Event: "The Difference Is You"
- ♦ AER Exhibit Hall
- ♦ CE Pass for Session Recordings

Pre-Conference Events: July 20, 2016

MacFarland Seminar. This day-long event will provide an in-depth look at pediatric ophthalmology with leading experts Jane Edmond, Texas Children's Hospital; Sharon Lehman, Nemours/Alfred I. duPont Hospital for Children; and Naem Nabi, Dalhousie University. Additional fee required for conference attendees.

Trekker Breeze Workshop. Participants in this six-hour pre-conference workshop, led by Craig Phillips, will learn details of the Trekker Breeze GPS and how to create routes from the address entry feature. Additional fee required for conference attendees. Space limitation: 10.

AER LIFT Workshop. Whether you are a chapter or division leader, an emerging leader or hold other leadership roles, this day-long workshop will help you learn the basics of managing chapters and divisions. The session will be led by incoming AER Board President Joe Catavero. No additional fee.



Outstanding Breakout Sessions

More than 150 breakout sessions related to:

- Physical education & recreation
- Psychosocial services/social emotional development/suicide prevention
- Low vision rehabilitation
- Early education & development (birth to age 4)
- Orientation & mobility
- Education/instruction/curriculum/changes in braille & literacy
- Vision rehabilitation therapy
- Rehabilitation counseling, employment & BEP services
- Information & technology
- Multiple disabilities & deafblind
- Aging/strategies for serving the aging population
- Itinerant personnel
- Personnel preparation (local, regional and global)
- Administration (including effective practices in chapter administration & membership development)
- International & global issues/services/programs
- Collaborations across domains & across professions (in and out of vision specific field boundaries)
- “Holistic” approaches to independence & improved quality of life

Preliminary Conference Schedule

Wednesday, July 20, 2016

- Pre-conference events
 - MacFarland Seminar (pre-conference)
 - AER LIFT training workshop (pre-conference)
 - Trekker Breeze workshop (pre-conference)
 - HumanWare BrailleNote Touch product demo (pre-conference)
- Opening evening general session
- President’s & Host Chapter Opening Reception

Thursday, July 21, 2016

- Meet up breakfast event
- Breakout education sessions throughout the day
- Roundtable discussion
- Special panels/Learning Labs
- Exhibit Hall
- Division events
- Chapter Town Hall Meeting

Friday, July 22, 2016

- Meet up breakfast event
- Special general session
- Breakout education sessions throughout the day
- Awards Luncheon
- Roundtable discussions
- Special panels/Learning Labs
- Division events
- Exhibit Hall
- AER Board of Directors meeting

Saturday, July 23, 2016

- Meet up breakfast event
- Breakout education sessions throughout the day
- Roundtable discussions
- Special panels/Learning Labs
- Poster session
- AER Business Meeting (Bylaws vote)

Sunday, July 24, 2016

- Special keynote general session (breakfast served)
- Additional breakout education sessions (Conference ends at 1 p.m.)

Got a product or service for those who are blind or visually impaired?

AER offers organizations a wide range of opportunities to make a targeted marketing impact through the AER International Conference and beyond.

Become an exhibitor and connect with key professionals in the blindness and low vision market. Additionally, conference sponsorships and several advertising opportunities are excellent ways to reach this important group of professionals.

Exhibit Hall Schedule (tentative):

Thursday, July 21, 2016 — 7:30 a.m.–5:30 p.m.

Friday, July 22, 2016—7:30 a.m.–5:30 p.m.

Dedicated Exhibit Hall Hours— 2:30–3:30 p.m. each day

Who Should Attend

- ✦ Orientation & mobility specialists
- ✦ Teachers of the visually impaired
- ✦ Low vision therapists
- ✦ Vision rehabilitation therapists
- ✦ Administrators
- ✦ University personnel
- ✦ Counselors
- ✦ Occupational therapists
- ✦ Optometrists
- ✦ Ophthalmologists
- ✦ Other vision professionals

Accommodations

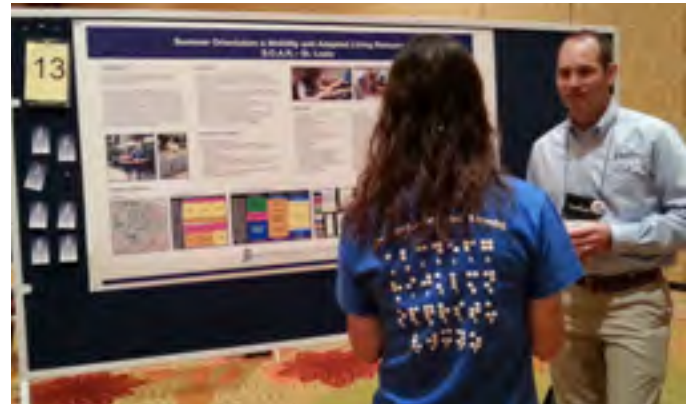
The Hyatt Regency Jacksonville Riverfront, the location for the AER International Conference 2016, sits in the heart of downtown on the banks of the St. Johns River with a four-mile river walk right out the front door. Make reservations online or call 888-421-1442 or 402-592-6464 and tell them you are with AER to obtain the attractive group rate of \$154. It's important that attendees stay at the host hotel so that AER can fill its room block. **June 27 is the hotel reservation cutoff date.**

Advance registration deadline

June 30, 2016.

For more information, go online to:

<https://aerbvi.org/professional-development/conferences/international2016/>



Chapter News

Michigan

The AER Michigan Chapter held its 2016 annual conference, “Re-Igniting the Purpose and Passion Within You,” in Livonia, Mich., on April 28-29. Presenting the keynote address was Robert Michael Fried, best-selling author of the book *Igniting Your True Purpose and Passion*. Additional nationally known speakers included: Teri Chapman, director of Michigan’s Office of Special Education; Priscilla Rogers from American Foundation for the Blind; and Craig Phillips, past president of the AER Kansas chapter. Professionals throughout Michigan presented on a variety of topics including assistive technology, Expanded Core Curriculum, orientation & mobility, transition, accessibility and much more.

Northeast

Christopher Butler, executive director of INSIGHT, a nonprofit organization that provides programs and services for Rhode Islanders who are blind and visually impaired, received the 2015 Distinguished Service Award from the AER Northeast chapter at its annual conference last November.

Butler, who has been the executive director of INSIGHT since 2006, was recognized for his efforts over the past ten years to build summer programs for blind and visually impaired children and

teens in collaboration with other local agencies. The INSIGHT summer youth program provides two weeks of intensive training that focuses on building skills in areas such as orientation, mobility, independent living, and social and interpersonal skills.



Judi Lambert, a teacher of the visually impaired from Cranston, R.I., presents INSIGHT Executive Director Christopher Butler with the NE AER 2015 Distinguished Service Award.

FREE Student Council Virtual Seminars

The AER Student Council held three webinars in February, March and April covering a wide array of topics for those just starting their careers as vision professionals. Audio recordings of the sessions are available online at <https://aerbvi.org/professional-development/online-learning/aer-student-council-virtual-seminar-how-to-keep-your-engine-running>.

The February webinar, “Building Your Career,” provides snapshot views of how to build a rewarding and meaningful career in the vision field. “How to Keep Your Engine Running,” the March webinar, includes ideas on enhanced career satisfaction, increased professional opportunities and longevity. Finally, “Practical Tools! Let’s Go!” covers key components needed in the profession, including how to be a member of interdisciplinary teams.

Thanks to AER members George Abbott, Julie Lee Kay, Sandra Lewis and Ian Shadrack for lending their expertise to these online resources.



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AER members are entitled to discounts from 10% to 25% on car rentals from Alamo, Avis, Budget, Destination Europe, Hertz, and National.

Choice Hotels International and the Wyndham Hotel Group both provide AER members with discounts of up to 20% at their properties.

Go to www.alumnibenefits.org/aer for details.

Division Docket

Orientation & Mobility (9)

The Nominating and Elections Committee completed its charge by working diligently this past winter and early spring, and Division members received the ballot in mid-March. All positions had nominees with good representation of O&M Division members geographically and from various professional backgrounds. New officers will be recognized in a future *AER Report*. Thanks to co-chairs Eileen Sifferman and Meg Robertson and to committee members Erica Ihrke, Mickey Damelio and Mary Ball-Swartzwout.

The Awards Committee accepted nominations through April 30, 2016. Appreciation goes to Gala Brooks, chair, and committee members Brenda Naimy, Bryan Gerritson, Joseph MacDonell, Justin Kaiser and Kevin Hollinger.

The Blasch Scholarship application period for 2016 closed March 31. Winners will be announced by June 15. Thank you to Danene Fast for again chairing this committee.

In January, several members of the Environmental Access Committee attended the Transportation Research Board annual meeting in Washington, D.C., with travel expenses paid through a generous donation by Polara Engineering. See the separate EAC article for more details and names of the committee members.

The division hosted a Watercooler Q&A session on March 29, 2016, to answer questions posed by division members.

The Ad Hoc Committee on Division Initiatives and Strategic Planning has completed gathering data from more than 1,400 O&M specialists surveyed at 15 different conferences. The survey results will be the themes for three roundtable discussions the division will host at the AER International Conference 2016 in Jacksonville, Fla., in July. Themes are advocacy, awareness, recruitment/professional development, preferred practice/licensure, third party reimbursement and university preparation. A big thank you to Kevin Hollinger for all of the work he has done to lead this effort, as the committee nears completion of its charge.

The O&M Division was an exhibitor at the 50th anniversary SOMA conference held in Chattanooga, Tenn., in March. Division members manning the AER O&M table included JoAnne Chalom, Kevin Hollinger, Justin Kaiser, Susan Langendonk, Sarah Arch and Chris Tabb. Thanks to all for keeping the candy dish filled!

The division is conducting a survey to collect information on which states have defined who the qualified personnel are in the U.S. Individuals with Disabilities Education Act (IDEA) requirement for O&M services for students with visual impairments. Information from more than 60 individuals was collected at SOMA. To participate in this project or provide information, contact Justin Kaiser at jkaiser@uscupstate.edu.

Work is well underway on the O&M strand of sessions at the AER International Conference 2016. Speakers of accepted sessions were notified in late March and planning for additional

division activities is proceeding.

Division members are beginning work on the AER International Orientation & Mobility Conference 2017, which will be held in Pittsburgh, Pa., July 19-22, 2017. Contact the division if interested in working on another outstanding O&M conference!

The subject of appropriate automobile insurance when transporting students or clients continues to come up on Listservs and other communications. The O&M Division urges its members to verify that they are covered by their auto insurance. Many auto insurance companies specifically exclude coverage of passengers transported as part of one's employment. Because this is regulated state-by-state, we cannot recommend specific companies to try. Generally speaking, professional liability insurance does not provide coverage for individuals when transporting students or clients.

Contact Susan Langendonk, O&M Division chair, at susanlangendonk@gmail.com with comments regarding the division.

New Divisions

The AER Board of Directors approved proposals to establish the International Services & Global Issues Division and the Physical Activity & Recreation Division in 2014 on a provisional basis, per AER's Policies & Procedures Manual. For the groups to become full-fledged divisions, each must have a membership of at least 50 people when the next biennial international conference is held this July.

International Services & Global Issues Division (18)

Members of the International Services & Global Issues Division have proposed presentations at the AER International Conference 2016, highlighting global efforts in the field of vision rehabilitation. Members are also examining curriculum for professionals leading to an international endorsement.

Physical Activity & Recreation Division (19)

Within the last few months, the Physical Activity & Recreation Division has developed an "Action Team" of members, published several newsletters, which have included surveys, and has continued working on a resource list. They have also developed presentations for the AER International Conference 2016.

To join a division, login to your AER account at <http://www.aerbvi.org/> and select the "Add a Division" option on the right side of your profile page.

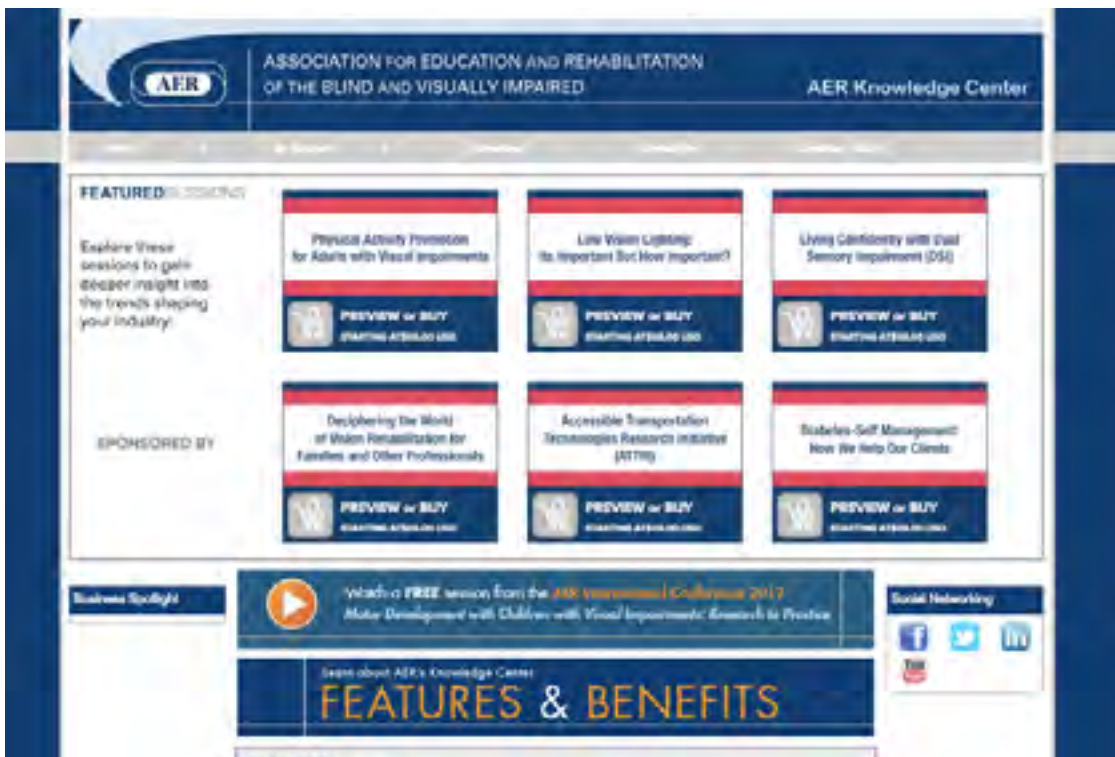


Susan Langendonk, Justin Kaiser, and Kevin Hollinger at the AER table during the SOMA Conference in March.

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 - ♦ AER International Conferences (2012 & 2014)
 - ♦ AER International Orientation & Mobility Conference 2013
 - ♦ MacFarland Seminar 2014 on Traumatic Brain Injury & Prosthetic Vision
 - ♦ AER Conference on Vision Loss in Older Adults & Veterans 2015
- ♦ Purchase individual sessions with synced PowerPoints and audio. Enjoy access to them for years to come.
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Making Headway: Environmental Access Committee at the Transportation Research Board Meeting

by JoAnne Chalom, COMS, Ed.S.,
and Janet Barlow, COMS

Several members of the Environmental Access Committee attended the 95th Annual Transportation Research Board (TRB) meeting, January 10-14, 2016. Members in attendance for some or all of the week included Janet Barlow, Billie Louise “Beezy” Bentzen, Gene Bourquin, JoAnne Chalom, Lukas Franck, Meg Robertson and Dona Sauerburger.

Our successes came in many forms, from discussions with researchers at poster sessions to attendees asking questions and demonstrating concern for pedestrians with visual impairments. Some highlights included:

- Having EAC members officially serve on four TRB committees: Roundabouts, Pedestrians, Accessible Transportation and Mobility, and Work Zone Traffic Control.
- Discovering that two workshops we presented last year led to the potential funding of a research project on pedestrians, particularly pedestrians with disabilities, and bicycles at diverging diamond interchanges and other alternative intersections.
- Seeing someone who is not in our field ask a question that reflects her concern for pedestrians who are blind, proving our many years of advocacy at TRB meetings are making a difference.
- Realizing that automated vehicles that provide door-to-door service may be available in 10-15 years. This will provide many positive options and affect wayfinding for pedestrians who are blind.
- Having a TRB committee chair ask one of our members for additional research ideas on pedestrians who are blind or who have low vision.
- Creating potential opportunities to discuss with a statewide pedestrian and bicycle coalition the need for research that includes challenges encountered by pedestrians who are blind.
- Facilitating and maintaining a positive relationship with transportation professionals while addressing transportation challenges of individuals who have low vision or total blindness.
- Addressing challenges when complete streets include bicycle lanes that are parallel to sidewalks without an indication that the terrain changes function. We suggested installing treatments, such as detectable warning surfaces or guidance surfaces, on the pedestrian shared space to distinguish the sidewalk from the bike lane.
- Seeing presentations about a new transit guidebook that includes information on protected bike lanes and other innovative designs that can calm traffic but have some features that may be problematic for blind pedestrians.
- Discussing an application that can be used to help identify and address the need to make sidewalks ADA compliant with the presenters at a poster session.
- Getting a heads-up that driverless vehicles are a reality and

the focus of attention by the engineering community, so we can take advantage of the opportunity to get involved from the ground up to make sure the implications for blind people are addressed. We had a roundtable discussion to generate ideas at the Southeastern O&M Association conference in March and plan to share information with O&M Division members for further consideration.

- Suggesting the O&M and travel instructor professions be represented at the Senior Mobility Options Joint Subcommittee’s brainstorming summit this year to address alternative mobility resources for older folks who have to give up driving.

Report on Pedestrian Hybrid Beacons

by Gene Bourquin, DHA, COMS

With changing technologies and evolving traffic geometry, we’re faced with many challenges as O&M specialists. Sometimes the research presentations at conferences like the TRB present developments that are not positive for travelers who are blind or visually impaired. But sometimes the news is good, such as the results of a recent study of Pedestrian Hybrid Beacons (PHB), sometimes referred to as “HAWK” (High-intensity Activated crossWalk beacon).

PHB devices allow pedestrians to cross, stopping vehicular traffic only as needed and only when activated by a pedestrian; the signal is otherwise “dark.” The rationale is that pedestrians can have a safer right-of-way with a signal at places where traffic engineers want to keep cars constantly moving and where typical pedestrian signals are not necessarily warranted. Uncontrolled crosswalks, such as mid-block crossings, channelized turn lanes and perhaps even roundabout entrances and exits—all potential locations where pedestrians who are blind would have difficulties—can be made facile with the addition of a PHB with an accessible pedestrian signal (APS).

The study looked at 78 hours of video from two cities and included 1,979 pedestrians. When a PHB is installed, crashes are reduced by 69%. The TRB presentation found that drivers stop for pedestrians 96% of the time, the same as at a typical signal. In the past there were some concerns that drivers might be confused at the PHB, but the research indicates such concerns are unfounded. Most pedestrians used the pedestrian button when they arrived at the crosswalk.

And thanks!!

The EAC appreciates the support of the O&M Division for our attendance at the TRB Meeting. We are making a difference in bringing issues to the attention of transportation professionals. This report is just a quick snapshot of several long days of endless meetings, conversations and explanations of orientation and mobility in Washington, D.C., with 13,000 traffic professionals. Thanks to Polara Engineering for supporting our travel and to Lois Thibault and Jacques Peters for providing us a place to stay in D.C.

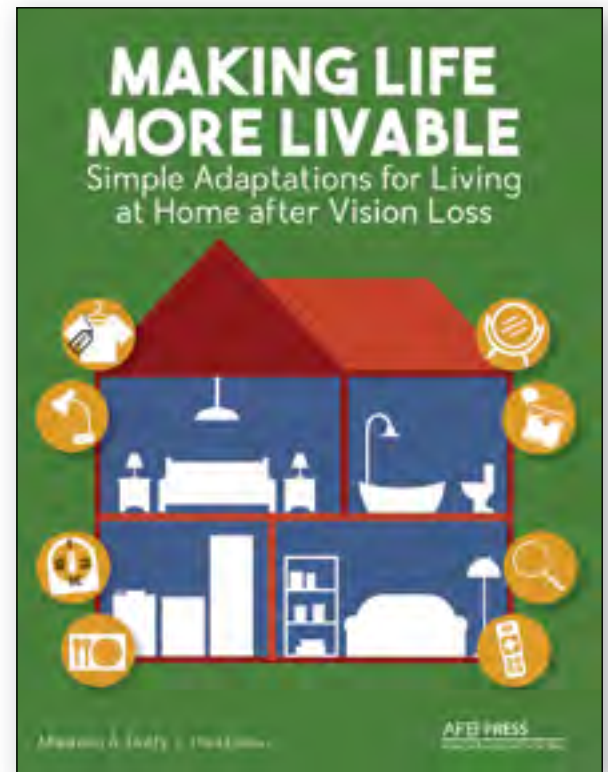
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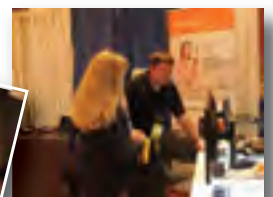
Make sure the AER International Conference 2016 is marked prominently on your calendar for the summer of 2016 in sunny Jacksonville, Florida!



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- Optometrists
- Ophthalmologists
- Professionals from related fields



Association for Education and Rehabilitation of the Blind and Visually Impaired

Registration and additional information

www.aerbvi.org

A Letter from the 2016 AER Spungin Fellow

It was a great honor to be nominated by AER to receive the Spungin Fellowship award at the AFB Leadership Conference in Washington, D.C., March 3-5, 2016. In my opinion, there is no better opportunity to capture the spirit and dedication of our profession than to come face to face with inspirational leaders in the field. Such was the case at this event as administrators, educators and other professionals gathered to share the latest research and developments in the field of blindness and visual impairment.

Anyone who had the privilege of sharing the same room during the discussion with Carl Augusto, president and CEO of AFB, and Dr. Tuck Tinsley, former president of APH, heard personal perspectives and sage advice, based on their experiences as leaders in the field. The retirement party for Augusto and awards banquet showcased the dynamic character of individuals who have made significant contributions to the profession. I believe the greatest reward of attending this outstanding conference was the pleasure of reconnecting with dear friends and colleagues in the U.S., as well as collaborating and establishing new contacts.

As a longtime, dedicated member of AER Ontario and a proud representative of Canada, I sincerely thank AER for providing me with such a rich and memorable opportunity!

Carole Williams



Spungin Fellow Carole Williams with AER Executive Director Lou Tutt

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If your summer travel plans include other trips besides the AER International Conference 2016, take advantage of AER's hotel and car rental discounts. The Wyndham Hotel Group is now part of the hotel discount program with up to 20% off best available rates. The program also features discounts for Choice Hotels. Car rental discounts range from 5% up to 25% for Alamo, Auto Europe, Avis, Budget, Hertz, National and Payless. For more information, visit <http://www.alumnibenefits.org/aer>.

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Names in the News:

AER Honors...



Carl Augusto, Retiring AFB President & CEO

Carl R. Augusto, president & CEO of the American Foundation for the Blind, retires in May 2016 after 25 years of service to AFB. Augusto, a longtime champion of people with disabilities and a preeminent leader in the field of blindness, joined the organization in 1991. Under his

leadership, AFB has made significant strides in leveling the playing field for people with vision loss, especially in the areas of public policy, education, technology, aging and employment.

A change agent known for his collaborative leadership, Augusto has forged numerous strategic partnerships and alliances within the vision loss community and beyond to address critical issues and expand opportunities for people with vision loss. This includes broadening AFB's scope to influence corporate America to make its products and services accessible.

AER Executive Director Lou Tutt said, "Carl not only is a leadership role model for persons who are blind or visually impaired, but also for sighted leaders. The partnership Carl forged with AER has been effective in numerous ways, in particular the benefits gained by AER members. We are fortunate to have had such a strong ally."

Tuck Tinsley Retires from APH

Dr. Tuck Tinsley III retired early this year after 27 years of service to the American Printing House for the Blind. Tinsley, a recognized and celebrated leader in the field of blindness, joined the company in 1989, following 21 years at the Florida School for the Deaf and the Blind. Under his leadership, APH has built its reputation as a premier organization in the United States for product development and innovation with the mission of serving students who are blind and visually impaired and those who provide services to them.



The highlights of his illustrious career touch many areas, from partnering with non-profit and for-profit companies to develop innovative products for blind students to leading APH to sound financial footing. His administrative foresight kept APH on the cutting edge of product development, averaging 80+ new products per year since 1996, with 80% of the ideas for those products coming from the field.

Tinsley also accepted the company responsibility of curating AFB's renowned Migel Library as well as establishing the APH Museum and housing the field's Hall of Fame for Leaders and Legends of the Blindness Field.

"Tuck has long been a staunch supporter of AER and a very active member. In fact, he has made it possible for Lou Tutt, AER executive director, to provide an update on the association at APH's annual meetings in recent years," said Christy Shepard, AER board president. "We will miss him in his working role, but look forward to future years of his participation during retirement."

More Names in the News

Ellen Bowman (Alabama Chapter) received the 2016 CEC Division on Visual Impairments and Deafblindness Dissertation of the Year Award in April. Her study investigated using virtual reality to teach O&M skills to individuals with low vision.

Scott McCallum (Oregon Chapter) was named superintendent of the Washington State School for the Blind in Vancouver, Wash., in April. McCallum has 17 years of experience working on behalf of students in Oregon who are blind and visually impaired. He most recently served for nearly six years as the Blind and Visually Impaired Student



Fund administrator for the state of Oregon. He begins his job June 1 and will take over for **Dr. Dean Stenehjem** (Pacific Northwest Chapter), who is retiring June 30.

Melanie Ortiz (New York Chapter) received a Delta Gamma Leadership Award this spring. A teacher at Olmsted Center for Sight Early Education Program in Amherst, N.Y., she has created



The American Foundation for the Blind Board Names Kirk Adams as Next President and CEO

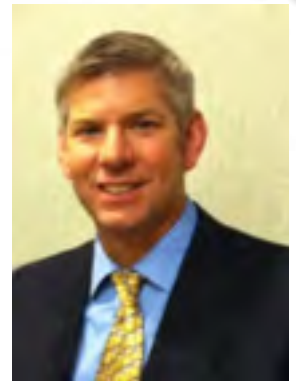
The American Foundation for the Blind (AFB) Board of Trustees on January 28, 2016, named Kirk Adams as its next president and CEO. Adams is replacing Carl Augusto, who is retiring after 25 years of distinguished service. Adams began his new job in May.

Adams comes to AFB from the Seattle Lighthouse for the Blind, Inc. where he has served as president & CEO since 2008. "AFB's commitment to making the world a more equitable, inclusive place for people with vision loss aligns directly with my personal passion. I am honored to be selected as the American Foundation for the Blind's next president and CEO, and I look forward to working with the staff and board to build on AFB's magnificent history and to shepherd this great organization into its centennial and beyond," said Adams.

"Kirk's exceptional leadership record, nonprofit executive experience, keen understanding of the blindness field and deep commitment to improving the lives of people who are blind or visually impaired made him the clear choice. We are thrilled to have him as AFB's next leader," said Larry B. Kimbler, chair of the AFB Board of Trustees. Adams will be the sixth chief executive of the American Foundation for the Blind.

Craig Meador Becomes New President of American Printing House for the Blind

The American Printing House for the Blind (APH), the world's largest company devoted solely to researching, developing and manufacturing products for people who are blind or visually impaired, announced in December 2015 that Dr. Craig Meador is its next president. A former teacher and educational leader for blind and visually impaired children, Meador came to APH in May 2015 as vice president of Educational Services and Product Development. He began as president on January 1, 2016, succeeding Dr. Tuck Tinsley III who retired after 27 years of dedicated and innovative leadership at APH.



"APH's mission is to promote the independence of blind and visually impaired persons by providing specialized materials and products needed for education and life. Craig has the vision, energy and skills to address APH's noble mission through partnerships with new technology companies, educational institutions and leaders from government," said Barrett Nichols, chairman of the APH Board of Trustees and CEO of BSG Financial Group. "We look forward to working with Craig and building on the strong platform and legacy that Tuck Tinsley has so successfully put in place."

Meador came to Louisville and APH from the state of Washington where he was employed as the Director of Outreach Services/State Vision Consultant. In that position, he served as the state department's APH ex officio trustee and a member of the APH Educational Products Advisory Committee (EPAC). Prior to that, he was principal of the Washington State School for the Blind.

multisensory books for her preschool students with the help of her daughters. The books include plastic worms, spiders, a frog, and cloth cutouts of ladybugs, shamrocks and even a cloth mouth with a missing tooth. She and her daughters produce one or two new books each month.

Dr. Yue-Ting Siu (Northern California Chapter) will, beginning with the fall 2016 semester, become an assistant professor in the Department of Special Education and Communicative Disorders at San Francisco State University where she will coordinate the Program in Visual Impairments.



Freedom Scientific and **Optelec** announced in November 2015 that the two companies have merged to create the world's largest assistive technology provider for the visually impaired. The two companies have a long history of providing innovative technology solutions that enable blind and low vision individuals to reach their full potential---to gain an education, obtain employment, succeed in professional careers and live independently throughout their lives.





Names New Officers



AER's new BANA representative,
Mary Nelle McLennan

Mary Nelle McLennan became AER's new representative to the Braille Authority of North America (BANA) in November 2015. She had been serving on the BANA board as a representative for the American Printing House for the Blind. In a statement, BANA said, "We are grateful to retain Mary Nelle's depth of knowledge and experience and anticipate her continued participation and contributions, especially as chair of BANA's Publications Committee."

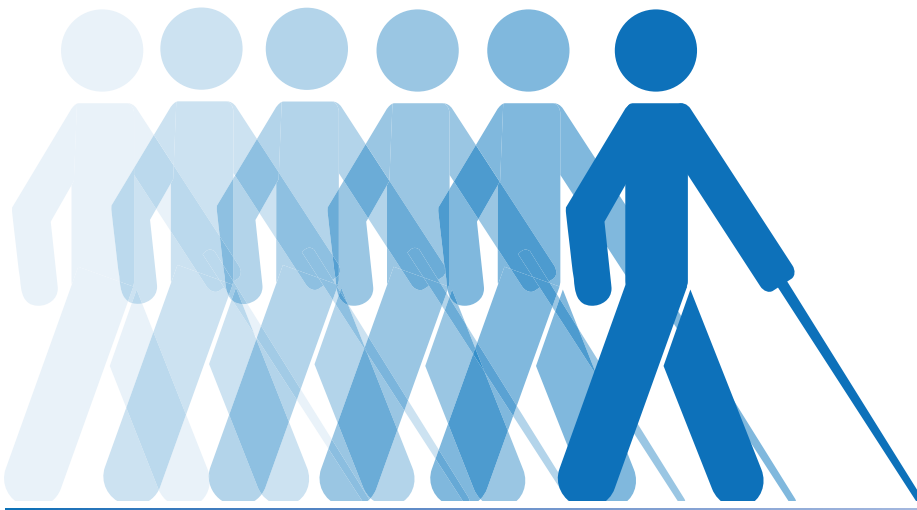
McLennan replaces Diane Wormsley, who recently retired from her professorship at North Carolina Central University. Wormsley joined the BANA board as AER's representative in 2004 and served as co-chair of BANA's Research Committee. AER is extremely grateful for her dedication to the work of BANA on behalf of the association, in particular her commitment to providing the AER Board of Directors with thoughtful counsel on the implementation of Unified English Braille.

Other AER members elected to the BANA board include Vice Chair Sandra Ruconich, representing the American Council of the Blind, and new APH Representative Cathy Senft-Graves. Jennifer Dunnam, National Federation of the Blind, was elected as board chair; Ruth Rozen, The Hadley School for the Blind, as secretary; and Jackie Sheridan, National Braille Press, as treasurer.



Many thanks to Diane Wormsley, past AER
representative to BANA





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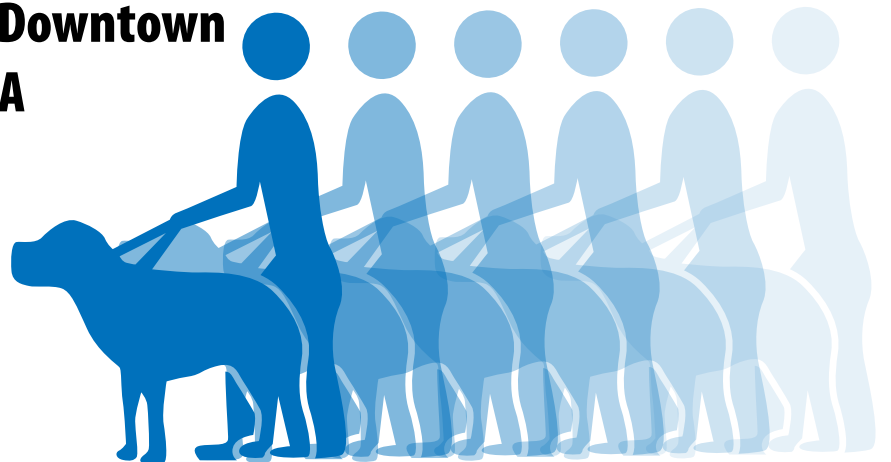
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Marrakesh Treaty Presented to U.S. Senate and Canadian House of Commons

On June 28, 2013, the World Intellectual Property Organization (WIPO) adopted a landmark treaty that boosts access to books for the benefit of people who are blind, visually impaired and print-disabled. The treaty, signed by 51 countries at a diplomatic conference in Marrakesh, Morocco, is the culmination of years of work on improving print access to published works in formats such as braille, large print text and audio books.

The Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled requires its contracting parties to adopt national law provisions that permit the reproduction, distribution and making available of published works in accessible formats through limitations and exceptions to the rights of copyright holders.

The treaty also provides for the exchange of these accessible format works across borders by organizations that serve people who are blind, visually impaired, and print disabled. This sharing of works in accessible formats should increase the overall number of works available because it will eliminate duplication and increase efficiency.

The Marrakesh Treaty currently has 16 ratifications and will need four more for entry into force. Two of those final four ratifications may come from the United States and Canada. In February 2016, President Barack Obama sent a report to the U.S. Senate requesting its advice and consent to ratify the treaty. In his letter, the president said,

This copyright treaty, concluded under the auspices of the World Intellectual Property Organization (WIPO), advances the national interest of the United States in

promoting the protection and enjoyment of creative works. The Marrakesh Treaty lays a foundation, in a manner consistent with existing international copyright standards, for further opening up a world of knowledge for persons with print disabilities by improving their access to published works. (White House, 2016)

The Senate referred the treaty to its Committee on Foreign Relations.

The Canadian House of Commons introduced Bill C-11, An Act to Amend the Copyright Act (access to copyrighted works or other subject-matter for persons with perceptual disabilities) in March 2016. The bill introduces modifications to Canadian copyright law that would prepare the country to ratify the terms of the Marrakesh Treaty.

For more information on the U.S. Senate's actions regarding the treaty, go to <http://www.foreign.senate.gov/treaties/114-6>. For more information about Canada's Bill C-11, go to <http://policynotes.arl.org/?tag=marrakesh-treaty>.

Reference

The White House, Office of the Press Secretary. (2016). Message to the Senate -- The Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired, or Otherwise Print Disabled [Press release]. Retrieved from <https://www.whitehouse.gov/the-press-office/2016/02/10/message-senate-marrakesh-treaty-facilitate-access-published-works>.

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Connect to AER's company page at http://www.linkedin.com/companies?trk=hb_tab_compy

AER Participates at World Health Organization International Consensus Conference

In December 2015, over 60 experts representing all the regions of the World Health Organization (WHO) gathered in Rome, Italy, for the WHO International Consensus Conference (WHO-ICC) to discuss vision rehabilitation services in national healthcare systems. Currently, there are no international standards of care for vision rehabilitation services. Former AER President John Kelly represented the association. Also at the meeting was AER member Kay Ferrell, who represented the International Council on Education of Persons with Visual Impairments.

In 2013 WHO approved an action plan to reduce avoidable visual impairments by 25% by 2019. The organization has found that globally, 80% of all visual impairment can be prevented or cured; the challenge is educating the public about eye health and improving access to rehabilitative services. The WHO-ICC was one of many efforts toward achieving the action plan's goals. The meeting was hosted by the National Centre for Services and Research for the Prevention of Blindness and Rehabilitation of the Visually Impaired, which is a WHO Collaborating Center for the Rehabilitation of the Visually Impaired.

For four days, participants worked to develop minimum standards and indicators for vision rehabilitation worldwide. The meeting also included reports from each WHO region on the state of vision rehabilitation services in their member countries. The WHO regions are Africa, the Americas, the Eastern Mediterranean, Europe, South-East Asia and the Western Pacific.

“We assisted the WHO in drafting standards that will be used to provide governments world-wide a baseline expectation of care in the medical, rehabilitative and academic realm,” said Kelly. “My role was to help them understand the needs of children and young adults in areas such as functional vision assessment, literacy, braille and mobility. It was quite an honor to be selected.”



AER members Kay Ferrell and John Kelly at the WHO meeting in Rome, Italy



John Kelly with Dr. Silvio Paolo Mariotti, senior medical officer, WHO, Prevention of Blindness and Deafness Office, and Dr. Linda Lawrence, pediatric ophthalmologist, International Council of Ophthalmology and the American Academy of Ophthalmology

Welcome New Members! October 5, 2015 – April 30, 2016

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Sharon Chan
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Kazuhiko Imamura
Asako Kawahara

MALAYSIA

Sumitha Thavanendran

MEXICO

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NEW ZEALAND

Jayne Metcalf

UNITED STATES

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Robert Tasso

Arizona

Spencer Churchill
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Jennifer Hill
Kristi Lawrence
Nakeshea Lewis
Jillian Salasek
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Mary Wilson

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Cindy Chamberlin
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Kathleen Romeo
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Janell Jarman
Brenda Knight
Judi Lethlean
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Deborah Crittenden
Valerie Delcourt
Karen Epley
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Nelida Gonzalez
Dayna Grismanauskas
Tara Hollinshead
Kelly Holtz
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Nicole Johnson
Barbara Kolakowski
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Kirsten Kruger
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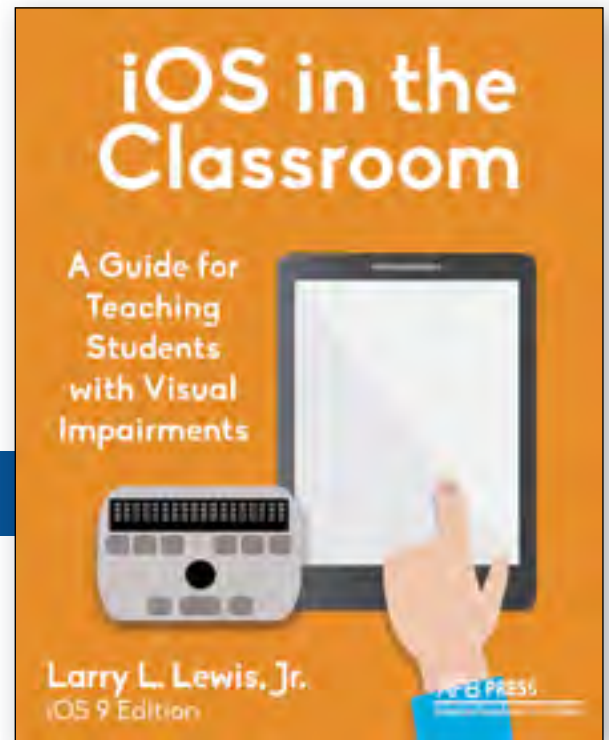
iOS in the Classroom

A Guide for Teaching Students with Visual Impairments

iOS 9 Edition

By Larry L. Lewis, Jr.

iOS in the Classroom: A Guide for Teaching Students with Visual Impairments is a fully illustrated, step-by-step guide to teaching the use of the iPad running iOS 9. The book explores the extensive accessibility options available, where to find them, and how to configure them.



iOS in the Classroom is geared to allowing students with visual impairments to use the iPad to complete the same classroom tasks as their peers. It covers a variety of tasks and features including:

- » Getting acquainted with VoiceOver and Zoom
- » Using external keyboards and refreshable braille displays
- » Understanding touch screen gestures and braille chord commands
- » Finding and managing content in iTunes, the App Store, iCloud, and other file sharing apps
- » Using the iPad for online activities including internet browsing, e-mail, and instant messaging
- » Utilizing specific apps

This resource provides teachers with helpful, easy-to-understand iOS technology instructions, allowing them to support their students in learning, and ensuring success in the classroom.

Available in print, e-book, and online subscription.

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Aging Population

a Focus of March-April 2016 JVIB Book Review

In the editorial for the 2008 *JVIB* Special Issue on Age-Related Macular Degeneration (available online at <http://www.afb.org/afbpres/pubjvib.asp?DocID=jvib021001>), Guest Editors Lylas Mogk, M.D., and Gale Watson, M.Ed., observed, “The demographics of vision loss have changed radically in the last several decades. Today, the greatest number of people with visual impairments are not children or young adults; rather they are seniors with age-related macular degeneration (AMD), who outnumber younger visually impaired adults and children by wide margins” (p. 578).

Eight years later, the aging population with visual impairments continues to grow, and the effect of age-related vision loss on mobility can be profound on these individuals. To respond to the need for orientation and mobility (O&M) information that specifically targets those who work with the aging population with vision loss, Nora Griffin-Shirley, Ph.D., and Laura Bozeman, Ph.D., collaborated as editors of the new book from AFB Press, *O&M for Independent Living: Strategies for Teaching Orientation and Mobility to Older Adults*. In the March-April 2016 issue of *JVIB*, Kevin Hollinger, M.A., M.Ed., COMS, NBCT, reviews the book.

Hollinger writes, “I immediately recognized the potential impact this book will have on our profession and in the lives of the aging population living with blindness or low vision. As two of the leading professionals in O&M university personnel preparation programs, Drs. Griffin-Shirley and Bozeman deliver a stellar resource through their recruitment

and collaboration with other forward-thinking contributors. This book will make an immediate and lasting impact on the profession of O&M and will likely influence university personnel preparation programs internationally.”

The book’s eight chapters cover a wide range of topics for vision professionals on working with older individuals to improve mobility, self-reliance and independence after vision loss. Topics include an in-depth look at vision issues specific to older adults; sensory changes that occur with age; modifying O&M instruction for older adults; useful O&M tools and techniques; environmental adaptations; the importance of exercise; daily living skills; and building collaborative relationships with professionals who serve older adults.

To read the full book review as well as access the entire March-April 2016 issue, AER members can login to the AER website at <https://aerbvi.org/> and navigate to the *JVIB* benefit.

JVIB is published by the American Foundation for the Blind. AER provides the journal as a member benefit. To access your *JVIB* member benefit, as well as earn ACVREP CEUs, navigate to the *JVIB* link through the Resources menu > Publications on the AER website and log in with your AER membership information. Then click “Access your subscription to *JVIB*” to view the table of contents for the current issue.

Call-In Day for Cogswell-Macy Act

On Thursday, April 14, 2016, more than 500 AER member professionals and advocates participated in a call-in campaign to members of the U.S. Congress, urging them to support the Alice Cogswell and Anne Sullivan Macy Act (Cogswell-Macy Act, H.R. 3535).

Members who were unable to participate may still call U.S. senators and representatives to tell them that students who are blind, visually impaired, deaf, hard of hearing or deafblind, including those students who may have additional disabilities, should receive an education worthy of their tremendous potential. Learn more at <http://www.afb.org/info/get-connected/take-action/call-in-day-2016/125>.



Tech Links

AER regularly collects Internet links to tech news and resources that may be useful to members and the people they serve. For up-to-date links and other resources, visit AER's Facebook page at www.facebook.com/groups/aerbvi.

How iPhones help fix unemployment for the blind (video)

<http://www.cnbc.com/2016/03/21/how-iphones-help-fix-unemployment-for-the-blind.html>

Using Google Drive with JAWS and NVDA

<http://www.pathstoliteracy.org/blog/using-google-drive-jaws-and-nvda>

Enhancements in JAWS 17.0.1377 (April 2016)

<http://www.freedomscientific.com/Downloads/jaws/JAWSWhatsNew#Enhancements>

DropVox: A different kind of notetaker (podcast)

<http://www.applevis.com/podcast/episodes/dropvox-different-kind-notetaker>

Everything you can say to Siri on the new Apple TV

<http://fieldguide.gizmodo.com/everything-you-can-say-to-siri-on-the-new-apple-tv-1759487086>

The tech giving people power to rise above disability

<http://www.bbc.com/news/business-35427933>

Twitter wants everyone to 'see' your photos, including blind people

<http://fortune.com/2016/03/30/twitter-photos-for-blind/>

How Facebook is helping visually impaired users 'see' news feed photos

<http://motherboard.vice.com/read/facebook-photos-for-visually-impaired-users>

Comcast channels innovations to help blind and visually impaired subscribers

<http://www.newsworks.org/index.php/nwtonight/item/90679-comcast-channels-innovations-to-help-blind-and-visually-impaired-subscribers>

Pixar's new app gives the blind a new way to experience movies

<http://ww2.kqed.org/news/2016/01/23/pixar-new-app-gives-blind-new-way-to-experience-movies>

Moovit expands accessibility features for blind users

<http://techcrunch.com/2016/03/30/moovit-expands-accessibility-features-for-blind-users/>

10 apps that are designed for mobile accessibility

<http://arc.applause.com/2015/12/31/mobile-accessibility-10-apps/>

Accessible? The app for your accessibility information

<http://www.accessapp.info/>

How "magic" apps are helping the blind to see (video)

<http://www.thememo.com/2015/12/21/aipoly-app-for-visually-impaired-blind-people-ai/>

This incredible smartwatch converts texts and emails into braille

<http://www.upworthy.com/this-incredible-smartwatch-converts-texts-and-emails-into-braille>

BlindTool, an app that helps the blind "see," identifies and puts everyday items into text

<http://www.bustle.com/articles/133827-blindtool-an-app-that-helps-the-blind-see-identifies-and-puts-everyday-items-into-text>

This bionic eye could help the blind see—from the back of their head

<http://fortune.com/2016/01/06/bionic-eye-monash/>

Lost in sound: Gaming for the visually impaired

<http://www.t3.com/features/lost-in-sound-gaming-for-the-visually-impaired>

Refreshable braille displays could allow the blind to read graphics

<http://liliputing.com/2016/01/refreshable-braille-displays-could-allow-the-blind-to-read-graphics.html>

SpiderSense helps the blind see, and caught the eye of All-American Makers

<http://chicago.inno.streetwise.co/2016/02/03/all-american-makers-spidersense-tech-helps-the-blind-see/>

Wearable device with 3D camera may guide the visually impaired

<http://www.techtimes.com/articles/131279/20160207/wearable-device-with-3d-camera-may-guide-the-visually-impaired.htm>

3D printed "Linespace" allows visually impaired people to read and interact with maps, diagrams and more

<http://3dprint.com/118793/3d-printed-linespace-tablet/>

Blind student devises audio-tactile graphics display (video)

<http://www.reuters.com/video/2016/01/11/blind-student-devises-audio-tactile-grap?videoId=366991542>

Korean start-up to unveil world's first braille smartwatch at Mobile World Congress 2016

<http://en.jknus.com/articles/2138/20160217/korean-start-up-unveil-world-s-first-braille-smartwatch-mobile.htm>

Retinal implants: How in-the-eye wireless tech is giving blind people back their sight

<http://www.zdnet.com/article/retinal-implants-the-in-the-eye-wireless-tech-giving-blind-people-back-their-sight/>

Toyota developing wearable device to help blind and visually impaired people

<http://www.foxnews.com/tech/2016/03/07/toyota-developing-wearable-device-to-help-blind-and-visually-impaired-people.html>

The app that let's blind people see

<http://www.newsweek.com/app-helps-blind-people-see-433253>

App guides the sightless in new places

<http://www.toledoblade.com/Technology/2016/03/26/App-guides-the-sightless-in-new-places.html>

A wall kit helps visually impaired sense their surroundings

<http://www.psfk.com/2016/03/a-kit-wi-fi-helps-visually-impaired-users-sense-surroundings.html>

Braille maps for blind and visually impaired created with 3-D printing technology at Rutgers

<http://news.rutgers.edu/news/braille-maps-blind-and-visually-impaired-created-3-d-printing-technology-rutgers/20160221#.VstBBU32bZ4>

Using 3D printing to help the blind and visually impaired

<https://ultimaker.com/en/blog/20201-using-3d-printing-to-help-the-blind-and-visually-impaired>

Mass Portal & Tactile Eyesight 3D print tactile books for visually impaired children

<http://www.3ders.org/articles/20160401-mass-portal-tactile-eyesight-3d-print-tactile-books-for-visually-impaired-children.html>



2016-2018 Calendar of Events

For more information about upcoming events, or to have your event listed, visit our website at www.aerbvi.org and click on "Calendar of Events."

2016

July

July 20-24: AER International Conference 2016, Hyatt Regency Jacksonville-Riverfront, Jacksonville, FL — For more information, visit <http://aerbvi.org/event/aer-international-conference-2016/>.

July 22: AER Board meeting, Hyatt Regency Jacksonville-Riverfront, Jacksonville, FL

October

Oct. 20-21: AER Mississippi Chapter Conference 2016, Mississippi Library Commission, Jackson, MS — Details forthcoming.

November

Nov. 3-4: AER Arizona Chapter Fall Conference, Yuma, AZ — For more information, visit http://azaer.aerbvi.org/meetings_events.htm.

Nov. 6-8: AER New York State Chapter 2016 State Conference, "Information Eye-Way," Doubletree Hotel, Syracuse, NY — For more information, visit <http://nysaer.aerbvi.org/>.

Nov. 16-18: AER Northeast Chapter Fall Conference, Portland Marriott at Sable Oaks, Portland, ME — For more information, visit <http://www.neaer.umb.edu/>.

2017

March

Mar. 30-Apr. 1: AER Texas Chapter Annual Conference — For more information, visit <http://www.txaer.org/>.

July

July 19-22: AER International Orientation & Mobility Conference, Wyndham Grand Pittsburgh Downtown, Pittsburgh, PA — Stay tuned for more details!

2018

July

July 25-29: AER International Conference 2018, Peppermill Reno, Reno, NV — Stay tuned for more details!

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AER University Review Program

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Now is the time to start thinking about having your university's programs reviewed to ensure you are adhering to the highest standards and meeting your goals to continuously raise the quality of your programs and, consequently, your graduates.

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"I leapt at the chance to be reviewed and recognized by our field's leading professional organization. It's so important to critically look at our program to ensure we're meeting the needs of the profession."

- Bill Jacobson,
University of Arkansas at Little Rock

Contact AER to learn how your university can save money by having multiple programs reviewed at the same time.

University Programs Eligible for Review:

- ✦ Orientation and Mobility
- ✦ Teachers of the Visually Impaired
- ✦ Vision Rehabilitation Therapy



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Remembering Phil Hatlen

On January 14, 2016, the blindness and visual impairment field lost one of its great innovators, teachers and advocates, Philip Herbert Hatlen. His work has influenced nearly every vision professional in the field today.

In 2012, Phil was inducted into the American Printing House for the Blind's (APH) Hall of Fame for Leaders and Legends of the Blindness Field. With the APH's permission, we reprint the tribute to Phil, written by Kay Ferrell, when he was inducted.



Phil Hatlen Inducted 2012 by Kay Ferrell

Philip Herbert Hatlen (1934–2016) was born in Patterson, California, the son of first and second generation Norwegian-Americans who were apricot farmers. His marriages produced three sons, Edward (California), James (Colorado), and Lucas (Texas). He earned a Bachelor's degree in elementary education (1957) and a Master's degree in special education (1960) from San Francisco State College. In 1975, he earned his doctorate in education (Ed.D.) from the University of California, Berkeley.

He began his professional career in 1957 as a resource teacher for students with visual impairment, then served as Principal for the California School for the Blind from 1962-66. At the same time, he returned to San Francisco State University (SFSU) as an instructor, and eventually received a full-time appointment as Professor of Special Education, coordinating the program to prepare teachers of students with visual impairments. He retired from SFSU in 1990 to accept the position of Superintendent at the Texas School for the Blind and Visually Impaired in Austin. He served in this position for 17 years, developing collaborative partnerships among TSBVI, Stephen F. Austin State University, and Texas Tech University to support teacher education, and acting as a powerful influence on state and national education policy affecting students with visual impairments. Along the way, he also served as an Executive Director of the Blind Babies Foundation (1979-1989) and founded the Living Skills Center for the Visually Impaired (now the Hatlen Center for the Blind) in 1972.

His efforts as Chair of the Joint Action Committee of Organizations of and Serving the Visually Handicapped (JAC) in California crystallized into the National Agenda for the Education of Children and Youths with Visual Impairments, Including those with Multiple Disabilities (1995), which resulted in a nation-wide call to action to improve educational services. A prolific author of books, book chapters, and journal articles, he fathered the concept of the Expanded Core Curriculum (ECC) in 1996, the ground-breaking idea that students with visual



impairment require additional disability-specific strategies in order to access the general education curriculum. The ECC was widely adopted by educators and became the foundation of philosophical and advocacy efforts across the nation and the world.

He has been an active leader within the Council for Exceptional Children, the Association for Education of the Visually Handicapped (serving as the last President before the organization merged into the Association for Education & Rehabilitation of the Blind and Visually Impaired (AER)), and the Low Incidence Disability Advisory Committee in California. He has been appointed to several

advisory boards for agencies and organizations across the United States. He is a frequent keynote speaker at professional conferences, both nationally and internationally.

His colleagues in the field of blindness, who love and admire him, honored Dr. Hatlen numerous times by awarding him the Josephine L. Taylor Leadership Award (1994) from the Personnel Preparation Division of AER; the Migel Medal (1997) from the American Foundation for the Blind; the Mary K. Bauman Award (2000), AER's highest award for an educator; the Distinguished Service Award (2003) from the Division on Visual Impairments (DVI) of the Council for Exceptional Children (CEC); the Outstanding Leadership Award (2004) from CEC; and the Wings of Freedom Award (2009) from the American Printing House for the Blind.

Dr. Hatlen is the consummate advocate, leader, and professional. In his own words, his legacy to us all is:

Stand tall, be proud of your profession. Decide what your "bottom line" is, and do not compromise. Commit to your fundamental truths, and live your profession by not compromising. Be gentle, be creative, and respect the dignity of all children. Love life, work hard, live with a passion for everything that you do. Laugh a lot, and help your students to learn to laugh.

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In Memoriam



Dr. Alfred Rosenbloom

Dr. Alfred Rosenbloom, 94, an internationally respected optometrist and pioneer in low-vision rehabilitation, died of cancer April 7, 2015. A long-time AER member, he received the association's Shotwell Award in 1988.

A former professor, dean and president of the Illinois College of Optometry, Dr. Rosenbloom was an educator for more than 50 years, and in January 2015 he and his wife saw their dream of enhanced eye care services for the aging population come true with the establishment of the Alfred and Sarah Rosenbloom Center on Vision and Aging at the Illinois Eye Institute.

A diplomate of the Low Vision Section of the American Academy of Optometry, Dr. Rosenbloom chaired the Advisory Research Council for the American Optometric Foundation and was a member of the board of directors of the American Foundation for the Blind, where he was chair of its National Advisory Committee on Later Years.

He also co-wrote several major textbooks, including *Vision and Aging*, published in 2006, and was a contributing author to nine textbooks. During his career, Dr. Rosenbloom also was named Optometrist of the Year by the Illinois Optometric Association and received the Distinguished Service Award from the American Optometric Association.

Josina Bakker

Josina Bakker, 88, a lifetime AER member, passed away April 9, 2015, in Charlottesville, Va. Born in 1926 in the Netherlands, Josina and her family lived through World War II, "experiencing occupation and suffering which, endured in the uniquely Dutch manner, infused Josina's stubborn, spirited and spiritual character the rest of her long life," according to her obituary. The family immigrated to America in 1946, settling in New York.

Josina received her bachelor's degree from Sienna College, in Loudonville, N.Y., and master's degree in French from Middlebury College, Vt. In the early 1960s, she began working with blind and visual impaired children, joining the Board of Cooperative Educational Services (BOCES), Suffolk County, Long Island, N.Y., where she served for over 20 years as a teacher for the visually impaired (TVI) and later a supervisor of TVIs.

After retiring in the 1980s, Josina moved to Charlottesville, Va., where she was active with several organizations, including the Jefferson Area Board of Aging, the Social Services Board, Habitat for Humanity and the Mediation Center of Charlottesville. Donations in Josina's memory can be made to the Lake Monticello Volunteer Fire and Rescue Squad, Inc.



C. Ward Bond

C. Ward Bond, 75, president of Talking Signs, passed away November 29, 2015, in Baton Rouge, La. Known as an entrepreneur, he was instrumental in the establishment of Talking Signs, Inc., an infrared wayfinding and information system for people who are blind. According to his obituary, "With

inventor Bill Loughborough, local engineer John Hilburn, and friend and disabilities advocate Jeff Moyer, he pioneered and later partnered with Mitsubishi of Japan to manufacture and install the transmitter/receiver devices in airports, bus and subway terminals, even major intersections in cities in the U.S., Canada, Norway and Japan. Ward became a respected advocate of the blind community and was lovingly called 'the Thomas Edison of wayfinding.'"

Janet English

Janet English, 87, passed away February 10. A former teacher at the Kentucky School for the Blind, she became well known to staff and students at schools in Ohio, Virginia and Wisconsin, where her husband, Bill English, was an administrator. They met at Cornell College in Iowa and were married for 64 years. The family suggests memorials in her name to Asbury United Methodist Church in Madison, Wisc., or Sugar River United Methodist Church in Verona, Wisc.

Kenneth Funk

Kenneth Funk, 79, of Citrus Heights, Calif., passed away May 12, 2015. A lifetime member of AER, he dedicated his life to teaching blind and deaf students after graduating from Westminster College and San Francisco State University. Ken worked for over 30 years as a special education teacher and technologist with San Juan Unified School District. Over the years he volunteered for many causes such as the ALS Society, Sacramento Center for Assistive Technology and Books for the Blind. Ken spent over 3,000 hours as a docent at the California State Railroad Museum and was heavily involved with his church, most notably as a former organist and a past vestry member. Donations in Ken's memory can be made to the California State Railroad Museum Foundations online at <http://www.csrmmf.org/support-the-museum>.

Ramon Kuhns

Ramon Joe Kuhns, 87, of DeKalb, Ill., died November 27, 2015. A lifetime member of AER, he was a former teacher at Northern Illinois University in DeKalb, where he helped establish the training program for teachers of the blind and partially sighted. He devoted his teaching career to educating the blind from birth to adulthood.

Continued on p. 44

In Memoriam Cont. from page 43

Ramon held degrees from the University of Northern Iowa and Newark State University in New Jersey. After retiring, he was a substitute teacher at DeKalb High School for many years.

Memorials can be made to the Ramon J. Kuhns Memorial Fund, sent to the Kuhns Family in care of Anderson Funeral Home in DeKalb, Ill.



Peggy McDaniel

Peggy Whitt McDaniel, 61, passed away October 7, 2015, in Worcester, Mass. A native of West Virginia, she lived in Tennessee for many years where she was employed by Knox County Schools as a special education teacher and later an orientation & mobility specialist.

According to her obituary, "She was an advocate for her students, constantly exploring new and creative ways to allow them to grow in independence."

The obituary also said, "Peggy was so thankful for the generosity and love shown to her by so many in the last years of her life as she battled Ewing's Sarcoma. She would want you to pay it forward on her behalf by caring for others, befriending those you meet, fiercely advocating for those with special challenges, and praying without ceasing."



Robert Savage

Robert (Bob) Savage, 73, passed away November 19, 2015. An AER member for 24 years, he was a popular O&M instructor for the Michigan Commission for the Blind Training Center where he touched many lives over the course of his career. He "left his mark on the community for his work and service, including the commission for installation

of a sidewalk along Oakland Drive, also known as the 'Mobility Mile,'" according to his obituary. After his retirement, he continued teaching at Western Michigan University up until last October.

His family requested that contributions in his honor go to the Kalamazoo Gospel Mission on his behalf. He often made donations to the organization and was in the habit of asking family and friends to send donations to the mission rather than giving him birthday and Christmas gifts.

Jean Ann Vogelmann

Jean Ann Vogelmann, 53, died October 28, 2015. A longtime parent advocate for the Overbrook School for the Blind in Philadelphia, she was also a dedicated mother and volunteer for Saint Andrew Parish and loved spending time with her family and friends in North Wildwood, N.J. The family requests memorial donations go to the Overbrook School for the Blind.

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LegalShield is available to U.S. AER members and to members in the Canadian provinces of Alberta, British Columbia, Manitoba and Ontario. Visit www.legalshield.com/info/tie (select AER from the list of options) for more information or call 855-805-8916.

IDShield, a companion plan, monitors your credit activity and helps restore your identity if defrauded. An industry-best \$5 million service guarantee makes certain that if your identity is stolen, it will be restored to its pre-theft status.

AER members receive a 20% discount off the regular rates for LegalShield and IDShield. Additional discounts apply when you purchase both plans. Learn more about both plans online at www.ftj.com/AER, including *101 Reasons to Use LegalShield*.

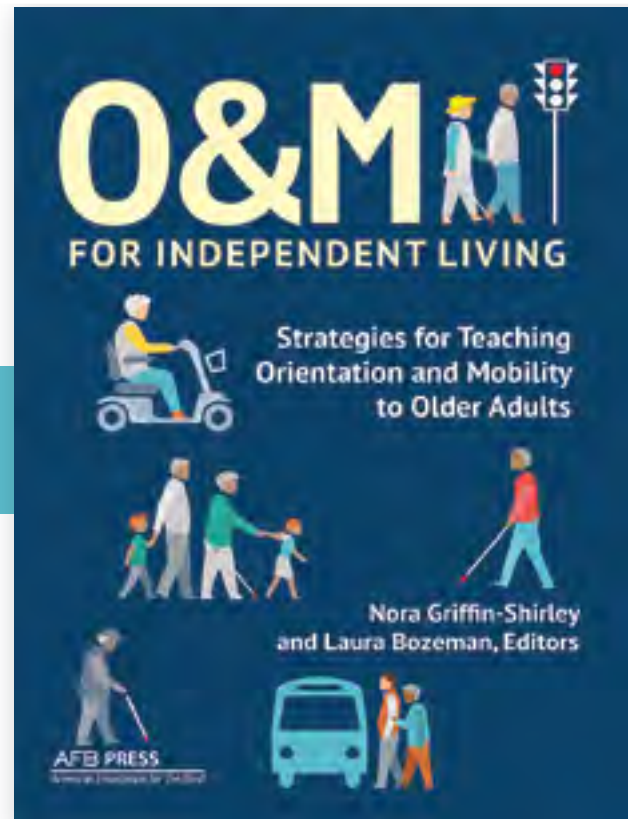
O&M

FOR INDEPENDENT LIVING

Strategies for Teaching Orientation and Mobility to Older Adults

Nora Griffin-Shirley and
Laura Bozeman, Editors

The impact of aging on mobility can be profound, and it can affect nearly every aspect of a person's life. *O&M for Independent Living* is an important guide for orientation and mobility instructors, rehabilitation specialists, occupational therapists, and other professionals who may be new to vision loss. It provides insights essential for helping older adults who are losing their vision remain independent and self-reliant.



O&M for Independent Living includes information on:

- » Effects of aging on mobility
- » Considerations for assessment and instruction
- » Strategies on adapting O&M skills for older adults
- » Environmental modifications
- » Exercise and its relationship to mobility
- » Daily living skills
- » Effective collaboration among professionals

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AER Job Exchange

The Vision Community's Most Active Job Bank

Looking for a new job? Check out what AER Job Exchange, the largest online career resource in the field, has to offer. The following is a sample of available positions from AER Corporate Members. Additional job opportunities and complete details on the following positions are available at <http://jobexchange.aerbvi.org/>.

HELP WANTED

FLORIDA

Orientation and Mobility Specialist Lighthouse of Pinellas Largo

Qualifications

- Experience: Minimum of five months internship under the supervision of an ACVREP Certified Orientation and Mobility Specialist
- Education: Bachelor's degree or master's degree in visual disabilities emphasizing orientation and mobility from an accredited university
- Licensure or Certification: ACVREP Certified Orientation and Mobility Specialist
- Salary: Dependent upon degree and experience

Job Description

The Lighthouse of Pinellas is seeking a full-time orientation and mobility specialist to teach adults and seniors who are blind or visually impaired to travel safely and independently in the home, community, workplace and educational settings.

Essential Functions

- Evaluate client needs, goals, travel environments, and type and size of cane or other mobility devices needed
- Establish training plans based on individualized goals
- Provide individualized orientation and mobility instruction in the home, community, school and workplace
- Provide instruction in use of GPS applications and/or electronic aids and devices to enhance independent travel
- Complete all reports as required by Agency and funding sources to document client progress, including evaluations, goals, daily and monthly progress
- Stay current with new developments in the field and recommend appropriate new developments to supervisor
- Maintain cane inventory, order canes as needed, sell canes, repair canes, mark support canes and walkers
- Supervise orientation and mobility interns as needed
- Evaluate intersections in Pinellas County and recommend signal

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improvements when needed at the request of the Department of Transportation, Public Works and/or the consumer

- Provide community education and training on orientation and mobility topics

Salary: Dependent upon degree and experience

EEOC

FSLA Classification – Exempt

Contact: Beverly Bennett, COMS, CVRT, director of programs

Lighthouse of Pinellas

6925 112th Circle North, Suite 103

Largo, FL 33773

Phone: 727-544-4433 ext. 234

Email: bbennett@lhpf.org

NEW MEXICO

Developmental Vision Specialist – Infant Toddler New Mexico School for the Blind and Visually Impaired Albuquerque

Qualifications

The New Mexico School for the Blind and Visually Impaired Infant Toddler Program is seeking a developmental vision specialist. This individual will provide family/home intervention services that support young children birth to 3-years old with visual impairments/developmental delays. The developmental vision specialist will also collaborate with child's family, therapy team and support caregivers as advocates for the child.

This position will serve the Albuquerque and surrounding area with potential travel to northwestern New Mexico. Must be eligible for a Developmental Specialist II or III license with the New Mexico FIT Program, must have obtained a bachelor's or higher in early childhood, special education, child development, or occupational, speech, or physical therapy, and have experience with young children who are blind or have visual impairments. Prefer master's level, bilingual (English/Spanish); experience in home-based settings with infants and toddlers and their families. Studies in visual impairment

HELP WANTED

and orientation and mobility or be willing to acquire. Will be required to become braille proficient. Eleven-month contract. Position starts July 1, 2016. A valid driver's license is required, and extensive driving is a job requirement. Applications accepted until filled.

Contact: New Mexico School for the Blind and Visually Impaired
Early Childhood Program
801 Stephen Moody S.E.
Albuquerque, NM 87123
Phone: 505-271-3060
Email: cfaris@nmsbvi.k12.nm.us

Early Childhood Classroom Teacher New Mexico School for the Blind and Visually Impaired Alamogordo

Qualifications

The New Mexico School for the Blind and Visually Impaired is currently recruiting for an early childhood classroom teacher for our Alamogordo campus. The successful candidate will demonstrate the ability to provide a comprehensive educational program to students with visual impairments, which may include multiple disabilities within our early childhood program.

Required: Bachelor's degree or higher in special education or early childhood; possess or be eligible for NM Public Education Dept. Licensure; must become braille proficient; must have or be willing to obtain Teacher of Students with Visual Impairments license.

Preferred: Background/experience in teaching students with visual impairments, which may include multiple disabilities. Full-time, 9-month position. Position available for the 2016-2017 school year. Applications accepted until filled.

Contact: New Mexico School for the Blind and Visually Impaired
1900 N. White Sands Blvd.
Alamogordo, NM 88310
Phone: 575-437-3505
Email: hr@nmsbvi.k12.nm.us

Orientation and Mobility Specialist, ECP New Mexico School for the Blind and Visually Impaired Albuquerque

Qualifications

The New Mexico School for the Blind and Visually Impaired Early Childhood Program is seeking an orientation and mobility specialist. The O&M specialist will provide services to enable students aged 3-5 to travel safely and efficiently within their school and community. The O&M specialist will also help to encourage students with multiple disabilities to move within their environment within their means. Position requires a bachelor's degree or higher with certification in O&M. Position available for

HELP WANTED

the 2016-2017 school year. Applications accepted until filled.

Contact: New Mexico School for the Blind and Visually Impaired
Early Childhood Program
801 Stephen Moody S.E.
Albuquerque, NM 87123
Phone: 505-271-3060
Email: jpino@nmsbvi.k12.nm.us

Physical Therapist New Mexico School for the Blind and Visually Impaired Albuquerque

Qualifications

New Mexico School for the Blind and Visually Impaired Early Childhood Program is currently recruiting a full-time physical therapist. Required to provide services to young children who are blind/visually impaired with/without other impairments. Prefer physical therapist with experience in both early childhood and blindness. Positions for the 2016-2017 school year. Applications accepted until filled.

Contact: New Mexico School for the Blind and Visually Impaired
Early Childhood Program
801 Stephen Moody S.E.
Albuquerque, NM 87123
Phone: 505-271-3060
Email: jpino@nmsbvi.k12.nm.us

NORTH CAROLINA/MINNESOTA

TVI or TVI/COMS Invision Services

Hillsborough, NC and Edina, MN

Qualifications

- Must hold a Collegiate Professional License with endorsement in special education, vision impairment and have successful teaching experience working with students who are blind or visually impaired. 5-10 years experience preferred but we encourage recent graduates new to the field and seasoned professional colleagues seeking change to apply.
- TVI applicants must demonstrate knowledge and experience in braille instruction, Functional Vision Assessments/Learning Media Assessments and current technologies.
- O&M certification preferred for O&M applicants.
- The ability to obtain lateral entry licensure for VI certification.
- Excellent human relations, interpersonal communications, conflict resolution.
- Organizational and planning skills are required.
- Knowledge of federal and state mandates and requirements

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as related to the provision of educational services and supports for students with visual impairments.

- Knowledge of characteristics of individuals with visual impairments and other disabilities to include developmental, cognitive, socio-cultural influences and health related problems.
- Must be able to work in a collaborative and cooperative manner with parents, co-workers, school staff and service providers.
- Must have a valid driver's license.

Job description: Invision Services seeks qualified applicants for full- and part-time TVI/COMS contract service positions throughout North Carolina, the Southeast and greater Midwest.

Salary: \$2,500 signing bonus offered for full-time positions. Competitive salary plus benefits commensurate with experience provided for 10-month positions.

Contact: Invision Services

John Higgins, executive director

960 Corporate Drive, Suite 203

Hillsborough, NC 27278

Phone: 919-643-7640, Cell: 919-810-4458

Email: move.forward@invisionservicesinc.com

Website: <http://www.invisionservicesinc.com/>

HELP WANTED

VERMONT

Certified Vision Rehabilitation Therapist (CVRT) Vermont Association for the Blind & Visually Impaired Rutland

Qualifications: Bachelor's or master's degree

Duties: Itinerant full-time position responsible for vision assessments, vocational consultation and rehabilitation teaching, including communication, homemaking and personal management skills, as well as the use of low vision aids and appliances. Position is available as of July 2016 and based out of the Rutland, Vt., office.

\$1,000 in moving expenses provided with receipts; \$1,000 bonus for staying two years; laptop, iPad and printer are provided; mileage reimbursement; professional development opportunities; funding available to attend workshops; professional dues provided; secretarial, mentor and peer support; BC/BS, dental and many other benefits. Drivers provided for visually impaired employees.

Salary: Based on years of experience.

Contact: Daniel Norris, supervisor, Adult Services
VABVI

13 Overlook Drive, Suite 1

Berlin, VT 05641

Phone: 877-350-8838 x101

Fax: 802-505-4039

Email: dnorris@vabvi.org



AER

AER Viewpoint

Stay Informed with AER Viewpoint

AER Viewpoint is a weekly online publication featuring a mix of AER news and summaries of articles related to the field of blindness and visual impairment.

The newsletter is produced at no cost to AER by MultiView and supported by advertising. We encourage you to ask organizations to include AER Viewpoint in their marketing plans.

You may access past issues of AER Viewpoint as well as past issues of the AER Education Brief, which highlights recorded sessions in the AER Knowledge Center, at <http://multibriefs.com/briefs/AERBVI>.

We welcome suggestions for AER-related articles. Send your ideas to ginger@aerbvi.org.

New!

Quick&Easy

Expanded Core Curriculum

For transition students who are visually impaired, this kit contains over 140 lessons that address the nine areas of the Expanded Core Curriculum (ECC).

Quick & Easy ECC Kit includes a binder with lesson cards and a CD-ROM with accessible files.



Assistive Technology



Career Education



Compensatory Skills



Independent Living



Orientation and Mobility



Recreation and Leisure



Self-Determination



Sensory Efficiency



Social Interaction

Example ECC lessons:

- Planning a menu
- Labeling cans/frozen foods
- Making purchases based on a budget
- Expanding career knowledge
- Tracking medical history
- Reading nutrition labels
- Properly using smart phones
- Learning customer service techniques

<http://shop.aph.org>



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The Association for Education and Rehabilitation of the Blind and Visually Impaired is a 4,000-member group of professionals who provide education and rehabilitation services to people with visual impairments.

AER provides Orientation & Mobility Specialists, Vision Rehabilitation Therapists, Teachers of the Visually Impaired, Low Vision Therapists, and others with:

- Professional growth & development
- Career advancement
- Education enrichment
- Networking through meetings & conferences
- News & research information

Mark Your Calendar

July 20-24, 2016 – AER International Conference,
Jacksonville, FL USA

July 19-22, 2017 – AER International Orientation & Mobility
Conference, Pittsburgh, PA USA



**Association for Education and Rehabilitation
of the Blind and Visually Impaired**

1703 N. Beauregard Street, Suite 440, Alexandria, VA 22311 USA
(703) 671-4500 • www.aerbvi.org