



AER Report

Vol. 32 No. 3 Fall 2015

AER Conference on Vision Loss in Older Adults & Veterans: Leveraging Our Collective Wisdom



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...and much more!

In a few weeks, the AER Conference on Vision Loss in Older Adults & Veterans: Leveraging Our Collective Wisdom will begin in Norfolk, Va. Held November 4-6, 2015, this conference intentionally brings together vision professionals from both the U.S. government and civilian (or private) sectors to share knowledge and encourage collaboration to benefit individuals with vision loss.

Although both the U.S. Department of Veterans Affairs (VA) and private sector vision professionals treat individuals with vision loss, their skill sets are slightly different. "To some degree, the VA and civilian sector each operate in their own world," explained Conference Program Committee Chair and former AER President Greg Goodrich, Ph.D., FAAO. "As a result, the civilian sector has developed a set of skills that are quite good but quite different from the skills developed in the VA. Both sectors have a great deal of expertise, but because of funding and other issues, it has been hard to merge the knowledge from these two groups. This conference represents an excellent opportunity for vision professionals in both sectors to trade knowledge and benefit from each other's experience." Added Anthony Candela, conference program committee member, "During this conference, we hope to share common experiences and take advantage of

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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



Volunteering is, I think, one of humanity's most amazing gifts. Everyone involved in the effort benefits, whether it be the soul-satisfying feeling of doing good or the humble gratitude of receiving help when it's needed. Giving of your time, which I think is the most valuable resource we can offer, to make a difference can create ripples of change that you never thought were possible. The many AER members who volunteer at home and around the world know exactly what I mean. In this issue we are excited to feature the stories of Shireen Ali, Mickey Damelio and Matthew Mescall, who each spent time in humanitarian efforts to improve the quality of life for individuals with vision loss in developing countries around the world. I hope their stories will inspire you to give back.

To find your niche, though, you don't need to travel far and wide. AER has many opportunities to volunteer closer to home, whether it be helping a colleague join the association, helping at your next chapter meeting or helping with a future AER International Conference. Coming up in November, we have the AER Conference on Vision Loss in Older Adults & Veterans: Leveraging Our Collective Wisdom in Norfolk, Va., and the office staff would really appreciate any and all volunteers stepping up to the plate to help. Last summer at the AER International Conference 2014 in San Antonio, the Texas chapter had a real go-getter host committee chair, Debbie Louder, who involved a lot of members to facilitate sessions, help with registration and do anything that was needed. I heard so many positive comments from attendees and from the Texas members for whom this was the first time they had volunteered at a conference, and they really enjoyed the experience.

Volunteering and enjoyment often go hand-in-hand. I think about the students I work with who are earning their

certification in visual impairments. During the summer, they are required to gather community service hours to learn more about the field they are entering. Some of them volunteer at camps for students

with visual impairments held at their university or at camps at the nearby Lighthouse. They have all said these were very positive experiences, and these experiences helped build their enthusiasm for working in the field. By volunteering, they deepened their appreciation and understanding for the career ahead of them. It's hard to find that kind of impact in a textbook!

So as we enter the final quarter of 2015, let's think about volunteering our time and talents to help others. Let's PAY IT FORWARD!

Happy Fall, y'all!

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

When my family and I moved from St. Louis, where I was superintendent of the Missouri School for the Blind for nine years (1981-1990), to Baltimore, where I became the president & CEO of The Maryland School for the Blind for 13 years (1990- 2003), my four children (three daughters and one son, ages 3-12), were excited to move to the East Coast. One reason they were excited was

that the National Aquarium was located in Baltimore, and they loved aquariums (and so did I)! Did you know the National Aquarium has 20,000 animals, 750 species, and 1.3 million visitors annually? Furthermore, although it employs 450 people, it has 930 “unpaid employees,” known as volunteers!

Like many organizations, the National Aquarium would not be what it is today without its 930 volunteers. Likewise, AER would not be the strong voice and leader in the vision field if it weren't for our volunteers. For that reason, we highlight volunteering in this issue of the *AER Report*.

The Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) is a membership organization and is directed by volunteers. Eighteen of those elected volunteers make up the AER International Board of Directors. AER chapters, divisions, committees and task forces are all led by elected/appointed AER members, who are, in fact, volunteers. You—AER members who serve on the International Board, chapter boards, division boards, committees and task forces—are AER's “unpaid employees,” and we appreciate you very much. Without you, and not unlike the National Aquarium, AER could not meet the needs and benefits of the AER membership.

There is a problem, however, and the problem is that the AER membership has been shrinking. Thus the pool of AER's primary volunteers is shrinking also. However, the AER board, staff, Membership Committee, and chapter and division leaders remain committed to addressing this challenge, as we reported in the spring 2015 issue of the *AER Report*. I am pleased to say we are beginning to see an uptick in membership. You can help us continue that trend by volunteering to contact potential members and encourage them to join.

In a few weeks, many of you will be heading to Norfolk, Va., for AER's Conference on Vision Loss in Older Adults & Veterans: Leveraging Our Collective Wisdom, November 4-6, 2015. We are thankful and grateful to the AER members who volunteered to serve on the Conference Program Committee. The AER staff is now looking for volunteers—both AER members and

non-members—from the Norfolk area to help with some of the different jobs at the conference.

To our U.S. members, I also suggest that you volunteer a moment of your time to contact your member of Congress and encourage them to support the recently introduced Cogswell-Macy Act. Please read the article on page 31 about this important piece of legislation and how you can get involved.

The role of volunteers in the whole of society is extremely vital and valuable. I remember back in the 1970s, when I was principal at the Michigan School for the Blind, we would bring in volunteers to assist with different programs the school sponsored, classroom activities, field trips and the like. It occurred to me back then that if these sighted volunteers were coming to the school for the blind to help with students who were blind and visually impaired, why couldn't some of these same students go out into the community and volunteer alongside their sighted counterparts? Well, we did! We took these students to senior centers, service organizations and other community activities to volunteer, and the students loved it. The point being, when these students completed high school or college and obtained jobs and when the call came for volunteers, these now employees who are blind or visually impaired could raise their hands like their sighted co-workers. So, I wonder how many of those 930 volunteers at the National Aquarium are persons who are blind or visually impaired?

How many of you are working in jobs where you need volunteers from time to time? Do you seek volunteers with disabilities, blindness included? Here in the AER office, we will look to bring on volunteers, both blind and sighted.

I also think of our AER members who are retirees, both blind and sighted, and how much they could contribute by volunteering to be mentors to our AER millennial members. Our membership mirrors the multi-generational workforce with persons who range from ages 18-80. We have much to learn from each other, especially in such a specialized field. I encourage you to consider how you can help beginning vision professionals grow and lead the field that you have dedicated your time and energies to.

I recently spoke at AER chapter conferences in Florida, Georgia and Ontario, and I saw for myself, firsthand, how these chapters made use of volunteers. So, let's not only RECRUIT, RETAIN and REGAIN AER members, but let's do the same with volunteers!

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.

**Health educators are available to answer your questions about Non-24.
Call toll free: 1-855-856-2424 24 hours a day, 7 days a week**



AER Board Meeting Highlights

The AER Board of Directors met via conference call August 14-15, 2015. The following are highlights from the meeting:

- The board discussed AER's declining membership, which will be a major focus of discussion during future board meetings.
- The Council of Division Chairs representative reported on the progress of a Division Handbook, and said that membership is increasing in AER's two new divisions, International Services & Global Issues and Physical Activity & Recreation.
- The board approved a new Code of Ethics, which will become part of the AER Policies & Procedures Manual.
- The Council of Chapter Presidents representative shared comments from chapter leaders who attended two Town Hall meetings in June regarding the AER Chapter Affiliate Agreement, which was approved by the AER board in April 2015. As a result of the concerns raised by chapter leaders, the board directed the representative to revise the agreement with input from chapter leaders and to bring a new version to the board.
- The next meeting of the AER Board of Directors is scheduled for November 13-14, 2015, via conference call.

AER Receives RPPLLE Approval From ACVREP



AER was approved in September as a Category 1 provider by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) in the Registered Provider of Professional Learning and Education (RPPLLE©) program. The approval indicates that AER has met rigorous standards and requirements for the design, development and implementation of meaningful continuing education programs.

AER Adopts New Code of Ethics

The AER Board of Directors adopted a new Code of Ethics at its August 2015 Board meeting.

Prior to May 9, 2000, AER had established a set of general principles for ethical standards, and each division of AER that administered a certification program was required to establish a code of ethics specific to its discipline. AER also maintained a structure to mediate disagreements between parties regarding compliance to the code and an appeals procedure. Following the transfer of certification to ACVREP in 2000, AER suspended its code of ethics and enforcement process and presented the existing codes to ACVREP to be under their ownership. In that same year, each of the three AER divisions that had a code of ethics—low vision therapy (LVT), orientation and mobility (O&M) and vision rehabilitation therapy (VRT)—redrafted and approved their respective codes.

The three resulting codes, however, were designed with little inter-divisional collaboration and contained several discrepancies. At the AER International Conference 2006 in Utah, AER members passed a resolution to form a committee to review the existing codes of ethics and work with ACVREP to bring them into alignment. The six-person AER Ethics Committee, chaired by Bill Wiener, worked to develop a code of ethics based on research of the current ACVREP codes and those of professionals in related fields, such as rehabilitation counseling, social work and psychology. The committee reported on the new code of ethics at the AER International Conference 2008 in Illinois and sent a copy to ACVREP.

Prompted by a clause in the resolution, the AER Ethics Committee became concerned about the large number of vision professionals who are not certified and therefore not subject to a professional code of ethics. Committee members thought that while meeting the requirements of the resolution, they could also develop a working professional code of ethics for AER members—with the understanding it was not enforceable—that could serve well as an ethics-based professional standard of practice.

In 2011, ACVREP addressed the issue, and the Ethics committees of AER's divisions on VRT and O&M met prior to the AER International Conference 2012 in Washington to discuss changes in their respective codes. As a result, the VRT division revised its code in 2012; O&M revised its code in 2013. The Ethics committees in both divisions worked cooperatively to ensure consistency in the format and content of their respective documents. The LVT division made no changes to its code.

The current AER Board of Directors expressed a need for a new Code of Ethics and established a task force to update the work initiated by the 2006 Ethics Committee.

AER extends sincere appreciation to the members of the 2015 Code of Ethics Task Force for their work on this document:

Dr. Bill Wiener, chair; Dr. Deborah Gold and B.J. LeJeune.

AER members can find a copy of the Code of Ethics in the AER Policy & Procedures Manual and also on the AER website under the "About AER" tab at http://aerbvi.org/?page_id=1027.

Code of Ethics of the Association for Education and Rehabilitation of the Blind and Visually Impaired: A Guide for Professionals

A code of ethics is designed to represent best ethical practice by stating an agreed upon set of values and principles that can guide behavior. It is recognized that AER members often belong to professional groups that have their own Codes of Ethics or professional practice guidelines. The AER Code of Ethics is not intended to replace those codes. It is instead intended as a general guide that reflects the commitment of professionals within this field to act ethically. In cases where there may be conflicts between the AER code and a member's disciplinary code, the member should adhere to the requirements of his or her own disciplinary code. Members who do not have their own disciplinary code should use the AER Code as a guide to ethical behavior. While there are key principles upon which we agree, at times those principles may prove to be in opposition to one another. In those situations of conflict, the member must select a course of action that does the most good and has the least potential for harm.

Key Principles

There are several principles that make up the basis of the *AER Code of Ethics*. They include respect, dignity, beneficence, non-maleficance, justice, fidelity and integrity.

Respect for Personal Rights and Dignity – Professionals are expected to respect the personal worth of each individual and his or her right to make autonomous decisions. The opinions and choices of individuals must be considered when planning education and rehabilitation programs. Only when choices may be harmful will alternative interventions be considered. When working with persons who have reduced autonomy or diminished capacity there is an obligation to be sure that they have adequate protection.

Beneficence and Non-maleficance – Professionals ensure a consumer's safety and avoid imposing or inflicting harm upon that person. Beneficence is often defined as providing acts of kindness or charity but for the purposes of this code it is an obligation to do good to the consumer, and to maximize possible benefits as a result of services provided. Professionals strive to facilitate experiences that will be positive

for consumers and ensure their rights. It is the duty of the practitioner to avoid personal, financial, social, or organizational conflicts that might be detrimental to the consumer.

Justice – Professionals are obligated to provide consumers with all the services and benefits to which they are entitled. It is an injustice when entitled benefits are withheld without good cause. People are treated equally and favoritism will not be tolerated.

Fidelity and Integrity – Professionals are loyal, honest, truthful, and keep their promises to consumers. They maintain ethical standards of behavior and manage conflicts of interest. They also engage in ethical behavior with colleagues and employers. Honesty and truthfulness extend into their teaching and research. They accurately represent themselves and their abilities to the consumers they serve.

Definition of Terms

These may be found at the end of this document.

Ethical Guidelines

1. COMPETENCE AND ACCOUNTABILITY

1.01 AER Members will provide services, teach, and conduct research with populations in areas only within their scope of practice, based on their education, training, consultation, study, and professional experience.

1.02 AER Members will provide services only within the scope of practice as identified by their professional discipline.

1.03 AER Members who delegate work to employees, supervisees, assistants or who use the services of others, will take reasonable steps to authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training, or experience, either independently or with the level of supervision being provided.

1.04 AER Members will claim or will imply only professional credentials possessed and are responsible for correcting any known misrepresentations of their credentials by others. Professional credentials include baccalaureate degrees, graduate degrees, accreditation of graduate programs, national voluntary certifications, government-issued certifications or licenses, or any other credential that might indicate to the public specialized knowledge or expertise in their field of study. AER Members who do not hold specialized credentials in the disciplines specific to blindness and low vision will not misrepresent themselves as having knowledge specific to the disciplines for which they have no credential.

1.05 AER Members will not attribute more to their credentials than the credentials represent.

1.06 AER Members will refer consumers to other specialists as the needs of the consumer dictate.

1.07 AER Members will take reasonable steps to consult with other professionals when they have questions concerning ethical obligations or practice issues.

2. ADVOCACY

2.01 AER Members will strive to eliminate attitudinal barriers, including stereotyping and discrimination, toward individuals with disabilities and to increase their own awareness and sensitivity to such individuals.

2.02 AER Members will remain aware of actions taken by cooperating agencies on behalf of their consumers and will act as advocates of such consumers to ensure effective service delivery.

2.03 AER Members will provide consumers with appropriate information and will support their efforts at self-advocacy both on an individual and an organizational level.

3. ACCESSIBILITY

3.01 AER Members will demonstrate an appreciation of the need to provide necessary access to information and accommodations, including full ability to access information about their services and programs, participation in program access, and accessible facilities and services, to individuals with disabilities.

3.02 AER Members will identify physical, communication, and transportation barriers to consumers and will communicate information on barriers to public and private authorities to facilitate removal of said barriers to access.

3.03 AER Members, as advocates for individuals with disabilities, will ensure, prior to referring consumers to programs, facilities, or employment settings, that they are appropriately accessible.

3.04 AER Members will ensure that all instructional materials are not only accessible but also usable to ensure complete functionality.

4. RELATIONSHIPS

4.01 AER Members' primary responsibility is to promote the well-being of consumers. In general, consumers' interests are primary and their concerns and those of their families must always be treated with respect. In addition, AER Members will treat colleagues with respect and will represent accurately and fairly the qualifications, views, and obligations of consumers and colleagues.

4.02 AER Members will not engage in unfair discrimination or knowingly engage in behavior that is harassing or demeaning based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis prohibited by law.

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4.03 All forms of harassment and discrimination are not acceptable.

4.04 AER Members will take reasonable steps to avoid harming their consumers, supervisees, research participants, colleagues, organizational consumers, and others with whom they work, and minimize harm where it is foreseeable and unavoidable.

4.05 AER Members will avoid conflicts of interest. They refrain whenever possible from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions, (2) expose a person or organization to harm or exploitation, or (3) where there is a personal advantage at the expense of others in their line of duties.

4.06 When working with consumers, AER members will promote and provide a safe, positive learning environment. They will abide by government regulations concerning mandatory reporting of suspected abuse and neglect.

4.07 Whenever possible AER Members will avoid conflicts of interest, and where they do exist will disclose them and treat consumers and students in a manner reflecting their professional commitments and ethics.

4.08 AER Members will avoid providing direct service to accepting as consumers any person with whom they have had prior intimate relationships. If, this is not possible because of the unavailability of other professionals, the nature of any prior relationship will be made known to supervisor(s) for consumer protection and to avoid even the appearance of impropriety.

4.09 Unless otherwise covered by contract, AER Members will make reasonable efforts to plan for facilitating services in the event that services are interrupted by factors such as the practitioner's illness, death, unavailability, relocation, or retirement or by the consumer's relocation or financial limitations or by natural disasters or civic emergencies.

5. PRIVACY AND CONFIDENTIALITY

5.01 AER Members have a primary obligation and will take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship.

5.02 Before initiating personal data collection for the purposes of providing services or programs, AER Members will discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent or assent and their legal representatives) and organizations with whom

they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their services.

5.03 Before recording the voices or images of individuals to whom they provide services, AER Members will obtain permission from all such persons or their legal representatives.

5.04 AER Members will disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the consumer, the professionals themselves or others from harm; or (4) obtain payment for services from a consumer in which instance disclosure is limited to the minimum that is necessary to achieve the purpose.

5.05 Education and rehabilitation professions will maintain up-to-date knowledge of individual laws relative to privacy, confidentiality and privileged communication and strive to protect the anonymity of the consumer as much as possible.

5.06 When releasing information on a consumer to a requesting agency or individual, the AER Member will obtain fully informed, written permission from the consumer to release the information.

5.07 AER Members will remain mindful of the confidentiality limits of electronic communications such as email, FAX machines, voice mail and social media, and they will ensure that consumers are notified of these limits so that proper safeguards may be utilized to protect consumer records.

6. COMMUNICATION

6.01 AER Members will be held to the same level of expected behavior and confidentiality as defined by the AER Code of Ethics regardless of the form of communication they choose to use (i.e., cellular phones, electronic mail, facsimile, video, audio-visual).

6.02 When consumers request language interpretation or communication is unclear, AER Members will provide qualified interpreters.

6.03 AER Members will request use, when appropriate, of augmentative communication technology when working with persons with speech difficulties and will make every effort to understand consumers' attempts to communicate even when said communication uses non-verbal/behavioral means rather than verbal language.

7. ADVERTISING AND OTHER PUBLIC STATEMENTS

7.01 AER Members will not make public statements that are false, deceptive, or fraudulent concerning their research,

practice, or other work activities or those of persons or organizations with which they are affiliated.

7.02 AER Members will not make statements on behalf of AER without the express consent of the organization.

7.03 AER Members will not solicit testimonials from current consumers or other persons who because of their particular circumstances are vulnerable to undue influence.

7.04 AER Members will not exploit the presence of a disability or in any way diminish the respect and dignity due consumers for the purposes of agency fundraising or personal gain.

8. ASSESSMENT

8.01 Whenever possible AER Members will use assessment instruments whose validity and reliability have been established for use with members of the population tested. When other instruments without such validity or reliability are used, professionals describe the strengths and limitations of test results and interpretation.

8.02 AER Members will base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements on information and techniques sufficient to substantiate their findings.

8.03 AER Members will provide opinions of the functioning of individuals only after they have conducted an assessment of the individual adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, professionals document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations.

9. PROFESSIONAL AND BUSINESS PRACTICES

9.01 When setting fees, AER Members will ensure that the fees are fair, reasonable, and commensurate with the services performed, and will be mindful of antitrust laws in setting those fees to avoid price fixing.

9.02 AER Members will avoid accepting goods or services from consumers in exchange for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries.

9.03 AER Members will not accept personal gifts of significance from consumers of their services.

9.04 As early as is feasible in a professional or scientific relationship, AER Members and consumers of services will reach an agreement specifying payment and billing arrangements.

9.05 When AER Members agree to provide services to a person or entity at the request of a third party, they will attempt to clarify at the outset of the service the nature of the relationship with all individuals or organizations involved. This clarification includes the role of the practitioner, identification of who is the consumer, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality.

9.06 AER Members will create, and, to the extent the records are under their control, maintain, disseminate, store, retain, and dispose of records and data relating to their professional and scientific work in order to (1) facilitate provision of services later by them or by other professionals, (2) allow for replication of research design and analyses, (3) meet institutional requirements, (4) ensure accuracy of billing and payments, and (5) ensure compliance with law.

9.07 AER Members in private practice will maintain confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, electronic, or in any other medium.

9.08 In their reports to payers for services or sources of research funding, AER Members will take reasonable steps to ensure the honest and accurate reporting of the nature of the service provided, the fees, charges, or payments, and where applicable, the identity of the provider, and the findings.

9.09 AER Members will terminate services when it becomes reasonably clear that the consumer no longer needs the service, is not likely to benefit, or is being harmed by continued service. Except where precluded by the actions of consumers or third-party payers, prior to termination, AER Members will provide predetermination advising and suggest alternative service providers as appropriate.

10. UNIVERSITY-BASED EDUCATION

10.01 AER Members responsible for education and professional preparation programs will take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences for students, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program.

10.02 AER Members will take reasonable steps to ensure that course syllabi and other materials accurately reflect the subject matter and the plan for evaluation.

10.03 AER Members do not require students to disclose personal information in course or program-related activities.

10.04 AER Members will consider all communication with students confidential, except in the event that the student suggests a harmful act has been committed or when a student

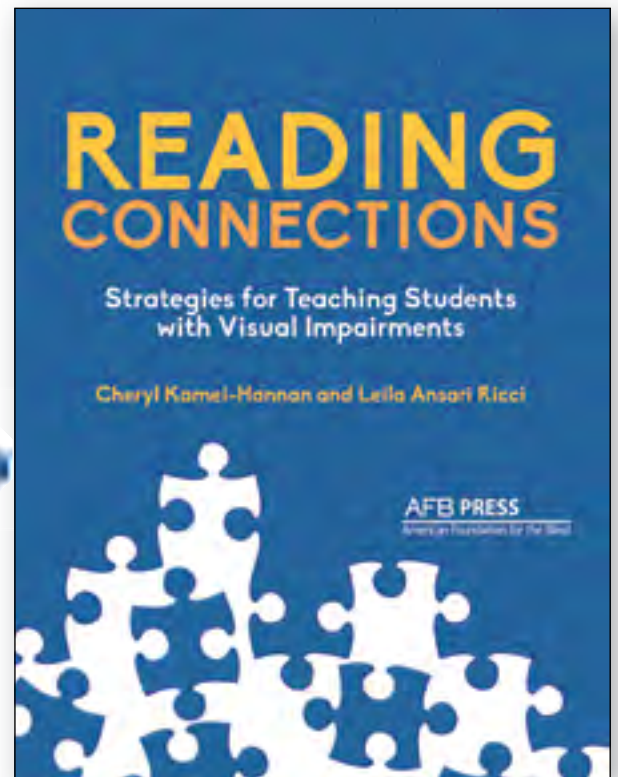
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READING CONNECTIONS

Strategies for Teaching Students with Visual Impairments

Cheryl Kamei-Hannan and
Leila Ansari Ricci

Reading Connections: Strategies for Teaching Students with Visual Impairments is a hands-on guide for teachers and professionals working to improve the reading skills of their students. It helps them put together the essential components of reading—phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension—and provides targeted teaching strategies for each component. *Reading Connections* addresses the needs of students who read print, braille, or both and is consistent with methods for teaching reading to students who have, or are at risk for, developing reading disabilities.



Reading Connections helps teachers:

- » Assess individual student reading performance
- » Create a balanced plan of reading for each student
- » Collaborate with other teachers, parents, and administrators

Reading Connections includes helpful resources and tools including:

- » Case studies of successful teaching efforts
- » An informal assessment that helps determine student strengths and needs
- » A list of resources for addressing the specific components of reading
- » Ready-to-use classroom activities

Available in print, e-book and online subscription.

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1-800-232-3044

Code of Ethics *Cont. from page 11*

suggests that actions may be taken that could inflict harm to the student and or others. In the event that communication with the student raises concern, the professional must comply with the reporting laws in his or her jurisdiction.

10.05 AER Members will not endorse students for certification, licensure, employment, or completion of an academic or training program if they believe students or supervisees are not qualified for the endorsement. They will take reasonable steps to assist students who are not qualified for endorsement to become qualified. They will seek professional consultation and document their decision to dismiss or to refer students or supervisees for assistance. AER Members will advise students of appeals processes as appropriate.

10.06 In academic and supervisory relationships, AER Members will establish a timely and specific process for providing feedback to students. Information regarding the process is provided to the student at the beginning of supervision. AER Members will evaluate students on the basis of their actual performance on relevant and established program requirements.

10.07 AER Members will clearly define and maintain ethical, professional, and social relationship boundaries with their students. They will be aware of the differential in power that exists and the student's possible lack of understanding of that power differential.

10.08 AER Members will supervise only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience.

10.09 AER Members who function as onsite supervisors will perform direct supervision sufficient to ensure that services provided to consumers are adequate, respectful, and do not cause harm or unnecessary discomfort. Those who are serving as practicum or internship supervisors will be adequately prepared and supervised by the training program.

11. RESEARCH AND PUBLICATION

11.01 When conducting research every effort will be made to fully inform the participant of the risks of participation and their ability to withdraw at any time without consequences.

11.02 When conducting research, every effort will be made to protect the confidentiality of the participant, and to obtain informed consent to have their information used for research purposes.

11.03 When conducting research AER Members will follow IRB standards that protect research participants.

11.04 AER Members will not plagiarize by presenting

portions of another's work or data as their own, even if the other work or data source is cited occasionally. AER Members will observe all copyright and fair use laws.

11.05 AER members conducting research will insure that participants understand that participation is voluntary and without any penalty for participation, refusal to participate, or opinions expressed.

11.06 After data are collected, AER Members will provide participants with full clarification of the nature of the study to remove any misconceptions. Where scientific or human values justify delaying or withholding information, AER Members will take reasonable measures to avoid causing harm.

11.07 AER members who are university faculty will appropriately credit students as principle authors on articles produced as a result of a thesis or dissertation. Faculty advisors will discuss publication credit with students as early as feasible and throughout the research and publication process.

11.08 AER Members will take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. AER Members will give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions.

11.09 AER Members who are reviewers of presentations, publications, grants, or research proposals respect the privacy and confidentiality and the proprietary rights of such information and of those who submitted it. When asked to be a reviewer, AER members will disclose if there is a conflict of interest.

12. ADMINISTRATION

12.01 AER members will be honest, fair, and transparent regarding financial management and accounting practices.

12.02 AER members will advocate for adequate resources to meet consumer needs. They will insure that resource allocation procedures are open, fair, and equitable.

12.03 AER Members will take reasonable steps to ensure that organizational resources are available to provide appropriate staff supervision.

12.04 AER members who are administrators will stay current on research and will utilize best practice and evidence-based practice in designing effective rehabilitation and education programs and services.

12.05 AER members who have responsibility for evaluating the performance of others will fulfill such

Continued on p. 14

Code of Ethics Cont. from page 13

responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

12.06 AER members will endeavor to hire credentialed professionals who have the education and training necessary to provide the highest quality services.

12.07 AER Members will make every effort to ensure that service providers have reasonable workload responsibilities sufficient to meet consumer needs.

12.08 AER members will encourage participation in professional development.

12.09 AER Members who are administrators will take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with this AER Code of Ethics. Professionals and administrators will take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with this Code.

13. RESOLVING ETHICAL ISSUES

13.01 AER Members will encourage ethical behavior and facilitate discussion regarding ethics.

13.02 AER Members will take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

13.03 AER Members will be knowledgeable about this code and any code that defines practice in their profession.

13.04 When uncertain as to whether a particular situation or course of action may be in violation of the AER Code of Ethics, AER Members will consult with other AER professionals who are knowledgeable about ethics with colleagues, and/or with appropriate authorities.

13.05 When AER Members have reasonable cause to believe that another professional is violating an ethical standard, they will attempt to resolve the issue informally with the other practitioner if feasible, providing that such action does not violate confidentiality rights that may be involved.

13.06 When necessary, AER Members who believe that a colleague has acted unethically and after being confronted but not responding appropriately, will take action through formal channels such as contacting a certification or licensing board or regulatory body, or other professional ethics committees as available through their specific profession.

14. DEFINITION OF TERMS

AER Members: all those individuals who have paid their current dues to AER and belong to any of the professions serving people who are blind or visually impaired.

Consumers: the children and adults with blindness and visual impairment, and their families, who are receiving professional services.

Students: individuals who are under the guidance or are supervised by faculty members from a college or university.

Accountability: professionals being held accountable for their ethical behavior to consumers, credentialing bodies, employers and fellow professionals.

Codes of Ethics: are adopted by organizations to assist members in understanding the difference between “right” and “wrong” and applying that understanding to their decisions.

Public statements: include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print, electronic transmission, or social media, statements in legal proceedings, lectures and public oral presentations, and published materials.

Harassment: covers a wide range of behaviors of an offensive nature. It is commonly understood as behavior intended to disturb or upset, and it is characteristically repetitive. In the legal sense, it is intentional behavior which is found threatening or disturbing. Sexual harassment includes: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that tends to create an intimidating, hostile, or offensive work or learning environment, and is potentially disadvantageous to the victim.

Acknowledgements

The Association for Education and Rehabilitation of the Blind and Visually Impaired wishes to thank the following organizations the use of elements from their codes of ethics in this document:

American Counseling Association

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

The Belmont Report

<http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>

Counseling Psychology

<http://www.apa.org/ethics/code/>

Rehabilitation Counseling

<http://www.crccertification.com/>

Social Work

<http://www.socialworkers.org/pubs/code/default.asp>



**November 4-6, 2015
Norfolk, VA
Norfolk Waterside Marriott**



A first-of-its-kind event honoring older adults with vision loss and veterans and service members affected by injury or age-related eye disease resulting in vision loss.

Join us as we focus on the gains in vision rehabilitation made over the past 15 years in the private sector, the U.S. Veterans Administration and the U.S. Department of Defense.



**Association for Education and Rehabilitation
of the Blind and Visually Impaired
www.aerbvi.org**

Conference Cont. from page 1

the overlap between the VA and the private sector, especially in issues surrounding aging, cerebral dysfunction and blind rehabilitation.”

One unique aspect of this conference is the wide age-range its topics address. “We still have a high number of vets with age-related vision loss, but we also have a growing number of vets in their 20s and 30s with traumatic brain injury (TBI) related vision loss,” said Goodrich, who retired from the VA but continues to work as a vision rehabilitation research consultant. “This conference is unique because it’s the first to address both the differences in lifespan and pathology. We’re looking at age-related and trauma-related vision loss in both young and old people, and how to address their issues in rehab.”

One of the hottest topics this conference will address is research on TBI-related vision loss. With the American military operations in Iraq and Afghanistan, the VA has seen an increase in the number of veterans returning with TBI-related vision loss. TBI also occurs in the private sector from sports injuries, vehicular accidents, assaults and terrorist attacks (such as the Boston Marathon bombing in 2013). “There is a huge overlap between TBI-related vision loss that happens to civilians and to combat troops,” said Goodrich. “One of my research studies compared the mechanism of injury—blast-related vision loss versus loss from auto accidents, falls, assaults and so forth. We found the pattern of vision loss is very similar between the two; there are more similarities than there are differences. It’s this type of expertise between the VA and the civilian sector that I look forward to sharing. It can be really empowering to vision professionals everywhere.”

Goodrich began studying TBI-related vision loss over a decade ago. He recalled, “I remember back in 2004, we had a vet come through our program. At that time, we were a very good rehabilitation center, addressing mostly issues of age-related vision loss. We didn’t know anything about TBI and the comorbidities that go with it: cognitive loss, emotional loss, memory deficits and physical injuries. We quickly learned that we needed to do a lot of research on vision loss associated with TBI.”

For Goodrich, who himself is a veteran of the Vietnam War, it is important that TBI does not become the Agent Orange of the Iraq/Afghanistan wars. “Agent Orange was a widely used chemical in the Vietnam War; it was supposed to be nonharmful. We didn’t know its side-effects until 15-20 years later, when vets began developing serious health issues, such as diabetes, because of their exposure to Agent Orange,” he explained.

“This conference is unique because it’s the first to address both the differences in lifespan and pathology. We’re looking at age-related and trauma-related vision loss in both young and old people, and how to address their issues in rehab.”

~Greg Goodrich, conference program committee chair

“I don’t want to repeat that with our vets who have TBI-related vision loss. I want to do something close to the time of their injury, not 15-20 years later.”

For example, Goodrich cited current research to better understand how vision tests can help identify the presence of mild TBI. “Identifying mild TBI is very difficult because brain scans often don’t show any areas of damage, so the brain appears normal,” said Goodrich. “Yet, binocular vision exams can uncover some basic physiological changes that can indicate mild TBI. This is just one of the things we’ve learned from treating our troops.”

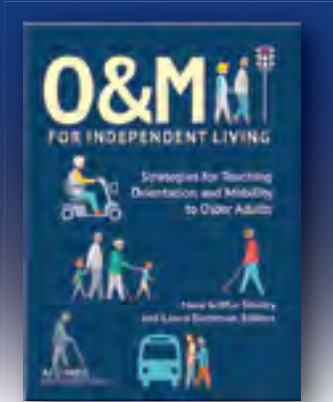
Conference attendees will also explore topics such as overall loss of brain function due to old age, including natural dementia and the results of stroke and other causes of loss of cognitive functioning; the increasing number of older people in the country with partial vision; strategies for helping individuals with vision loss manage their self-care and independence; and physical and recreational activities for blind or visually impaired adults. Matthew Mescall, co-founder of AER’s provisional Division on Physical Activity & Recreation, will present the preconference workshop, “Bodies in Motion,” which focuses on how physical activities and recreation are essential to well-being and quality of life and how professionals can incorporate these activities in their rehabilitation programs for adults with vision loss.

Beyond the leading edge information sharing in each session, conference attendees can also look forward to a beautiful conference site, situated on the waterfront in historic Norfolk, Va. Art aficionados can enjoy the world-class collection at the Chrysler Museum of Art, home to one of the world’s largest and most comprehensive collections of glass art. As home to the world’s largest naval base, Norfolk is a must-see for military history enthusiasts, who can tour the *USS Wisconsin*, one of the largest and last battleships built by the U.S. Navy.

The conference promises to build important bridges between the VA and private sectors. As awareness grows of each other’s resources, vision professionals can then provide better service to their patients. “There is so much new knowledge happening in the area of low vision rehabilitation,” said Goodrich. “Vision professionals really need to come to this conference to learn how the VA and the civilian sector can share knowledge to improve services to all of our clients.”

More about the conference is available online at <http://aerbvi.org/aerconf2015/index.htm>. Goodrich also created a short video invitation, which can be viewed at: <http://www.youtube.com/watch?v=K6oSKc1p-Jk>.

New Resources for Professionals from AFB Press!



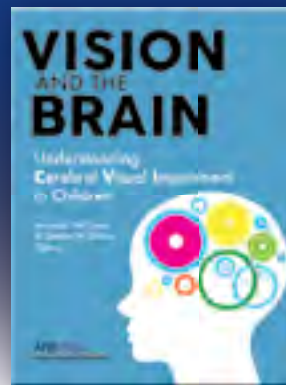
O&M for Independent Living

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. This guide provides insights for helping older adults remain independent and self-reliant. Chapters include strategies on adapting O&M skills for older adults, environment modification and appropriate equipment, exercise and its relationship to mobility, daily living skills, and effective collaboration among professionals.

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



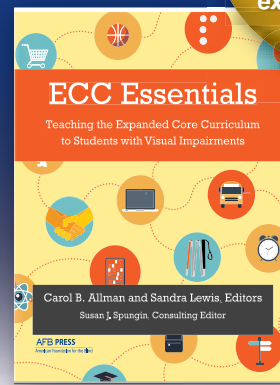
Vision and the Brain

Understanding Cerebral Visual Impairment in Children

AMANDA HALL LUECK and GORDON N. DUTTON, Editors

Cerebral visual impairment, also known as cortical visual impairment or CVI, is the most common cause of visual impairment in the U.S. and the developed world. This book brings together the insights and practice suggestions of range of specialists on the complexities of vision loss related to brain injury and neurological causes, and provides readers with approaches to assessment and intervention.

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



ECC Essentials

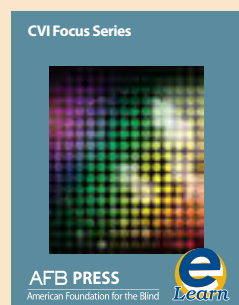
Teaching the Expanded Core Curriculum to Students with Visual Impairments

CAROL B. ALLMAN and SANDRA LEWIS, Editors
SUSAN SPUNGIN, Consulting Editor

This new handbook for teachers presents effective strategies for helping students develop skills in all areas of the expanded core curriculum. Includes learning activities that can be used in the classroom immediately, and targeted resources for understanding each area of the ECC.

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

AFB eLearning Webinar Series



CVI Focus Series

Assessment, Intervention, and Literacy for Individuals with Cortical Visual Impairment

Presented by Christine Roman-Lantzy

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- Facilitating Literacy
- Using the CVI Range for Functional Visual Assessment
- Building Language and Literacy Skills
- Designing Interventions and Opportunities



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**November 4-6, 2015
Norfolk, VA
Norfolk Waterside Marriott**

Join AER at this first-of-its-kind conference for professionals in the vision field to share what they've learned working with older adults and veterans who have experienced vision loss.

In recent years, the field of vision rehabilitation has rapidly grown in the U.S. As veterans return with eye injuries from their tours in Afghanistan and Iraq, the demand for vision specialists within the U.S. departments of Defense and Veterans Affairs has risen. Meanwhile, the private sector continues to serve the growing population of older adults with vision impairments due to age and other health-related issues. As a result, the increased demand for vision rehabilitation services has generated tremendous growth and change in the field.

More than 50 sessions and posters will feature vision professionals from a wide variety of backgrounds and areas of expertise who will share information about working with adults affected by trauma-related and age-related vision loss. This conference gives vision professionals the opportunity to share their collective wisdom to better serve adults with vision loss.



Register Today!

<http://aerbvi.org/aerconf2015/registration.htm>

Advance Registration deadline extended to Oct. 28, 2015

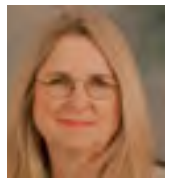
General Session Featured Speakers



Commissioner Janet LaBreck, M.Ed.

Rehabilitation Services Administration (RSA), U.S. Department of Education

"Increasing Employment Opportunities for Those Who Are Blind and Visually Impaired"



B.J. LeJeune, M.Ed., CVRT, CRC

Training coordinator, The National Research and Training Center on Blindness and Low Vision (NRTC), Mississippi State University

"Traumatic Brain Injury: A Family Affair"



John Crews, DPA

Health scientist, Vision Health Initiative, Centers for Disease Control and Prevention, Atlanta, Ga.

"Health-Related Quality of Life Among Older Adults With Vision Impairment: Findings From the 2006-2010 Behavioral Risk Factor Surveillance System"

Pre-Conference Workshop: Bodies in Motion

The half-day pre-conference workshop on November 4 will focus on physical activity and recreation for adults with visual impairments. Leaders from sports and recreation organizations will share information and insight about specific physical activities. Attendees will participate in hands-on training and learn about practical accommodations and modifications to enhance the overall recreation experience for adults with visual impairments.



Special General & Featured Sessions

Vision Loss & Suicide

This presentation will feature not only key basic skills for inquiring about and exploring suicide risk, but also this data will be personalized by a nationally recognized leader in blind rehabilitation who has intimate experience with suicidality. This presentation will merge the questions of “What should I look for?” and “What do I do if somebody is at risk for suicide?” Presenters: Wm. “Bill” Schmitz, Jr. and Sue W. Martin, U.S. Department of Veterans Affairs

Driving and Vision Loss: Considerations for Continued Driving and Enhanced Quality of Life

This dynamic presentation will focus on older drivers who may be losing driving privileges based on vision loss, as well as those who may be able to continue driving safely despite their vision loss, and existing and emerging technology to assist drivers with vision loss. Presenter: Mark E. Wilkinson, O.D., National Eye Health Education Program Planning Committee and Low Vision Subcommittee.

CE Pass

AER is planning to record 30 sessions during the AER Conference on Vision Loss in Older Adults & Veterans, which will be available in the AER Knowledge Center online after the conference. The CE Pass is an affordable, convenient way to obtain continuing education hours and enhance your learning with access to all recorded sessions for one package price. Those who register for the conference may purchase the CE Pass at a rate of \$99 for members and \$198 for non-members. The CE Pass package will be available to the public after the conference at higher fees for a limited time. Then sessions may be purchased individually.

Selection of accepted abstracts:

- † 1 Touch Project
- † Accessibility of Hotels and Accommodations for Individuals With Visual Impairments or Deafblindness
- † Active Learning Center in a Residential Facility for Aging Developmentally Delayed
- † Balance in Adults With Visual Impairments and Blindness
- † Case Study on How New Reading Aids Benefit Seniors for Sustained Reading
- † Deciphering the World of Vision Rehabilitation for Families and Other Professionals
- † Designing and Implementing New Internal Referral Pathways to Rehabilitation Service
- † Effect of Container Shape on Prescription Drug Label Readability
- † eSight Eyewear, a Remarkable Wearable Video Device: User Experience and Feedback
- † Examination of a Blind Veterans Peer Support Group at the Denver VA
- † Fall Prevention Evaluation and Education
- † From Teaching to Living: Did the Skill Transfer?
- † Functional Skills and Quality of Life of Veterans With Vision Impairments
- † Improvement of Flicker Sensitivity and Attention in Hemianopic Visual Field
- † Labeling for Everything: A Hands-on Demonstration of Tools and Systems
- † Living Confidently With Dual Sensory Impairment (DSI)
- † Living Without Barriers: Promoting Social Inclusion and Accessibility Within Senior Living Facilities
- † Low Vision Lighting: It’s Important, but How Important?
- † Mining the Potential of the Aging Brain Using O&M Strategies
- † Myths and Miracles of Medical Marijuana
- † Physical Activity and Sedentary Behaviors of Adults With VI: Research to Practice

Selection of accepted posters

- † The Impact of PTSD-Related Visual Dysfunction on Vision Rehabilitation
- † Best Practices in Vision Rehabilitation After Brain Injury: The Multidisciplinary Team
- † “You Ain’t Seen the Half of It!”: Approaches in Treating Unilateral Neglect

Continued on p. 20

Advance Your Career • Connect With Colleagues

Preliminary Schedule

Wednesday, November 4, 2015

6:30am-6pm	Registration
8am-12pm	Pre-Conference Workshop: Bodies in Motion
12pm-1pm	Lunch on your own
1pm-2pm	Opening Session – Traumatic Brain Injury: A Family Affair Speaker: B.J. LeJeune
2pm-2:30pm	Networking/Break
2:30pm-3:30pm	Educational Sessions
3:30pm-4pm	Networking/Break
4pm-5pm	Educational Sessions
6pm-7:30pm	Welcome Reception

Thursday, November 5, 2015

6-7am	“Fit Walk”
6:30am-5pm	Registration
7:30-8:30am	“Making Life More Livable” Breakfast (Exhibit Hall)
8:30-10am	General Session – Increasing Employment for Older Adults & Veterans with Vision Loss Speaker: Commissioner Janet LaBreck
10-10:30am	Networking/Break
10:30-12pm	Educational Sessions
12-1:30pm	Lunch on your own
1:30-3pm	Educational Sessions
3-4pm	“Connections That Count” Beverage Break (Exhibit Hall)
4-5pm	Educational Sessions

Friday, November 6, 2015

6-7am	“Fit Walk”
7-4:30pm	Registration
7:30-8:30am	“Connections That Count” Breakfast (Exhibit Hall)
8:30-9:30am	General Session – Vision Loss & Suicide Speakers: Dr. Bill Schmitz and Sue Martin
9:45-10:45am	Poster Session
11-12pm	Educational Sessions
12-1:30pm	Snacks & Chats With Exhibitors
1:30-3pm	Educational Sessions
1:30-3pm	Featured Session – Driving and Vision Loss: Considerations for Continued Driving and Enhanced Quality of Life Speaker: Dr. Mark Wilkinson
3-4:30pm	Closing “High Tea” With Special Keynote Presentation – Health Related Quality of Life Speaker: Dr. John Crews

Where You’ll Be

/Nor-fok/ or /Naw-fok/ — No matter how you say it, the city promises fun, vibrant entertainment and culture, delicious cuisine and 144 miles of shoreline waiting to be explored! With the Chesapeake Bay, Atlantic Ocean and countless rivers in its backyard, visitors are never far from the water. Take a tour of the Elizabeth River harbor on a majestic tall ship, sip some of Virginia’s finest wines at Mermaid Winery, Virginia’s very first urban winery, or watch world-renowned artists blow glass at the Chrysler Museum Glass Studio. If history is your thing, sign up for a boat or land tour of the world’s largest naval base (Naval Station Norfolk), stop by the World War II-era Battleship Wisconsin or walk the Cannonball Trail.

Accommodations

The **Norfolk Waterside Marriott** combines luxury accommodations with the traditional charm of Norfolk’s historic district. Located on the picturesque Elizabeth River, the Norfolk Waterside Marriott offers guests a vibrant, revitalized waterfront area with an abundance of entertainment options.

To book your reservation online, visit <http://tiny.cc/AER-2015ConfHotel> for the conference group reservation page or call toll-free 1-888-236-2427 in the U.S. and Canada or 1-757-627-4200. (International members can also go to Marriott’s worldwide reservation page for global reservation numbers, <http://www.marriott.com/reservation/worldwide-hotel-reservation-numbers.mi>). Be sure to mention “AER Conference on Vision Loss” when calling to receive the group rate.

The room rate is \$129 per night, single or double, plus tax.

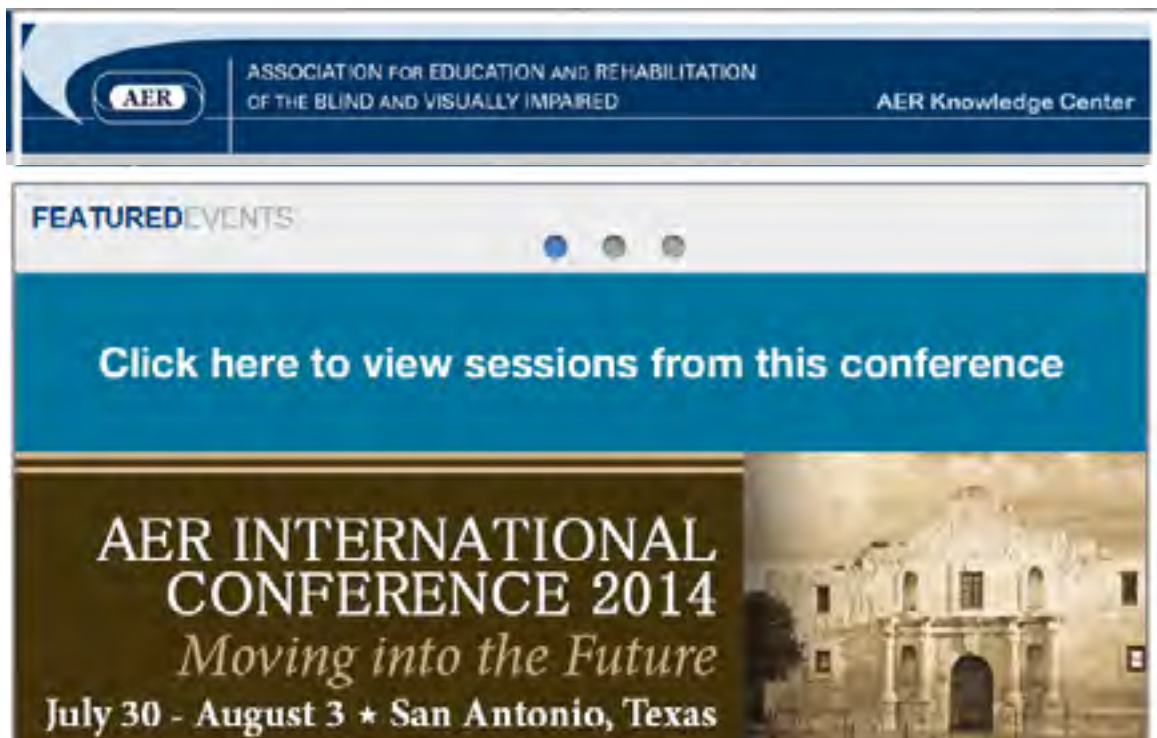


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AER Members Making a Difference

AER members are among the most dedicated professionals in the education and rehabilitation world. For many, the job is not “just” a 9-to-5 obligation; it is a true calling, a passion. It is no surprise, then, to find that some members have found ways to transform their passions into life-changing experiences through humanitarian service. This article highlights three such individuals: Shireen Ali, Mickey Damelio and Matt Mescall.

Shireen Ali

In November 2014, Shireen Ali, MBA, PG Dip Rehab (Low Vision), B.Soc.Sc., Br.Cert., AER Low Vision Rehabilitation Division chair, together with her friend and colleague, Fatima Pome'e Akehurst, organized a volunteer vision rehabilitation services trip to Tonga, an island in Oceania and Akehurst's homeland. The two women planned and funded the trip on their own.

Volunteering has always held a special place in Ali's life. From a young age, she saw first-hand the difference that international volunteers can make in a small community. So, when her colleague Fatima Pome'e Akehurst, a blindness awareness and prevention trainer who herself has retinitis pigmentosa, regularly asked for obsolete adaptive equipment at Ali's workplace, Ali became curious. She recalled, “One day, I asked Fatima what she did with the equipment, and she explained very quietly that she was collecting equipment for blind and visually impaired people in Tonga. She told me that they were humble and modest people who had nothing. I was very touched by her words and her passion for her people. I offered to assist her and that resulted in our trip to Tonga together.”

For Ali, this trip was her first major volunteer effort to provide vision rehabilitation services in a foreign country. She was grateful for Akehurst's guidance, who helped lay most of the groundwork for their visit. She was also mindful of the importance of providing culturally appropriate assistance. “I didn't want to go barging in,” said Ali. “I let Fatima lead the way, and I provided help wherever it was needed. Tonga does



The team who made Ali and Akehurst's trip possible (from left to right): Shireen Ali, Her Royal Highness Princess Mele Siu'ilikutapu, Fatima Pome'e Akehurst, Seline Muller (owner of the inn where Ali and Akehurst stayed) and Lady Ma'asi Ramsay Kalaniuvalu.

not operate with the typical Western framework; we needed to approach the people in a culturally sensitive way, and Fatima really helped with that.”

In just one week, Ali and Akehurst were able to accomplish more than they imagined possible. They worked the entire six days, with Sunday being a day of rest in the predominantly Christian kingdom, either providing direct services to individuals at the Diabetes Clinic and Eye Clinic or presenting on blindness awareness and prevention to various groups. “You don't need much time to make a difference,” observed Ali. “Even if you have just one day, one hour—do it! Especially in developing countries, the people just want help getting through everyday tasks.”

One of the highlights of Ali and Akehurst's trip was a visit by Her Royal Highness Princess Mele Siu'ilikutapu. Recalled Ali, “As we were leaving New Zealand for Tonga, we learned that the princess wanted to meet with us. The meeting, held at The National Women's Council of Tonga (Langafonua'a Fefine Tonga), started with formal introductions followed by a blindness awareness and prevention presentation and a hands-on adaptive equipment display. The princess was so impressed, she invited us to visit her village and present to her people.”

To make this trip possible, both Ali and Akehurst raised their own funds. Through their circle of family and friends, they were able to raise about NZ\$6,000 (approximately US\$3,800) to cover travel, accommodation and equipment costs. “We had the option of staying with local residents, but I didn't want to impose on the people, especially those of a developing country,” said Ali. “We wanted to pay for our own lodging to help generate income for the local community.”



Akehurst works with a blind Tongan, fitting him with a talking watch.

Ali's unique perspective on volunteering stems from her own life experiences. "My family lived in Fiji for 10 years, until 1987," she said. "That year, the Fiji military coup uprooted me, my husband and our two children to New Zealand. We lost our home and our jobs, not to mention our community and all the little things that mattered. But we had each other as a family to cling to and start a life again. So, I decided to do community work and responded to a small advertisement in the local paper by the Blind Foundation. This volunteer position was a life-changing experience. I found that even though I had lost so much, I still had a lot to give by way of skills and time. I also saw that New Zealanders were a giving people, and volunteering was a part of this country's culture. That volunteer position led me to paid employment and retraining."

For individuals interested in volunteering, Ali advised, "Don't fall into the readiness trap. You don't need to know or have everything before you do something. Just follow your passion; do whatever it is that speaks to your heart. Volunteering has brought such profound happiness to my life. It satisfies a part of my existence that paychecks can't reach."

Ali and Akehurst are already planning another trip to Tonga, this time to Akehurst's home island of Va'vau. They are currently piloting a program on diabetes prevention, because the disease is so prevalent among the people of the South Pacific. To read Ali's newsletter about the Tonga project, go to <http://1drv.ms/1qN8DZW>.

Mickey Damelio

Mickey Damelio, M.S., COMS, O&M coordinator, Visual Disabilities Program, Florida State University, is founder of Ability Beyond the Horizon, a nonprofit organization that travels to developing countries to deliver orientation and mobility training to teachers and students at schools for the blind and rehabilitation facilities. Damelio most recently spent one month in Jamaica.

In 2008 Mickey Damelio received an email that would change his life. The email came from a Florida School for the Deaf and Blind alumna living in Vietnam. She was working at the school



One of Damelio's Florida State graduate students works with children in Jamaica, 2015.

for the blind there and had noticed the teachers lacked formal blindness education. Could someone come to Vietnam and help provide training? Her email, which originally went to the Florida School for the Deaf and Blind, eventually landed in Damelio's inbox at Florida State University's Visual Disabilities Program.

"As it turns out," recalled Damelio, "Joe Strechay and I had been talking about doing international volunteer work. We knew that 90% of the world's visually impaired live in developing countries, yet most of the [education and rehabilitation] efforts occur in the developed world. Going to Vietnam and working with the teachers sounded like a great opportunity, so I took it." Thus began the groundwork

for Ability Beyond the Horizon, Damelio's nonprofit organization that brings orientation and mobility (O&M) training to teachers at schools for the blind or rehabilitation facilities serving blindness in developing countries. To date, Damelio has traveled to Vietnam, India, Bermuda and Jamaica.

"It's amazing how much we can do in such a short time and with relatively little funding," said Damelio. "For example, during my one month in Jamaica, I met with every blindness organization in their country and was able to share information on how to serve individuals with multiple disabilities. They had no idea how to serve that population before, and now they're working toward meeting their needs. All of that national impact happened for less than \$1,000."

The information and teacher training in developing countries is such that Damelio and his fellow volunteers are able to bridge 80% of the knowledge gap in just a few weeks. "When we go to these places, we teach them how to be teachers," he explained. "We don't just teach O&M skills; we also teach about the expanded core curriculum (ECC)—a concept most of these places never considered before. They focus only on academics, but when we come in and show them the value of self-care and independence skills, they learn to become ECC specialists, too. There's still hard work to be done—that's the last 20% of the knowledge gap—but my team and I can get them 80% of the way quickly."

Fundraising for his trips has been the least of Damelio's challenges. "My trips have been funded by people I know," he said. "I tell people where I'm going and what I need, and magically, money finds its way. All of the donations I receive go to the project." While funding the trips is relatively easy, setting up project locations requires some tenacity. "For every

Continued on p. 24



Damelio (left) teaches an O&M lesson in Bermuda, 2013.

AER Members Making a Difference *Cont. from page 23*



Teaching a cooking lesson in Bangalore, 2012.

successful project I've done, there are at least two or three that fell through," he said. Most recently, he was planning to work with a school in Sierra Leone until the Ebola virus outbreak canceled their plans.

Damelio created Ability Beyond the Horizon as a 501(c)(3) organization in hopes of supporting multiple projects in multiple locations. "My dream is to have simultaneous projects where our trainers go to various developing countries," he said. "The reality, however, is that while most people have the desire to volunteer, it's the confidence to live and work in a foreign country for a month that prevents them from going."

In addition to bridging language and cultural gaps, volunteers also need to live with fewer creature comforts, like air conditioning, electricity and running water. "When I was in India, I got the worst food-borne illness I've ever had," recalled Damelio. "I felt awful for three days. But was it worth it? Well, in the month that I was there, the school—which serves 500 children—changed its curriculum and now, those students are enjoying a higher quality of life as adults with



Taking an O&M lesson to the bus station in Jamaica, 2015.

real independence. Yeah, the challenges are worth it because I've met these children. I know what they had before and what they can look forward to in their future. My inconveniences are small compared to the life they can now have."

For individuals who are interested in doing international work, Damelio recommended, "You should first visit a foreign country to make sure you like international travel. Try to find your way from point A to point B on your own; don't do an all-inclusive trip! You need to know your comfort level with living and working in the local community." He recently planned a 10-day vacation to Costa Rica with his wife for less than \$2,000. "Going to these places doesn't require a grant or huge donations. You can do a lot with very little."

To learn more about Damelio's organization, go to their website at <http://www.abilitybeyondthehorizon.org/>.

Matthew Mescall

In May 2015 Matthew Mescall, physical education/health teacher and athletic coach, Maryland School for the Blind, traveled to Russia as part of a goalball exchange program cosponsored by the U.S. Department of State's Sports Diplomacy Division, the U.S. Embassy in Russia and the U.S. Association of Blind Athletes. The team of four coaches and six athletes spent 10 days visiting various schools in Moscow, Russia; their trip culminated with a goalball tournament with teams from Russia and Belarus.

Mescall is no stranger to AER. As the co-founder of the new AER Division on Physical Activity & Recreation, he is passionate about blindness and sports. "I love goalball and what we can do for our kids through the sport. It's a game that anybody can play," said Mescall. "I was excited for the opportunity to learn how goalball is played and perceived in other countries and also by people outside the realm of goalball. More importantly, I think sports is a great way to discuss inclusion and to showcase the talents and capabilities



Wendy Fagan, an instructor at Slippery Rock University, and Wyatt Hildebrecht, a youth player from Team USA, teach a station on passing at an elementary school outside Moscow with Olga (standing with the sweater around her waist), their Russian interpreter.



Mescall shakes hands with the Moscow School for the Blind's goalball team after a friendly match with team USA.

that blind and visually impaired individuals bring to the table.

“In Russia the view of disability—be it physical, cognitive or otherwise—is so different from what we experience here in the U.S.,” continued Mescall. “So often, kids with disabilities must attend a special school. But there aren’t many of those special schools around, so if a student can’t get there, he or she just doesn’t go to school.” In fact, the woman who was the group’s

contact in Russia was herself injured in a ski accident as a child, resulting in her having a limp. “She had to fight to be allowed to go to school,” said Mescall. “Imagine if you had additional disabilities or a visual impairment—it would be really hard to become an active member of your society.”

The delegation visited mostly public schools in the Moscow area, meeting with schoolchildren and teachers to demonstrate goalball and discuss blindness. “We often met with over 100 children at a time,” shared Mescall. “For many of them, it was their first time meeting people who are blind or visually impaired. While the teachers prepared the students with basic information about blindness, I don’t think they were anticipating goalball to be so fast-paced. They thought it would be something they could easily play. They quickly learned our athletes are very capable. Learning to play goalball became a great lesson on what it’s like to be blind, that it’s not something



The U.S. delegation sports the Russian National Hockey Team jerseys, a special treat coordinated by Russian host organization, Perspektiva.

you have sympathy for, but rather respect—respect that our athletes are completely capable and can contribute to society in meaningful ways.”

The U.S. team also visited a day school for the blind in Moscow, which enrolls 200-300 students from all over Russia. Mescall recalled, “It was an interesting visit. Students weren’t allowed to use their canes inside the building, because the corridors were too crowded. Kids were running in the hallways, but they had the whole building figured out.” Mescall was impressed by the well-roundedness of the curriculum, which made heavy use of braille textbooks and included instruction in music, art and athletics. “Whereas we use technology a lot in U.S. schools, they used written textbooks with technology to supplement the books,” he observed.

The Russian nonprofit organization, Perspektiva, hosted and coordinated the U.S. delegation’s activities for this trip. Perspektiva is a disability nongovernmental organization (NGO) that advocates for disability rights and access in Russia. During the exchange, they organized a webinar, inviting Mescall and fellow exchange participant, Wendy Fagan, an instructor at Slippery Rock University, to speak on inclusive physical activity and education. The webinar attracted attendees from 35 countries and many far parts of Russia. It was one of Perspektiva’s most viewed webinars. Said Mescall, “They showed us on a map some of the places that were watching, and I didn’t even know people lived in places that far away!”

Toward the end of their visit, the U.S. team played in a goalball tournament with teams from Russia and Belarus. Organized by Perspektiva, the tournament attracted the local community, local government leaders and news outlets for an exciting display of blind athleticism.

“It was a great chance to showcase disability sport,” said Mescall. “In fact, the international sports arena is a wonderful avenue for discussing disabilities and inclusion. The Paralympics, for example, is a widely respected, global sports event. It can be a great vehicle for building relationships with our colleagues in other countries and sharing ideas that can benefit people who are blind or visually impaired.”



Mescall and Fagan record a webinar on inclusive physical activity and education for Perspektiva.



AER

Association for Education and Rehabilitation
of the Blind and Visually Impaired

www.aerbvi.org



AER International Conference

2016

July 20-24, 2016

**Hyatt Regency Jacksonville-Riverfront
Jacksonville, Florida USA**



Volunteer Jobs With AER

Becoming a volunteer for your professional association puts you on a two-way street, meaning you give your time and ability to an effort that enhances professional development for you and your colleagues and you receive the benefits of collaborating with other professionals as well as gaining organizational and leadership skills.

AER has numerous ways to become involved on the local and international level.

AER International

Board, committee and task force members are the backbone of your international organization. A list of committees is included in the AER Policies & Procedures Manual (found on the "About AER" web page at http://www.aerbvi.org/?page_id=534). Serving at this level allows you to have a real impact on the direction of vision professions by guiding the advocacy focus of AER, the largest professional association for practitioners in the vision field.

Requirements for serving include:

- Current AER membership
- Commitment to serve a minimum two-year term, which usually begins in biennial conference years
- Availability for committee communication via phone and email
- Participation in committee meetings on a consistent basis

If you are interested in getting involved, please send an email to aer@aerbvi.org with the word "Volunteer" in the subject line.

AER Divisions

Each of AER's 15 divisions needs volunteers to serve in officer positions. People in these positions play a vital role in developing programming for AER international conferences and other continuing education opportunities. They are also responsible for addressing issues related to their specific

field of interest and for providing year-round communications for division members. Many divisions have committees that relate to specific topics such as the Orientation & Mobility Division's Environmental Access Committee or the Vision Rehabilitation Therapy Division's Recruitment & Retention Committee.

For division contact information, click on the Divisions tab on the AER website or go to www.aerbvi.org/?page_id=44.

AER Chapters

Volunteer leaders are crucial to the successful operation of AER's 43 North American chapters. In addition to the positions of president and vice-president, the jobs of secretary and treasurer are sometimes combined or split. Chapters need volunteers for everything from serving as an annual conference chair to advocating for a specific piece of legislation on a state or provincial level to calling lapsed members. The jobs are varied, numerous, and best of all, you can match your time availability to the tasks.

For chapter contact information, click on the Chapters tab on the AER website or go to www.aerbvi.org/?page_id=42.



AFB American Foundation[®]
for the Blind

Expanding possibilities for people with vision loss

AER and AFB Produce Joint Webinars

AER and the American Foundation for the Blind (AFB) have teamed up to create and deliver a series of webinars for professionals in the blindness field looking to expand their knowledge. AER members receive a 20% discount for the AER and AFB joint webinars. To receive the discount, AER members must go through the AER website (<http://aerbvi.org/>), using an AER member username and password to access the AFB eLearning Center. Non-members can access webinars by going directly to the AFB eLearning Center online at <http://elearn.afb.org/default.aspx>.

AER Submits Comments to ACVREP

On July 28, 2015, ACVREP posted a proposed one-time alternative pathway to eligibility, inviting members to submit comments for a 30-day period, ending August 30, 2015. The original proposal, comments from AER's divisions on O&M and VRT, and ACVREP's September 9, 2015, response to the comments follow.

ACVREP's Proposed Change to Eligibility Criteria: One-time Alternative Pathway to Eligibility (posted on the ACVREP website on July 28, 2015)

Background of the Proposed Change

ACVREP, as an international certification organization, has been approached by Australia, New Zealand and Canada to be more inclusive of their professionals and to recognize that the practices, with respect to the education and training of vision impairment specialists in those countries may be or have been different than those currently in the United States.

The professionals who have approached us are working very hard within their countries to ensure that those who are blind and visually impaired are served with the same high standard, as in the U.S.

AUSTRALIA

Historically, in Australia the government provided funding to agencies serving the blind and visually impaired in order to provide professional training in the field of visual impairments. These individuals have a four-year post-secondary degree or diploma and have been professionally trained by their agencies through government funded professional training programs. These professionals would not meet the current ACVREP eligibility requirements because their "internship" was included as part of their agency training, and there were not ACVREP certified professionals to supervise them, though they were supervised by qualified and well-respected professionals in their own country. Australia is moving toward university training, but there are existing professionals who wish to seek certification, and may be opposed to any certification in their country if it creates a circumstance where they may be discriminated against in their profession due to certification they won't have access to.

NEW ZEALAND

The only O&M university program in New Zealand closed. ACVREP has been supporting New Zealand in its work toward having vision impairment specialists become recognized professionally in New Zealand by their governmental body, and they are carefully crafting their professional description to mirror the requirements for our current certification model. There are qualified professionals in New Zealand that have been professionally agency trained that would seek

certification at this time under this proposed One-time Alternative Pathway to Eligibility.

CANADA

Canada is also working on expanding the availability of formal university level programs for training professionals in the field of visual impairment, but currently there are also experienced well trained professionals who received their training and verification of their qualifications through their government or nonprofit agency work.

Justification of Policy Proposal

Recognizing this, and understanding our own history in the United States, when ACVREP was formed in 2000, all professionals who had acquired certification under AER were welcomed as Certified by ACVREP, and as long as they continued to recertify every five years are still certified and practicing today. Many of those professionals who are regarded as leaders in their respective fields did not have a formal supervised internship, nor did they take and pass an exam to be originally ACVREP certified. Having internships supervised by Certified professionals only became a requirement in 2003, once there was enough Certified professionals in the country to make this a realistic expectation.

Based on the background above, as part of the [ACVREP] Board's strategic planning efforts at its March Board meeting, the [ACVREP] Board agreed unanimously, after much thought and discussion to approve the proposed One-Time Alternative Pathway for Eligibility for Australia, New Zealand and Canada.

This proposed change was then informally reviewed with The National Commission for Certifying Agencies (NCCA), the main organization that accredits certifying organizations, to determine if this would be acceptable by their accreditation standards. Through informal feedback, NCCA responded that providing this time-limited One-Time Alternative Pathway to Eligibility would be acceptable under their accreditation standards. We were advised that to meet accreditation standards, this Alternative Pathway would need to be made available to anyone meeting the criteria—which would include the U.S. Having United States impact was not the initial intent of the [ACVREP] board, but

ACVREP recognizes the importance of accreditation through NCCA, and to adhere to their standards for best practices.

With this information that the One-time Alternative Pathway would need to be available, not only internationally, but also to candidates in the United States, the [ACVREP] Board again discussed the advisability and benefit of moving forward with this proposal, and once again, after thoughtful discussion, unanimously agreed to move forward with the One-time Alternative Pathway to Eligibility.

The [ACVREP] board recognizes that in the development of the profession of working with people with visual impairments, a university experience that is now considered traditional in the United States, but was not always so, is still emerging in other parts of the world. ACVREP appreciates that these individuals, much like some of our certificate holders in the United States that began their careers before this was possible for them, are dedicated, passionate, and effective in their areas of work. ACVREP believes that a university training program is the most appropriate way to enter our profession, but also recognizes that as with the history in the United States mentioned earlier, it will be necessary to provide a path for individuals not trained through this model who may now be in positions of leadership in their country, and sometimes internationally.

University training is emerging globally, but is in no way the global standard for our profession yet. When beginning certification in new areas, it is important to provide certification to the “boots on the ground” as was done in the United States, and has proven to be effective in creating a body of high quality certificate holders. Without a body of certificate holders, the certificate is not recognized in the local area.

These existing professionals already practicing in our field, should they choose to study and pass the examination process, and provide documented evidence of serving in the field for approximately 5,000-6,500 hours since 2012, in this one-year window of time, will then be responsible to our recognized Code of Ethics, Body of Knowledge, and Scope of Practice, as well as maintaining their professional knowledge through continuing education and recertification every 5 years.

Through the hours of service required in the field, this certification would be impossible to receive for someone just graduating from a university, or someone that is only attempting to serve in the field part-time. If these professionals are not already serving in our field full-time since 2012, this policy makes it impossible for them to attain certification through ACVREP. ACVREP sees only benefit to providing certification to these professionals for several reasons.

1. It obligates individuals already in the field who choose to gain certification through this method that is time-limited to adhere to our recognized field standards.
2. It serves to make our certification one that is nationally recognized in at least 4 different countries, countries that all have contributed and continue to contribute to our field in meaningful ways.

3. It expands the numbers of individuals holding our certificates, which gives increased value and validity to the certificate in a truly international way.

The Proposal

ONE-TIME ALTERNATIVE PATHWAY TO ELIGIBILITY FOR CERTIFICATION

ACVREP is offering a one-time Alternative Pathway to Eligibility for COMS, CVRT and CLVT between October 1, 2015 and September 30, 2016 under the following terms:

- All applications for Eligibility under this provision must be submitted online to ACVREP between October 1, 2015 and September 30, 2016 only.
- Applicant must have a [4-year] post-secondary degree or diploma in any field. An official transcript is required to confirm the degree or diploma.
- Applicant must have been providing **direct service in the field of their certification application** since January 1, 2012 to present [present is intended as the date of their application]. That service must be documented with a letter on employer(s) letterhead and signed by employer(s) confirming full-time employment during that period at a minimum of 30 hours per week of direct service [equates to between 5,000-6,500 hours of minimum direct service].

Applicants who meet the above criteria and apply online to ACVREP for Eligibility will be declared Eligible to register for and take the Exam. Once passing the Exam they may apply for Certification. All fees must be paid in US Dollars as posted by ACVREP at the time of applications.

The ACVREP Board invited interested parties to submit comments until August 30, 2015. Comments were to focus on the following areas:

1. *What is your certification?*
2. *Do you think recruiting international certificate holders is worth doing in an effort to raise the standard of care for persons with visual impairment globally?*
3. *Should you not find the proposed policy appropriate, what policy would be acceptable to have in place to allow for people who may not be from an area where university training was possible, or that it wasn't possible historically? During your consideration of a different policy, please remember that there may be a significant number of professionals in these countries that may be excluded from a certification otherwise, and thus may not support certification in their country for fear of being discriminated against. This was the same valid concern held in the United States when ACVREP was originally founded.*

Following are the comments submitted by AER's divisions on Orientation & Mobility and Vision Rehabilitation Therapy.

Continued on p. 30

Comments to ACVREP Cont. from page 29

AER O&M Division Executive Committee Comment for the ACVREP Alternate Pathway to Certification

While the Executive Committee of the AER O&M Division applauds ACVREP's efforts to expand the number of individuals who are certified as professionals teaching orientation and mobility to persons with vision loss, the alternate pathway that leads to certification identical to those professionals who have attended a university program, successfully completed a supervised practicum/internship, and passed the ACVREP examination cannot be supported by the O&M Division Executive Committee.

It is understood that ACVREP considers this as a first step towards establishing certified professionals who could then supervise those in training. However, university programs in international countries are declining rather than increasing. Future COMS in these countries would continue to have preparation that is inconsistent with established standards in the United States. Why would the professional O&M community in the US want to be compared with COMS in other countries who do not have the same preparation? The O&M Division does not sit in judgment over the quality of instruction being provided by O&M instructors in other countries, but does feel strongly that the same certification

should not be granted to professionals who have not successfully completed university programs which require the same set of standards.

With the multitude of distance education opportunities and remote supervision for clinical experiences, there is no reason why international certification following the current standards in the United States cannot be met. Currently, the University of Pittsburgh has an agreement with New Zealand to provide coursework towards certification including an internship for individuals going into the O&M profession. Alternatively, a certification which differentiates the type of preparation many O&M instructors in other countries receive could be developed.

ACVREP is encouraged to work with AER, the O&M Division and individual O&M specialists to explore ways that all can support quality services to individuals with vision loss around the world without degrading what ACVREP certification represents.

Submitted by Susan Langendonk, chair, AER O&M Division

AER Vision Rehabilitation Therapy Division Comment for the ACVREP Alternate Pathway to Certification

The Vision Rehabilitation Therapy Division does not support the proposed One-Time Alternative Pathway for Eligibility for certification presented by the ACVREP board of directors. We support the concept of increasing international applicants for certification in vision rehabilitation; however this proposal is not the appropriate manner by which to accomplish this task.

We feel that an alternative pathway exists with Category 2 eligibility for vision rehabilitation therapy at this time, and that the current proposal to do away with the requirement for an internship supervised by a certified vision rehabilitation therapist is possibly detrimental to the applicant and their consumers, and not aligned with best practice. Given the ability for applicants to use off-site supervision and a range of technologies to meet eligibility as a vision rehabilitation therapist, Category 2 currently has the elements in place to allow international applicants the ability to meet these supervision requirements as outlined.

Additionally we feel that requirement of the clinical competency evaluation form signed by a certified vision rehabilitation therapist, documenting performance in a range of the activities of the VRT core domain, is critical to the

eligibility process. We also do not feel that work experience alone, especially previous work experience, which may or may not have been supervised by a certified vision rehabilitation therapist, is equivalent to the currently required internship process. Allowing only prior years of work to be verified as the sole means for eligibility is not only not appropriate but is a conflict of interest in many instances, and should not constitute eligibility alone. Previous work experience alone does not allow for proper systematic evaluation, which should be conducted by a certified vision rehabilitation therapist. Allowing someone other than a certified vision rehabilitation therapist to verify experience does not allow for this.

Again, we as a division support the concept of increasing international applicants for certification, and welcome this, however not at the cost of the profession, our identity as certified professionals, or the welfare of those we serve.

Submitted by Ian Shadrick, M.A., M.A., CVRT, CRC, chair, AER VRT Division

ACVREP Board Response, September 9, 2015

The Board of Directors of ACVREP wishes to thank the professionals who took the time to provide thoughtful comments on the proposed One-Time Alternative Pathway. A total of 78 comments were received. Opinions of the pathway were both for and against, but what is clear, is that of the people commenting, everyone is in support of welcoming international candidates and encouraging international certification. The best method to accomplish this was where our profession was conflicted.

Based on the comments received and the recommendations of the SME committees, the [ACVREP] Board has postponed a final decision on the One-Time Alternative Pathway for six

months while it works with key stakeholders to explore options for a long-term sustainable solution to make the process of certification available to both domestic and international candidates.

The [ACVREP] Board hopes that the field, working together, can identify a workable and sustainable long-term solution that will make the One-Time Alternative Pathway unnecessary.

Kathleen E. Zeider
President, ACVREP



ACTION ALERT

Cogswell-Macy Act Introduced in U.S. Congress

On September 17, 2015, U.S. Representatives Matt Cartwright (D-PA, 17) and David McKinley (R-WV, 1) introduced the bipartisan Alice Cogswell and Anne Sullivan Macy Act (H.R. 3535), named for two pioneers in the education of deaf and blind students. This landmark legislation would dramatically improve educational results for students who are deaf, hard of hearing, blind, visually impaired or deafblind.

AER urges U.S. members to contact their Congressional representatives to cosponsor H.R. 3535.

AER, the American Foundation for the Blind and numerous other organizations from the sensory impairment communities worked to ensure the bill's introduction. Per AFB's news release, the Alice Cogswell and Anne Sullivan Macy Act, once enacted, will ensure that:

- Every child who is deaf, every child who is blind and every child who is deafblind, regardless of whether they have additional disabilities, will be properly counted and served;
- Each of a child's unique learning needs will be properly evaluated; states will engage in strategic planning to be sure that they can in fact meet each child's specialized needs;
- The U.S. Department of Education will do its part to hold states and schools accountable;
- Students with sensory disabilities will be served by qualified personnel; and
- Students who are blind will receive state-of-the-art services and skills supported through a new major national collaborative initiative addressing their unique learning needs.

To learn more about how to contact your Representative and other advocacy actions, please visit <http://www.afb.org/info/get-involved/take-action/take-action-macy-act/125>.



AER's Student Council:

Preparing the next generation of leaders

In 2012, AER created a Student Council to support new professionals entering the field. AER's Student Council (ASC) offers programs and opportunities for both student members and non-member students. For example, the ASC Facebook page, which is open to members and non-members, is a great way for students to get involved and access information about upcoming ASC events as well as links to teaching tips, issues in the field and networking opportunities.

If you are a student, come join the conversation at <https://www.facebook.com/groups/AERStudentCouncil/>. If you are a university educator, please encourage your students to join us.

ASC Charge

- Enrich the professional development of AER student members.
- Promote the benefits of AER membership to students in the field of visual impairment and blindness who may not yet be AER members.

ASC Responsibilities

- Identify ways that AER can increase student participation in local chapters.
- Develop a "laundry list" of steps local chapters can take to support student members.

Some ideas that ASC has identified as ways AER chapters can support current student members and encourage students to join AER include:

- Encourage students to join AER to gain access to reasonably priced professional liability insurance that many VRT and O&M students need for their practicum and internship placements
- Provide leadership opportunities, such as a student board member
- Assist students with their membership dues
- Offer conference discounts for students
- Provide conference volunteer opportunities
- Recognize student members at conferences and introduce them to the community
- Organize new attendee/student orientation for conferences
- Create student-focused events at conferences (mixers, sessions, events) to meet mentors and/or cooperating teachers
- Offer job shadowing and/or internship opportunities
- Assign mentors to college students

- Offer scholarships
- Identify areas of professional development needed by AER student members
 - Networking
 - Mentoring
 - First-year teachers ("If I only knew then...")
 - Job information
 - Job shadowing
 - Internships
 - Professional opportunities (e.g., different types of careers in blindness and visual impairments)
 - Preparing for ACVREP certification tests.
- Maintain contact with AER student members and non-member students through social media

What is ASC doing?

In April 2015, ASC hosted a webinar entitled "Preparing for Your Job Search" with Lisa McConachie, senior director at Columbia Regional Programs in Portland, Ore. If you missed the presentation, you can access a free archived version at http://aerbvi.org/?page_id=455. (Scroll to the bottom of the page or enter "Preparing for Your Job Search" in your browser's search field.)

Looking ahead

For the 2015-2016 academic year ASC is planning webinars on the following topics:

- (Fall 2015) Facilitating Your Internship: How to set up the internship, strategies for completing assignments, internships as networking and mentorship opportunities
- (Spring 2016) Managing Your Professional Career (in 3 parts)
1. Building your career and maintaining professional knowledge once you enter the field.
 2. Interdisciplinary/professional collaboration: How VRTs & TVIs facilitate collaboration in multidisciplinary teams.
 3. Incorporating networking and resources, finding a professional mentor, teaching teachers and writing for publication.

Getting involved is easy!

Want to join AER's Student Council? ASC is open to current AER student members. Contact Kathryn D. Botsford, kdbotsford.ver@gmail.com, for more information.



AER University Review Program

HELPING UNIVERSITIES ADEQUATELY PREPARE PROFESSIONALS TO SERVE PEOPLE WITH VISUAL IMPAIRMENTS IN THE BLINDNESS FIELD

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.

Reviews are conducted by your peers in the blindness field who are trained on the criteria, and your programs are evaluated against standards developed to ensure all universities are reviewed equally. The University Review Program underwent recent revisions, with the university standards updated in 2012/2013.

"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



Association for Education and Rehabilitation
of the Blind and Visually Impaired

Please contact AER to sign up your university

1703 N. Beauregard Street, Suite 440

Alexandria, VA 22311

(703) 671-4500

(877) 492-2708

aer@aerbvi.org

www.aerbvi.org

Chapter News

Georgia

The chapter, in conjunction with the Georgia Academy for the Blind and the Georgia Department of Education, hosted GVEST, Georgia Vision Educators Statewide Training, from October 21-23, 2015, in Macon, Ga. This year's theme was "Transitions: A...Z." We were honored to welcome AER Executive Director Lou Tutt as our keynote speaker. He presented three times at the conference and met attendees at the "Hang at Twang" social gathering at Twang Southern Tastes and Sounds in Macon. GVEST also featured several Georgia chapter members as presenters, including Anisio Correia, the Georgia chapter's board member-at-large and chairperson of the Mini-Grants Committee, as the closing speaker. For a complete list of sessions and presentations, please visit <http://www.gvest.org/>.

The chapter also recently awarded two \$500 mini-grants. The first recipient, Elizabeth Issacs, received funding for her project, the Cane Repair Program, an innovative project that provides a great service to the blind and visually impaired. Dr. Vernon Humphries received the second mini-grant, which will go toward his project to increase the employability of adults who are blind or visually impaired in the Columbus, Ga., area by focusing on interagency collaboration.

Sarah Bussey was appointed chairperson of our newly formed Membership Committee. She is seeking individuals from our membership to serve on the committee. Members interested in helping to grow the Georgia chapter may contact Sarah at sarahdbussey@gmail.com.

Finally, the chapter's board of directors accepted the resignation of our treasurer, LaToya Shumate, who is relocating to another state. We thank her for her service and also welcome Laurel Tucker, who stepped up to take LaToya's place. Laurel is a 30-year member of AER and was previously a Georgia chapter board member-at-large.

Michigan

The annual AER Michigan conference is scheduled for April 28-29, 2016, at the Livonia Marriott in Livonia, Mich. For more information, check our website at <http://www.maerbvi.org/>.

The AER Michigan Chapter (MAER) will pay \$25 toward the renewal of an AER/MAER membership for any current MAER members. Current member is defined as a member appearing on the April 2015 current membership list. This campaign runs from April 1, 2015, to March 31, 2016.

Mississippi

At our July 2015 chapter board meeting, we decided to have a Mississippi website link with international AER. For persons seeking information about our chapter, the Mississippi chapter web page will provide photos and information about chapter activities, such as professional development, our mission, by-laws and membership.

Last month's Disability Awareness activities were well received and attended. Join us each October for events such as White Cane Day.

The chapter has been working closely with the Braille Bill Advisory Committee and the Mississippi Department of Education to establish guidelines for implementing Unified English Braille (UEB) in our state.

Join us in congratulating Board Member B.J. LeJeune, who received Mississippi State University's 2015 President's Commission on the Status of Minorities Staff Award. Individuals considered for this award demonstrate a commitment to diversity initiatives that go beyond normal job responsibilities.

Our president-elect, Kendra Farrow, was published in the 2015 *Journal of Visual Impairment and Blindness*. Her article, "Using a group approach to motivate adults to learn braille," can be found in

the 2015 July-August *JVIB*, volume 109, number 4. As a result of Farrow's group approach to motivate adults to learn braille, three of the six persons in her study continue to make braille part of their daily lives even 10 years after this intervention experience. Their persistence in using braille speaks to its continued relevance in their lives.

We are working through the planning process for an early 2016 state conference. The AER Mississippi Chapter Board plans to include conference sessions on the latest and greatest in assistive technology as well as UEB. In addition, we would like to increase our membership through this conference. Currently, we have 35 members.

We're on Facebook! Our Facebook group has been around for one and a half years. Members Adele Crudden and Anne Steverson are the co-administrators. This Facebook page serves as a meaningful way for us to post photos, announcements and news.

Missouri

The AER Missouri Chapter is pleased to announce the 2015 Fall Conference and Business Meeting will be on Friday, November 13, 2015, at the Hilton Garden Inn-Columbia in Columbia, Mo. Session topics and speakers include Family Engagement in Education: From Cradle to Career by Dr. Jane Groff; Preparing for Post-Secondary Education by Heather Stout; Guide Dogs for the Blind by Nickolas Whitney; and Changes in Transition Services at Rehabilitation Services for the Blind by Janet Moore and Keith Roderick.

Nebraska

Our chapter held a membership drive and silent auction at NCECBVI's Annual Spring Fling conference in March 2015. Through membership drives, AER Nebraska has increased membership from 28 members in 2013

to 44 members currently. We may be a small chapter, but we are mighty! The silent auction raised \$744 this year. Auction items were donated by AER members. These funds are used to support the Nebraska Regional Braille Challenge along with providing registration funds for selected AER Nebraska members to attend statewide and national conferences. We look forward to another successful year!

Northeast

The AER Northeast Regional Conference 2015 will be at Sea Crest Beach Hotel in North Falmouth, Mass., from November 4-6. The theme is "Beacon to the Future." Visit <http://www.neaer.umb.edu/?page=conference> for more information.

Northern Rockies

The AER Northern Rockies chapter recently held its annual conference in Boise, Idaho. The theme was "Celebrating Our History Now and in the Making." A history board of current and past members who helped shape the chapter's history included:

Dana Ard, an NFB leader who also was a charter member of AER in 1984.

Carol Baron, who served for years in Montana and Idaho and has become a leading low vision specialist.

Michael Graham, the first blind certified mobility instructor.

Marilee Gross, who gave her time to braille transcribing and eventually certified more folks in Idaho than anyone in the state's history; she also certified many at the Idaho prison. She held many offices in our chapter, including president, and won many awards. She passed away this spring.

George Kerschner, who was awarded by the chapter for his work with RFB.

Mary Rich-Williams, who has served as an officer in the chapter for about 20 years.

Vicky Roper, worked at the Idaho state school in Gooding and got chased off Mt. Everest by a yak!



Northern Rockies history board

Frank Smith and Ron Darcy, who served as the first national reps when AER was formed in 1984. Frank also served as our first president and died a year later.

Diane Wormsley, who began her career in Wyoming before moving on to AFB.

John Zimbelman, who worked in Alaska and New Zealand before settling in Gooding, Idaho, at the state school for the blind. He retired last year.

Our goal was to encourage younger people in the profession to stick with it and become part of history!

Oklahoma

We had 41 attendees join us for "Sweet Road to Success" at our 2015 OAER Conference on August 6 and 7 at the Oklahoma School for the Blind in Muskogee, Okla. Our presenters, Robert Schulenburg with the Junior League of America and Caleb van Docto with the Lions Center for the Blind in Oakland, Calif., provided us with a lot of valuable information on "soft skills." Some of the areas covered were: the definition of success; identification of critical curricula; soft skills as a concept and not a buzz word; sustained motivation as a curricular concept; and hidden curricula and program design.

We elected the following board members: president elect, Liz Scheffe; secretary, Vicky Golightly; treasurer, Jeanne Meyer; and board members, Barbara Collins, Linda Graber and Marilyn Sanders. These individuals join President Julie Brantley, Past President Debi Trout, and Board Members Julie Bailey, Carolyn Patocka and Ani

Severtsen to form the 2015-2016 AER Oklahoma Chapter Board of Directors.

Penn-Del

The AER Penn-Del Chapter has begun planning its 2016 conference after recognizing the University of Pittsburgh (2014) and Kutztown University (2015) for their contributions and importance to our field at our most recent conferences. These conferences, which each drew over 300 attendees, celebrated the leadership of many Pitt graduates throughout the country, while the Kutztown celebration recognized the impact of hundreds of KU graduates as teachers of the visually impaired in Pennsylvania and neighboring states. In both cases, Penn-Del focused on the importance of these personnel prep programs in improving educational programs throughout not only the Commonwealth of Pennsylvania but the nation as a whole.

This year's conference, under the leadership of Dr. Rebecca Renshaw, is scheduled for April 27-29, 2016, and will focus on meeting the demands of a constantly changing world. Among key areas for attention are Unified English Braille, technology, and personal and professional ethics in a digital world. For more information about this conference, please visit our website at www.penn-delaer.org.



Penn-Del AER conference attendees visiting the Kutztown University display table during the all-day vendor session at the 2015 Penn-Del Conference.

Division Docket

Information & Technology (5)

Members of the AER Information & Technology Division volunteered their time in late summer to assist members with technology questions. Their Back-to-School Q&A event generated many questions, with several requests for information on iPad issues and apps.

Here's a sample of the assistance division members provided:

Q: We were in a school district this past week and came across a situation that we were uncertain how to advise. The student was extremely involved physically and was primarily an audio learner. She has an iPad mini, and she is making a school project scrap book with audio files. The problem is she cannot navigate independently through the files because voice over will not read the titles. A sighted person must navigate through the files until one is selected. What could solve this issue so that the student can be totally independent with her device?

A: The app the student is using will likely have the biggest effect on whether voice over will read the track title. If she uses an app like Dictaphone (free), it will read the track names that are listed. AppleVis (<http://www.applevis.com/>) is a great resource for reading about the apps other auditory learners use that are accessible with voice over.

Low Vision Rehabilitation (7)

The AER Low Vision Rehabilitation Division provided members with information on how to celebrate World Sight Day, held Oct. 8, and encouraged them to provide photos and reports to be included in the division's December newsletter.

The division is looking for volunteers to serve in the positions of chair-elect and secretary-treasurer for the 2016-18 biennium. Election information will be circulated in the spring of 2016.

Division leadership encourages members to think of colleagues and professionals who have contributed to the field of low vision and nominate them for awards in the following categories:

- ♦ Meritorious Award for Outstanding Lifetime Contributions to Low Vision
- ♦ Outstanding Contributions to Literature and/or Research in Low Vision
- ♦ Outstanding Contributions in Direct Services to Individuals with Low Vision
- ♦ Outstanding Contributions to the Low Vision Rehabilitation Division (7) of AER

Awards will be presented next July during the AER International Conference 2016 in Jacksonville, Fla.



The AER O&M Division poster at IMC15 in Montreal.

Orientation & Mobility (9)

Hello O&M Division members! We've had a busy summer. Several of the O&M Division Executive Committee members attended the IMC15 in Montreal in July. This was an exciting experience with an opportunity to not only connect with our international counterparts, but also with other O&M Division members from around the U.S. The O&M Division presented a poster outlining the work of the ad hoc committee on Strategic Planning and Initiatives and gathered input from international attendees.

The O&M Executive Committee submitted comments to ACVREP in response to their proposal for a one-time alternative to certification. The comments appear on page 30 of this *AER Report*.

2015 Blasch Scholarship Awards. The winners of the 2015 Blasch Scholarship Awards are Lynn Campbell and Ashley Peterson. Lynn, who is currently enrolled at North Carolina Central University in Durham, N.C., has worked in the field of visual impairments for 30 years in rehabilitation teaching, low vision, early intervention, case management and as a teacher of students with visual impairments. She has served AER regional boards throughout her long career, demonstrating leadership in



Lynn Campbell



Ashley Peterson

the profession as well as commitment to the needs of individuals with visual impairments and/or blindness. Ashley, a student at Stephen F. Austin State University in Nacogdoches, Texas, consistently goes the extra mile in being a creative leader who exhibits diversity, discipline, a big heart and a strong work ethic. In the words of one of this year's judges, "The statement in Ashley's application that won me over was her definition of orientation and mobility: 'To me, orientation and mobility provides individuals with all different abilities the necessary tools to make their own decisions, no matter how big or small; thus increasing their independence and creating a sense of control over one's life.'"

Nomination and Elections Committee Report. The Nominations and Elections Committee members who attended IMC15 in Montreal in July had an informal meeting with the current division chair and past chair. The first announcement for nominations was sent to members via email blast. One member responded to this blast. Considering the events of the last few months, the O&M Division must seek committed and knowledgeable O&M professionals to serve as safeguards of our O&M professions. We ask each member of the division to help identify those committed individuals (including yourselves) to serve the profession by running for an O&M Division office.

If you wish to nominate a colleague, please seek their approval before submitting their name to the committee. You can also nominate yourself.

Please contact Eileen Siffermann, co-chair, at eileensiffermann@comcast.net for a nomination application. If you have any questions or need more information, please contact any member of the O&M Division Nominating and Elections Committee:

- Meg Robinson, co-chair, mobilitymeg@aol.com
- Mary Ball-Swartwout, maryswartwout@gmail.com

- Mickey Damelio, mdamelio@fsu.edu

- Erica Ihrke, Eihrke@leaderdog.org

Deadline for submitting nominations is February 1, 2016.

O&M Division Awards Committee Report. The O&M Division Awards Committee 2016 members are Bryan Gerritsen, Susan Langendonk (ex-officio), Kevin Hollinger, Brenda Naimy, Joe Macdonall, Justin Kaiser and Gala Brooks, chair.

The committee is actively reviewing procedures for soliciting nominees and selecting recipients of the Lawrence E. Blaha Memorial Award, the Sandy Kronick Distinguished Service Award and the Orientation and Mobility Citation of Excellence for Direct Service Award. The committee is also discussing the best way to present these recipients to the division and celebrate their achievements. To this end, 10 past award recipients were surveyed to seek input and comment regarding their personal experiences. The committee looks forward to planning the epitome of an awards presentation and celebration at the AER International Conference in Jacksonville, Fla., July 20-24, 2016. You will not want to miss it!

Nominations for the awards and letters of support may be submitted at any time. For detailed information regarding the criteria for each award, refer to the O&M Division web page at <http://oandm.aerbvi.org/awards.htm>. An award announcement with the criteria was sent to division members in late September. The deadline for submissions is April 30, 2016. Submissions should be sent to Gala Brooks at brooks6242@sbcglobal.net. Due to a travel commitment of the committee chair, nominations received between January 1, 2016, and April 30, 2016, will not be acknowledged until May 1, 2016. Nomination packages sent before January 1, 2016, will be greatly appreciated! While traveling, Gala will have limited email access but will be available to answer questions. Award recipients will be announced by June 1, 2016.

Division members with questions or comments regarding the awards, the presentations or the celebration should contact Gala Brooks at brooks6242@sbcglobal.net or 708-345-5689.

Division activities. A number of committees related to the AER International Conference 2016 have begun their work with reports to follow.

Following in the steps of the Division on Aging, the O&M Division will be hosting "watercooler" sessions later this fall. We're hopeful that topics of interest will encourage division members to meet in a phone conference to share ideas and connect in a new way.

As always, the O&M Division leadership wants to hear from you. Questions, comments, ideas and complaints! Our contact information can be found on the O&M Division website.

Continued on p. 38

Division Docket Cont. from page 33

Division on Aging (15)

The Division on Aging has held highly successful “watercooler” talks in recent months. Topics included aging and vision loss issues and concerns for the White House Conference on Aging, two sessions on cognitive decline (one more to come) and preventing falls. The Nov. 16 session topic is “A Useful Tool for Giving Hope” presented by Pat Wetmore, COMS. Another session is set for Dec. 15. The division has been hosting these watercooler talks via conference call and inviting non-division members to attend. In January, notices will go to only division members due to budget constraints. You are invited to join the division to continue receiving invitations and updates.

The Division on Aging has been very active this year in gathering input for the White House Conference on Aging. Be sure to read the recommendations related to vision and aging that were submitted to President Obama and endorsed by the division and AER, as well as over 160 other organizations:

www.visionaware.org/blog/a-summary-of-the-white-house-conference-on-aging-issues-and-initiatives-part-one/12/.

Judy Scott, an inaugural member of the Division on Aging, retired on Oct. 2 after 46 years in the field. Judy ran AFB’s Center on Vision Loss in Dallas, which was instrumental in initiating services for older Texans with vision loss. Judy has been a strong advocate for services for older persons throughout her career, including funding of Chapter 2, the federal program through which older persons with visual impairments are served.

Two 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, which is scheduled for July 20-24, 2016. The divisions’ member numbers are growing, but

the count has not yet reached the required number, so please consider joining these two important divisions. Information about both divisions follow.

To join these divisions, please visit the AER Store (<http://aerbvistore.corecommerce.com/Divisions/International-Services-and-Global-Issues-Division-p162.html>) or call (703) 671-4500.

International Services & Global Issues. The division will bring together AER members who are interested in international services and global issues that impact individuals with visual impairment. Members will engage with other vision professionals who are working to help individuals who are blind and visually impaired achieve the highest level of independence and success. They will be part of a group aimed at ensuring that individuals who are blind and visually impaired have their needs raised to the highest levels and at promoting excellence in the field worldwide.

Physical Activity & Recreation. Many professionals within AER recognize the significance of physical activity and recreation and will find much value in a division that is committed to improving the physical health and quality of life of those who are blind and visually impaired. This includes orientation and mobility instructors, teachers of students with visual impairments, rehabilitation specialists, curriculum writers, specialists who deal with aging and early child specialists. All of these professionals can play a role when it comes to teaching, motivating, implementing and providing opportunities for physical activity and recreation.

Get Connected!

AER is social! Follow daily news from the association and interesting articles and information about the blindness field via social networking. Also, share your news and information about individuals and organizations.



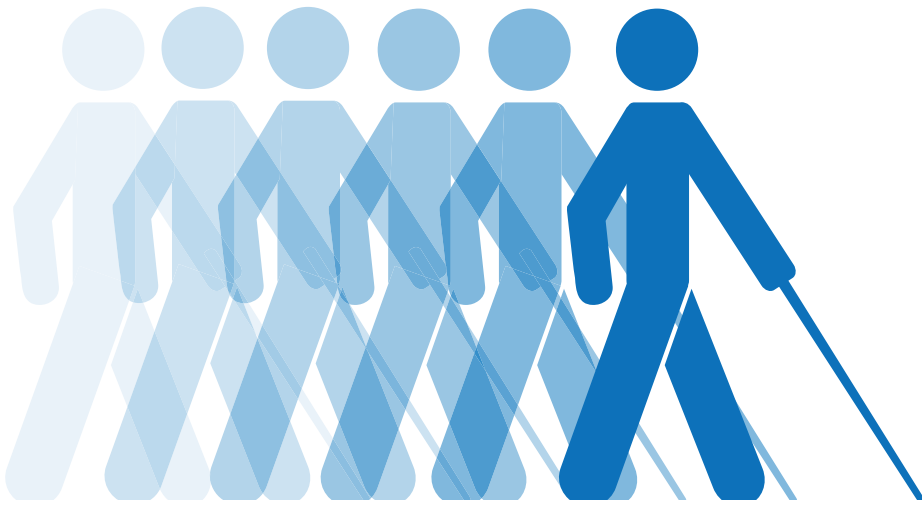
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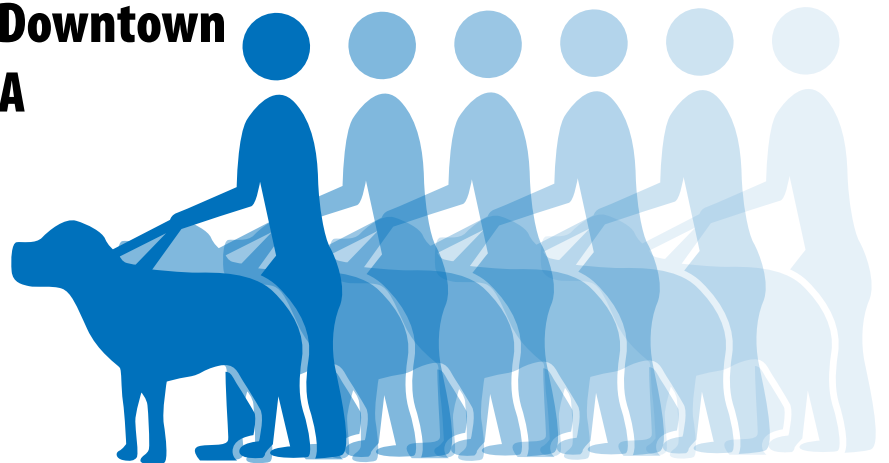
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Thoughts on UEB

From Your BANA Representative

by Diane P. Wormsley, Ph. D., AER's BANA Representative 2004-2015

In 2004 the International Council on English Braille (ICEB) deemed the Unified English Braille Code (UEB) sufficiently complete to be considered for adoption by the seven English-speaking countries which were members of ICEB at that time. The Braille Authority of North America (BANA) decided to take a “wait and see” stance on adoption, while other countries jumped at the chance to implement this new code. Shortly after that, I was appointed the BANA representative for AER replacing Sandy Ruconich who had filled in for Alan Koenig after his death. I knew Alan well, and was aware that he was a staunch supporter of UEB. As I learned more about UEB through BANA's monitoring efforts, and through attending the 2008 and 2012 ICEB meetings as a delegate for the United States, I came to understand Alan's recommendation to AER that we support UEB.

UEB is a complete code. That is, it has within it the capabilities to represent anything that is represented in print, and it is able to use the same symbols for literary braille as for any technical codes such as math and science. UEB's structure allows it to be expandable; that is, as new symbols become necessary, they can be included without causing confusion or conflicts with other parts of the code. Of all of the seven countries in the ICEB, the United States had the most difficult decision regarding UEB, as we were the country that was the most tied to Nemeth Code, both in the numbers of people using it and in the emotional ties to its developer, Dr. Abraham Nemeth. Only two other ICEB countries, New Zealand and Canada, used Nemeth Code prior to adopting UEB, but both have since adopted UEB in its entirety for both literary and technical use. Every other ICEB country that had a separate code for mathematics and technical materials is now using UEB for all subjects.

When the U.S. members of BANA voted to adopt UEB, because of the support for Nemeth in the U.S., the motion that passed was to adopt UEB but to maintain Nemeth as one of the official BANA codes. This opened the possibility that in the United States we could use UEB as it was intended—that is, for literary materials as well as for mathematics and science materials. And, we would also continue to support Nemeth transcription due to the numbers of people who were currently using it in their studies and careers. AER supported that vote.

As a teacher, and as someone who was involved in personnel preparation, I was thrilled. I was frequently asked by teachers about the best time to introduce Nemeth code to students, because these teachers found their students confused by learning two different sets of numbers. I had seen too many situations

where school children used braille for literary materials but used print for math and science (and not always successfully); where students did not have any reading or writing medium for mathematics, but instead did math auditorially. I also watched as students who had difficulty reading literary braille struggled when exposed to Nemeth due to the difference in the symbols, and some were not taught Nemeth at all. And of course, there were many students who were simply not exposed to braille, since they were considered “non-readers” because of their multiple disabilities. Obviously, they didn't have any exposure to a tactile medium for mathematics.

Because of these observations, I felt that the adoption of UEB and maintenance of Nemeth provided those of us in the United States with some opportunities and options. BANA developed a provisional guidance document showing how to switch from UEB to Nemeth Code for those who wished to continue using Nemeth as their means to accessing math and science materials. However, I saw the use of UEB in its complete form as something that would allow more of our students to participate fully in mathematics instruction. Those students for whom braille was difficult would not have to learn two sets of symbols to do math. Their teachers would not have to ask when or whether they should learn braille mathematics symbols; they would be learning math symbols at the same time they were learning to read literary materials. Students who were learning to read braille later in life would also find it easier to access mathematics in braille if they were not having to learn two separate and often conflicting codes.

What concerns me now as I head into retirement is that this opportunity is being eroded by those who would advocate that Nemeth is the only viable code for mathematics. The country delegates who worked on the development of UEB included braille readers who were engineers and scientists. Dr. Nemeth was one of them. While he advocated for a unified code, he felt it should be based upon Nemeth, rather than the literary code. He was unanimously outvoted by the other delegates who looked at the larger number of readers who were familiar with literary braille but not Nemeth, including braille readers in the United States as well as other English-speaking countries engaged in the development of UEB. The transition to a new code would be more seamless if it were more familiar to the majority of braille readers. There was an enormous effort to determine whether the code should include upper or lower numbers. The decision to use upper numbers in UEB was made only after a great deal of discussion and consideration.

Having read the archived transcript of the discussions, and having seen the ease with which UEB has been implemented in the other English-speaking countries, I still support the BANA decision to adopt UEB and maintain Nemeth as an official code, but only because we in the U.S. have a large number of people already using Nemeth in their schooling and careers. Were it not for that, my personal choice would be to simply use UEB for everything as practiced in all other ICEB countries. I don't agree with those who advocate the use of only Nemeth for mathematics and science instruction. Nemeth advocates point to the lack of research on the success of UEB in math and science; however, there is no evidence showing that Nemeth is a "superior" code to UEB. While advocates of Nemeth frequently mention that UEB takes up more space and Nemeth uses fewer indicators for subjects such as algebra, they don't mention that UEB is less dense and more direct than Nemeth. The concern of these advocates seem to be only with students who are bright and academically oriented, meaning that the 40-60 percent of blind students who might benefit from a code that requires less cognitive effort to learn are once again left behind. I also know from talking with colleagues around the country that many support the use of UEB for its intended purpose, which includes use in mathematics instruction.

I do hope we will give UEB a chance. When Louis Braille developed the braille code, he met resistance in its use. He persevered, those who learned his code persevered, and today braille has become synonymous with literacy for people who

are blind. I would hate to see the opportunities and additional options for numeracy presented by UEB disappear. Yes, UEB is different from Nemeth. However, the more examples I see of UEB used in mathematical materials, the more excited I get. Shorter braille is often denser braille, which isn't always better or easier to read. Yes, change is difficult for everyone. However, this is an opportune time for us to embrace what other countries have found to work for them and their students. If you haven't already done so, take a look for yourself at the UEB Guide for Technical Materials, a companion document to the UEB, on the BANA website <http://www.brailleauthority.org/ueb.html#rules>. Carefully examine the materials available from Canada, at the website https://www.prcvi.org/files/braille/UEB_Braille_for_Math_2014.pdf and from New Zealand at <http://www.banzat.org.nz/documents/HHGMaths.pdf>. See for yourself the examples of UEB mathematics materials and find out what other countries have been doing since they adopted UEB.

The time is now for AER members to engage in thoughtful consideration of what will help the majority of the students we serve succeed in their education. Through using UEB we have an opportunity to provide more access to mathematics and science for all our students. I hope we have the courage to embrace that opportunity.



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Car Rental & Hotel Stay

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 provides AER members with discounts of up to 20% at nine brands including Cambria Suites, Clarion, Comfort Inn, Comfort Suites, EconoLodge, MainStay Suites, Quality, Rodeway Inn, Sleep Inn, and Suburban Extended Stay. Go to www.alumnibenefits.org/aer for details.

BURNS BRAILLE GUIDE

A Quick Reference to Unified English Braille

SECOND EDITION

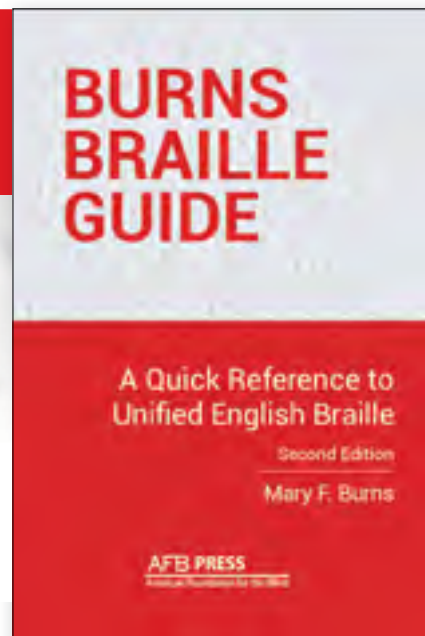
By Mary F. Burns

A perennial favorite resource for teachers and transcribers, *The Burns Braille Transcription Dictionary* has been revamped as the **Burns Braille Guide** to usher in the new era of Unified English Braille (UEB). The revised and updated edition reflects the range of changes introduced in the transition from English Braille American Edition (EBAE) to UEB.

This easy-to-use reference guide includes:

- » Braille-to-print conversions
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- » New UEB contractions
- » General rules and terminology
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September-October Issue of *JVIB* Marks Transition

The September-October 2015 issue of *JVIB* marks significant transition for the journal, as noted on the Editors' Page, written by outgoing Editor-in-Chief Diane Wormsley, North Carolina Central University, and incoming Editor-in-Chief Sandra Lewis, Florida State University. In her first editorial for the journal, Dr. Lewis notes, "I have watched the excellent work that other editors in chief have done to improve this journal and have been amazed with their achievements. Jane Erin, Alan Koenig, Duane Geruschat, Diane Wormsley: These individuals—all accomplished researchers themselves—have demonstrated a commitment to making *JVIB* the record of research and practice related to the work of professionals who provide services to people who are blind or have low vision. Being entrusted with continuing this progress is just a bit overwhelming...."

AER joins *JVIB* in thanking Dr. Wormsley for her dedication to the journal the last three years and in heartily welcoming Dr. Lewis on board. Authors and readers should note the new email address for the journal's editor-in-chief is: JVIB@fsu.edu.

The September-October 2015 articles and features include:

Articles

- Using Constant Time Delay to Teach Braille and the Nemeth Code for Mathematics and Science Notation to Students Making the Transition From Print to Braille by Sarah E. Ivy and Jonathan D. Hooper
- Retinal Disorders and Sleep Disorders: Are They Genetically Related? by Caitlin Murphy, Nathalie Duponsel, Xi Sheila Huang, Walter Wittich, Robert K. Koenekoop and Olga Overbury
- The Effect of Container Shape on Prescription Drug Label Readability for Adults With Visual Impairments by Elyse Connors, Helen Lee, Amy B. Curtis, Dae Shik Kim and Amy Freeland
- Use of an Accessible iPad App and Supplemental Graphics to Build Mathematics Skills: Feasibility Study Results by Carole R. Beal and L. Penny Rosenblum

Practice Perspectives

- Getting There: Advocating for Access to Community-Based Orientation and Mobility Instruction by Jane N. Erin
- Contradictory Instruction of Orientation and Mobility Within Virginia's Schools by Valery Kircher-Herring

Research Reports

- A Comparison of the Handwriting Abilities of Secondary Students With Visual Impairments and Those of Sighted Students by Talitha Harris-Brown, Janet Richmond, Sebastian Della Maddalena and Alinta Jaworski
- Efficacy of ScripTalk Automated Prescription Label Reader and Veterans With Visual Impairments by Tatyana Spektor, Nicole Nikolic, Olga Lekakh and Bruce Gaynes

The issue also includes the Editors' Page; Letter to the Editor; This Mattered to Me: "Religious Beliefs of Parents of Children With Visual Impairments" (a 1991 article by Jane N. Erin, Dale Rudin and Michael Njoroge) recommended by Holly Lawson; Statistical Sidebar: Visual Analysis in Single-Subject Research by Robert Wall Emerson; News From the Field; and Calendar.

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, click the *JVIB* tab 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.





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Info Bytes **Cont. from page 45**

video, so you will not have to be concerned about plugging anything into your “audio out” or headphone jack on your laptop. VGA cables will often have one portion that connects to the video port on your laptop and a second branch of cable with a 3.5 mm audio plug (just like the plug on your headphones).

One of the biggest challenges is making sure the adapters match your computer. For example, display ports can come in all sorts of varieties, depending on which computer platform you use (i.e., Mac or Windows) and when your computer was made. Some examples include Digital Video Interface (DVI), Mini-DVI, Micro-DVI, VGA, HDMI, Mini-Display Port, Thunderbolt, etc. Your best bet is to visit an online retailer such as Amazon.com or an electronics store such as Best Buy to obtain adapters that match your computer’s display port and will connect to both HDMI and VGA (you will need one for each cable style) if your laptop does not have those connections built in.

Tame those tangled cords

Nite Ize Gear Ties and Bobino Cord Wrap (both available from Amazon.com) are two examples of cord taming tools. The gear ties are similar to twist ties, like those found on loaves of bread, but much more rugged and in just about every color of the rainbow. Cord wraps do not require a twist, as the cord is wrapped around both ends of a flat oval with notches at each end; they also come in many colors to help with organization or just to make you smile. Regular rubber bands and twist ties

are much less expensive and are a workable option but do not have the longevity, strength or reliability of the gear ties or cord wraps.

Plan B, Plan C and Plan D

If you are giving a presentation, it is a good idea to have your presentation available in multiple formats as well as stored in multiple locations. For whatever reason, be it Murphy’s Law or otherwise, it can seem that, despite your best efforts, as soon as you begin your presentation, something happens with your computer. If you have stored your presentation on a USB memory stick, then it is usually easy to use someone else’s computer to present with. (Having it in multiple file formats ensures you can present regardless of whether the other computer is a PC, Mac, or even a Linux machine.) As one extra safety precaution, it is a good idea to keep an extra copy saved “in the cloud,” using a service like DropBox or Google Drive, so that even if your bags have gone to Tahiti and your presentation computer was in one of the bags, you will still have access to your presentation by just downloading it.

Though you may feel a bit like you are carrying everything but the kitchen sink, having your own tech gear will work to your benefit by giving you peace of mind knowing you are prepared for just about anything.

Here’s to your successful travel and presentations!



New Member Benefit!

Save on Legal, ID Protection



In our increasingly complex and interconnected world, consumers face new threats and reasons to assert their rights. The AER Member Insurance Program now features two new services to help you address these challenges.

LegalShield provides access to a dedicated and experienced attorney network for quality legal advice and services at a low monthly rate. LegalShield’s lawyers can help with a broad range of personal legal issues, from review of important documents to wills and trusts to representation for traffic citations and civil claims.

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.fhj.com/AER, including *101 Reasons to Use LegalShield*.





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.

Novartis Smartwatch App helps visually impaired navigate anywhere in the world
<http://www.medgadget.com/2015/07/novartis-smartwatch-app-helps-visually-impaired-navigate-anywhere-in-the-world-video.html>

How a simple browser add-on is changing the way visually impaired people use the web
<http://magazine.good.is/articles/depict-accessibility-visual-impairment-web-browsing>

An app to aid the visually impaired
<http://www.nytimes.com/2015/07/05/nyregion/an-app-to-aid-the-visually-impaired.html>

African inventor tackles visual impairment with ThinkAndZoom
<http://www.itnewsafrika.com/2015/07/exclusive-african-inventor-tackles-visual-impairment-with-thinkandzoom/>

An Austrian company invents a touch screen for the visually impaired
<http://www.fastcodesign.com/3048756/an-austrian-company-invents-a-touchscreen-for-the-visually-impaired>

This Korean startup is making wearables for the blind, but its ambition is much bigger
<https://www.techinasia.com/dot-braille-smartwatch/>

MIT invents a shapeshifting display you can reach through and touch
<http://www.fastcodesign.com/3021522/innovation-by-design/mit-invents-a-shapeshifting-display-you-can-reach-through-and-touch>

Detroit engineer creates app to help visually impaired people order at restaurants
<http://www.clickondetroit.com/news/local-engineer-creates-app-to-help-visually-impaired-people-order-at-restaurants/34640380>

A shape-shifting navigation device for both the sighted and visually impaired
<http://phys.org/news/2015-08-shape-shifting-device-sighted-visually-impaired.html>

Aipoly: Helping the blind see using an artificial intelligence
<http://ieet.org/index.php/IEET/more/bjmurphy20150827>

Smart cane may help visually impaired navigate more terrain
<http://www.pbs.org/newshour/bb/smart-cane-may-help-visually-impaired-navigate-terrain/>

AMD lens success reported at London Eye Hospital
<http://www.opticianonline.net/amd-lens-success-reported-london-eye-hospital/>

Map traffic lights to help the visually impaired
<http://www.psfk.com/2015/09/traffic-lights-for-visually-impaired-seelight-app.html>

Beyond Vision 3D prints blind-friendly fixtures to accommodate visually impaired employees
<http://www.3ders.org/articles/20150917-beyond-vision-3d-prints-blind-friendly-fixtures-to-accommodate-visually-impaired-employees.html>

What's new and changed in iOS 9 accessibility for blind and deaf-blind users
<http://www.applevis.com/blog/apple-assistive-technology-braille-ios-news-opinion/what-s-new-and-changed-ios-9-accessibility>

With just a smartphone and this app, blind people can now "feel" smiles
<http://aplus.com/a/app-lets-blind-people-feel-smiles>

Robotic medical device could help millions
<http://www.onlinetmd.com/article/medical-device-design-research-robotic-visually-impaired-assistance-92215>

How Italian dbGLOVE and Pedius assist the deaf and blind
<http://www.geektime.com/2015/09/18/how-italian-dbglove-and-pedius-assist-the-deaf-and-blind/>



AER Listserv Policy

To ensure the best possible experience for all Listserv members, AER has established basic guidelines for participation.

AER Listserv subscriptions are available to current members of the association. By joining and using these email lists, you agree that you have read and will follow the guidelines set for these peer discussion groups. Please take a moment to acquaint yourself with these important guidelines.

The AER office receives Listserv requests, and staff verifies membership status before activating the subscriptions. If you have questions regarding Listserv subscriptions, please contact AER.

Purpose of Listserv

The discussions on the lists are meant to stimulate conversation, not to create contention or conflict of interest. All members of a Listserv should have an opportunity to express their opinion or engage in discussion on specific topics.

AER's Role in Listserv

AER has the right to reproduce postings from these Listservs. AER prohibits the use of all Listservs to discuss topics that conflict with the interests of AER.

AER does not actively monitor the Listservs for inappropriate postings and does not on its own undertake editorial control of postings. However, in the event that any inappropriate posting is brought to AER's attention, AER will take all appropriate action.

Solicitations

Commercial: Do not post commercial solicitations. You may refer to products and services you use that other organizations offer if in response to a direct request. Otherwise, product recommendations should be limited to one-on-one communications.

Job Postings: Since only 30% of the membership use the Listservs, formal job postings are better served through the AER Job Exchange; however, informal references to job openings may be noted by individuals—for example, "There's an opening for a teacher of the visually impaired in the greater Detroit, MI area. Contact me offline for more information."

Non-AER Events: AER requests that Listserv subscribers refrain from posting references to non-AER events charging fees.

Third Party Surveys and Solicitations: AER requests that members refrain from using the Listservs for third-party survey participation solicitation. Survey requests are better served through the AER list rental program. However, informal references to surveys may be noted by individuals—for example, "XYZ is conducting a survey on the topic of ABC. Contact me offline for more information."

Messages/Posts

Signature Tag: Include a signature tag on all messages. Include your name, affiliation, location and email address. Messages that do not have a signature attached will not be posted.

Recipients: The Listserv program limits the number of recipients appearing in the "To" field of a Listserv message. Please be aware of this when sending messages and limit the number of recipients in the "To" field.

Subject Line: State concisely and clearly the topic of your comments in the subject line and warn recipients of a "long post." This allows members to respond more appropriately to your posting and makes it easier for members to search the archives by subject.

Original Messages:

1. **Include Relevant Information:** Include only the relevant portions of the original message in your reply. Delete any header information, and put your response before the original posting.
2. **Response Etiquette:** Send messages such as "Thanks for the information," or "Me, too," to individuals, not to the entire list. Do this by using your email application's forwarding option and typing or cutting and pasting the email address of the individual to whom you want to respond.

Professional Language Required: Please keep in mind that this is a professional Listserv. The language used in messages should remain professional in nature. All defamatory, abusive, profane, threatening, offensive or illegal materials are strictly prohibited. Do not post anything in a Listserv message that you would not want the world to see or that you would not want anyone to know came from you. Do not attack others. Let others have their say, just as you may.

Administrative Messages: Do not send administrative messages, such as "Remove me from the list," through the Listserv. Instead, use the Web interface to change your settings or to remove yourself from a list. If you are changing email addresses, you do not need to remove yourself from the list and rejoin under your new email address. Simply change your settings. You are welcome to contact AER staff directly for assistance.

Legal Information

These Listservs are provided as a service of AER for its members. AER is not responsible for the opinions and information posted by others on AER Listservs. AER disclaims all warranties with regard to information posted on this Listserv, whether posted by AER or any third party; this disclaimer includes all implied warranties of merchantability and fitness. In no event shall AER be liable for any special, indirect, or consequential damages or any damages whatsoever resulting from loss of use, data, or profits, arising out of or in connection with the use or performance of any information posted on this Listserv.

Do not post any defamatory, abusive, profane, threatening, offensive or illegal materials. Do not post any information or other material protected by copyright without the permission of the copyright owner. By posting material, the posting party warrants and represents that he or she owns the copyright with respect to such material or has received permission from the

copyright owner. In addition, the posting party grants AER the nonexclusive right and license to display, copy, publish, distribute, transmit, print, and use such information or other material.

Use caution when discussing products. Information posted on the lists is available for all to see, and comments are subject to libel, slander and antitrust laws.

Messages should not be posted if they encourage or facilitate members to arrive at any agreement that either expressly or impliedly leads to price fixing, a boycott of another's business or other conduct intended to illegally restrict free trade. Messages that encourage or facilitate an agreement about the following subjects are inappropriate: prices, discounts, or terms or conditions of sale; salaries; profits, profit margins or cost data; market shares, sales territories or markets; allocation of customers or territories; or selection, rejection, or termination of customers or suppliers.

In order to preserve a climate that encourages both civil and fruitful dialogue, AER reserves the right to terminate access to any user who does not abide by these guidelines after repeated instances (except for vulgar and defamatory posts, which will be handled on first report).

Procedure for Enforcement of AER Listserv Policy Consequences for violations of the AER Listserv Policy

The posting of messages violating AER Listserv Policy are subject to moderation. Moderation means that messages will be held for review until they are approved or rejected by the

moderator based on Listserv policy. The moderator is authorized to enforce the AER Listserv Policy and make decisions to moderate individual Listserv subscribers when necessary.

Vulgar, defamatory or discriminatory postings

Persons violating AER Listserv Policy by posting vulgar, defamatory or discriminatory postings will be notified that their posting is inappropriate and will be moderated immediately. Once the decision to moderate has been made, all future messages from this subscriber will be held for review until they are approved or rejected by the moderator.

Commercial or job postings

After the first violation of an inappropriate commercial or job posting, the person will be informed of the policy and asked to refrain from future similar postings. After the second violation, the AER moderator will email the individual, indicating he or she is moderated and that all messages will be held until they are approved. Messages that are posted and do not violate AER Listserv Policy will be released. Messages violating the policy will be rejected. When the AER moderator is confident that no further violations will occur, the subscriber will be restored to unmoderated Listserv status.

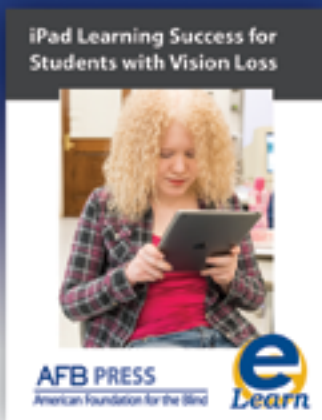
Any decision of the Listserv moderator can be appealed to the AER Board of Directors.

Approved May 2014



New from the AFB eLearning Center!

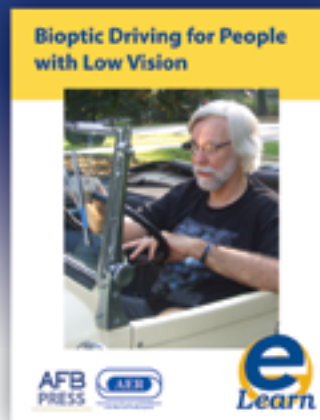
Order
Now!



iOS in the Classroom: iPad Learning Success for Students with Vision Loss

*Presented by
Larry L. Lewis, Jr.*

This webinar provides strategies for orienting students to the iOS operating system with the focus on iPads. Participants gain a broad understanding of how to best implement Apple's mobile screen reader into a student's educational experience.



Bioptic Driving for People with Low Vision

*Presented by
Ike Presley*

Specialized telescopic lens systems, referred to as bioptics, are now making it possible for some people with low vision to drive. Potential drivers and their families will learn about bioptic driving, low vision driver laws, suggestions for training, and resources.

AFB PRESS
American Foundation for the Blind

ACVREP credit available
www.afb.org/store



2015-2018 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."

2015

October

Oct. 26-27: AER Arkansas Chapter Annual Conference, Wyndham Hotel, Little Rock, AR — For more information, visit the chapter website at <http://ar.aerbvi.org/>.

Oct. 29-30: AER Indiana Chapter Fall Meeting, Canyon Inn, McCormick's Creek State Park, Spencer, IN — The meeting theme is "Making Life Less SC'AER'Y," and the keynote speaker is Kathy Nimmer, a graduate of ISBVI and one of four finalists for National Teacher of the Year. For more information, visit the chapter website at <http://www.in-aer.com/>.

November

Nov. 4-6, 2015: AER Conference on Vision Loss in Older Adults & Veterans: Leveraging Our Collective Wisdom, Norfolk Waterside Marriott, Norfolk, VA — For more information, visit the conference website at <http://www.aerbvi.org/aerconf2015/index.htm>.

Nov. 4-6: 2015 AER Northeast Chapter Fall Conference, Sea Crest Beach Hotel, Cape Cod, MA — For more information, visit the chapter website at <http://neaer.umb.edu/>.

Nov. 5-6: AER Arizona Chapter 2015 Fall Conference, Westward Look Resort, Tucson, AZ — For more information, visit http://azaer.aerbvi.org/meetings_events.htm.

Nov. 13: AER Missouri Chapter Annual Conference and Business Meeting, Hilton Garden Inn, Columbia, MO — For more information, visit <http://mo.aerbvi.org/>.

Nov. 13-14: AER Board meeting

2016

January

Jan. 29-30: AER Board meeting

February

Feb. 18-19: AER Illinois Chapter 2016 IAER Vision Conference, Hyatt Regency Schaumburg, Chicago, Schaumburg, IL — For more information, visit <http://il.aerbvi.org/conference.htm>.

March

Mar. 9-11: AER Virginia Chapter Annual Conference, Hilton Virginia Beach Oceanfront, Virginia Beach, VA — The conference theme is "Waves of Collaboration; Oceans of Success." For more information, visit <http://virginia.aerbvi.org/events.htm>.

March 22-24: AER Kentucky Chapter Annual Professional Conference 2016, Historic Boone Tavern Hotel & Restaurant of Berea College, Berea, KY — For more information, visit <http://kyaer.aerbvi.org/events.htm>.

Mar. 30-Apr. 2: AER Texas Chapter Annual Conference, Omni Houston Hotel, Houston, TX — For more information, visit <http://www.txaer.org/>.

April

April 7-8: AER DC/MD Annual Conference, Marine Conference Center, Gambrills, MD — The conference theme is "Movin' and Goovin' Through Transitions." For more information, visit <http://dmaer.aerbvi.org/meetings.htm>.

April 28-29: 2016 AER Michigan Chapter Conference — More details to come.

Apr. 29-30: AER Board meeting

July

July 20-24: AER International Conference 2016, Hyatt Regency Jacksonville-Riverfront, Jacksonville, FL — Stay tuned for more details!

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

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!

Names in the News



Sharon Giovinazzo was named in August as the new president and chief executive of World Services for the Blind in Little Rock, Ark. Giovinazzo was most recently vice president of programs and services at RLCB, Inc., in North Carolina, and also served as legislative affairs specialist for the National Industries for the Blind.



Dr. Lauren Lieberman received the Robert J. Uplinger Award for outstanding service to the community from the Brockport (N.Y.) Lions Club in September.



Dr. William Jacobson was named chair of the Department of Health, Human Performance, and Sport Management at the University of Arkansas at Little Rock.



Dr. John McAllister has joined the O&M Program at The University of Arkansas at Little Rock as assistant professor and O&M program coordinator. Previously, Dr. McAllister was an O&M specialist at the Arkansas School for the Blind.

Welcome New Members! June 18, 2015-October 4, 2015

CANADA

Alberta

Julianna L'Henaff
Joy Zukerman

NEW ZEALAND

Magda Buchholz
Jessica Caine
Debbie Homan
Robyn McFarlane
Letitia Peat

UNITED STATES

Alabama

Jennifer Lewis
W. Ashley Townsend

Arizona

ACVREP
Cheryl Gorman
Allison Jacobs
Mark Nelson
Karla Parker
Tatiana Stieve

California

Darren Gresham

Colorado

Brandon Mapes

Connecticut

Iada Allen
Jacklyn Breier
Michael Dionne
Peter Nowicki

District of Columbia

Allison Knighton

Georgia

Leslie Mitchell
Dana Tarter

Illinois

Teryl Brewster
Faheem Hashmee
Cody Laplante
Lauren Mehalek
Chelsie Seplowin

Indiana

Danny Beemer
Chelsea Clayton
Dee Dodd

Kentucky

Heather Cassity

Louisiana

Harold Beard
Nicole Poiencot

Maine

Alicia Stevens

Maryland

Sara Borlie
Juliann Hirst

Massachusetts

Alana Berg
Kristina Constant
Danielle Cuenoud
Christina de Araujo
Matthew Edwards
Kelly Fedor
Bianca Fernald
Angela Freniere
Karen Gill
Susan Martin
Laura Merwin
Stephen Perreault
Huyentran Vo

Michigan

Kirsten Engstrom
Sarah Wilkins

Mississippi

Brenda Ramsey
Charles Scrivener

Missouri

Jaclyn Eckert
Laura Gierer
Kara Hecht
Liz Robertson
Lydia Sloan

Nebraska

Lisa Kelly

New Hampshire

Sandra Walsh

New Jersey

Ian Bogert
Michael Welter

New York

Cynthia Gonzalez
Justine McBride
Karen Moses
Madison Near
Melissa Phipps
Laura Piche
Courtney Reynolds
Jessica Scanlan
Elizabeth Schmidt
Hinda Schwartz

North Carolina

Sania Mahmood
Jack Mitchell

North Dakota

Wendy Dahlberg

Ohio

Christine Althouse
Kathryn Godby

Oklahoma

Yasmin Avila
Andrea Hamen

Pennsylvania

Benjamin Martin

Rhode Island

J. John Pimentel

South Dakota

Kellie Van Gerpen

Tennessee

Cheryl Saucier

Texas

Selina Coronado
Sarah Flores
Patricia Foster-Carr
Deborrah Gauntlett
Mary Graves
Tracie Jenness
Deattia Macdonald
Sarah Mumme
Shelby Walker

Virgin Islands

Kelley Tison

Virginia

Rebecca Keller
Sariana Marrero
Amber Smith
Stephanie Smithgall
Karen Walker

Washington

Jennifer Fenton
Courtney Garrett
Marshal Givens
Christina Lundberg

West Virginia

Courtney Bowman

Wisconsin

Sarahelizabeth Baguhn
Uzo Eweama

In Memoriam



John Maxson

John Maxson, 71, died August 23, 2015, in Crescent City, Calif. The New Jersey native attended Bentley College, served in the Vietnam War, then attended the University of New Mexico, where he earned his master's degree. According to his obituary, "It was in his first job as an orientation and mobility instructor for individuals

who were blind that he found his passion for serving people." He later would serve as executive director of the American Association of Workers for the Blind from 1977-1981, just prior to the organization merging with another to become AER. He became one of AER's first members and remained part of AER until this summer. Also during his career, John worked as the dean of students at the New Mexico School for the Blind, director of the Foundation for Blind Children, and until his retirement he worked as the training director at the National Research and Training Center on Blindness and Low Vision at Mississippi State University.

Ruby Shirley Eschen

Ruby Shirley Eschen, 84, passed away January 21, 2015, in Nebraska City, Neb. A lifetime AER member, she taught at the Nebraska School for the Visually Handicapped and AEA 13 Iowa before her retirement. A native of Sutton, Neb., she and her husband, Don, took care of multiple foster children over the years. Besides her AER activities, she was active in Girl Scouts and a member of the First United Methodist Church, Church Women United, Women's Division Chamber of Commerce and the Lions Club.



Veronica "Ronni" Gilligan

Veronica "Ronni" Gilligan, 75, died August 22, 2015, in Long Beach, N.Y., after a long struggle with cancer. An original member of AER, Ronni was an orientation & mobility specialist who was very active in the AER New York chapter. She worked at Upstate Medical Center as a peripatologist, later as a consulting teacher at the Overbrook School for the Blind in

Philadelphia, and then became director of the Orientation & Mobility Program at Salus University. An avid diver, she was

inducted in the Women Divers Hall of Fame in 2004. Ronni's volunteer efforts with a number of organizations were well known. According to fellow AER member Nancy Paskin, during Ronni's retirement years she was a lay missionary in Central and South American countries "where she managed to find blind and visually impaired people and worked with them along with her missionary assignment to improve lives."



Marilee Gross

Marilee Gross, 87, passed away March 10, 2015, in Bend, Ore. Known for her talents as a brailist, she was one of the original members of AER and served as president of the Northern Rockies Chapter from 1998-2000. Fellow member Ken McCulloch said she held many, if not all, offices of the chapter and was the recipient of numerous

chapter awards. She lived in Boise, Idaho, for many years and was a member of the Boise School Board. She was involved in numerous local organizations along with tennis and skiing. She brailled school books, certified many brailists and in her later years taught braille to inmates at the Idaho State Penitentiary.

Robert Mills, Sr.

Robert Mills, Sr., 77, passed away September 10, 2015, in Columbus, Ohio. A lifetime member of AER, the Boston native was known by many as the Super Hero Peripatologist and champion of visually impaired and blind children. According to his obituary, "When Rob was not paving the innovative pathways of teaching, learning and orientation and mobility at the Ohio State School for the Blind, he could be found at home with his family or out with his buddies for a round of golf, hand of poker or bowling with his Moose brothers."



Nell O'Neal

Nell O'Neal, 90, formerly of Little Rock, Ark., and a long-time educator and political advocate, died August 27, 2015, at her daughter's home in Houston, Texas, after a long illness. An original member of AER, she served as principal of the Special Education Unit at the Arkansas State School for the

Blind until her retirement in 1995. Her work at the school was the culmination of a career devoted to education of children with special needs. Also, she was a life-long member of the Democratic Party and active in local politics. According to her obituary, "Never one to withhold her opinions, she was famous for lambasting politicians, earning her the moniker Give 'em hell, Nell."

Grant Townsend

Grant Townsend, 41, died February 15, 2015. A recent member of AER, he served as an orientation & mobility instructor for the Blind Foundation in New Plymouth, New Zealand. The foundation is New Zealand's main provider of support for people who are blind or visually impaired. Services were held in New Plymouth.



Gregory Rowe

Gregory Rowe, 64, of Talladega, Ala., passed away May 11, 2015.

In the 1980s, he began work as the Business Enterprises Program representative for the Alabama Institute for the Deaf and Blind and the Alabama Department of Rehabilitation Services where he

was employed for 30 years. The Alabama native was an avid outdoorsman enjoying, fishing, hunting, sailing camping and travel with his wife, Dona Rowe, who is also a member of AER. Honorary pallbearers at his funeral service were members of the Alabama State staff, Alabama Business Enterprise Program (BEP) representatives, technicians and vendors.

Thank You to Our Fall 2015 Advertisers

American Foundation for
the Blind
212-502-7600
afbinfo@afb.net
www.afb.org

American Printing House
for the Blind
502-895-2405
info@aph.org
www.aph.org

Forrest T. Jones & Co.
800-821-7303
mrwilliams@ftj.com
www.ftj.com

Vanda Pharmaceuticals, Inc.
855-856-2424
www.non-24.com/

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

ARIZONA

Teacher of the Visually Impaired Arizona Schools for the Deaf and Blind (ASDB) Various Locations

ESSENTIAL DUTIES:

- Provide quality instruction to students
- Prepare daily lesson plans
- Evaluate student's skills to determine the best program of learning
- Write and implement Individual Education Plans (IEP)
- All other duties as assigned

KNOWLEDGE, SKILLS & ABILITIES:

Knowledge of:

- Arizona Academic Standards
- Current educational and diagnostic practices as they apply to educating sensory impaired students
- Lesson plan and Individual Education Plan development
- Student evaluation practices
- Policies, procedures and programs of the immediate work unit
- Principles and practices of administration and management
- Agency or program rules, regulations and operating procedures

Skilled in:

- Behavior management
- Planning and organization
- Program development
- Student evaluation

HELP WANTED

Ability to:

- Communicate effectively with students, staff and public
- Instruct students to retain information
- Complete student evaluation
- Develop lesson plans
- Work cooperatively in teams

SPECIAL CONDITIONS/REQUIREMENTS:

- College/university degree in education with coursework specific to sensory impairments
- State of Arizona Teaching Certificate with appropriate endorsement for each position (Teacher O&M requires ACVREP Certification in lieu of ADE certification)
- Secondary teaching positions must possess the necessary coursework as required by Department of Education
- Must be able to pass FBI and state background check

We have positions open in the following:

- Teacher Itinerant VI: Kingman
- Teacher Itinerant VI: Phoenix
- Teacher Itinerant VI: Flagstaff
- Teacher VI HS Math: Tucson

SALARY: \$32,250-\$59,824

We may have other positions of interest available.

Please go to our website <http://www.applitrack.com/asdb/onlineapp/>. You can view all of our open positions and apply for any that you are interested in.

CONTACT: Please contact us if you have any questions. Send an email to humanresources.recruitment@asdb.az.gov or call us at 520-770-3245 or 520-770-3019.

HELP WANTED

KANSAS

Teacher - Secondary English Language Arts/TVI Kansas State School for the Blind Kansas City

MINIMUM REQUIREMENTS:

- Bachelor's degree or higher in secondary education, English Language Arts. (Master's Degree in special education preferred.)
- Kansas State Department of Education Licensure in Secondary Education, English Language Arts is required.
- Attainment of teacher of the visually impaired (TVI) certification required within three (3) years from date of hire.
- Certification in contracted braille, required within three (3) years from date of hire.
- Knowledge of children with medical fragility and sensory needs desired.
- Ability to differentiate instruction to diverse student populations.
- Familiar with instructional practices that promote student engagement and growth.
- Expertise in assessment tools that address the unique needs of children with visual impairments.

WORKING ENVIRONMENT: Educational/classroom environment

SPECIAL REQUIREMENTS: Upon offer of employment, background checks will be conducted via the KS Bureau of Investigation, KS Dept. of Social & Rehabilitation Services and Alcops. Also a Tuberculosis test & Health Certificate must be passed upon offer of employment (cost borne by employee).

JOB DESCRIPTION: (Brief synopsis; full description upon request)

The Secondary English Language Arts/TVI position provides exemplary instruction in ELA classes to students grades 7-12 at the Kansas State School for the Blind, serves as case manager for assigned students and provides braille instruction and outreach to vision professionals and local education agencies (LEA), as requested, to support the successful transition of students back to their home schools and communities.

Essential Duties and Responsibilities:

- Participates as member of the Individual Educational Program (IEP) Committee and assists in the development of an IEP for assigned students.
- Provides direct instruction to students that address the Kansas College and Career Ready Standards, the student's specific IEP goals and/or objectives and the Expanded Core

HELP WANTED

Curriculum for the Blind (including braille).

- Observes students for purposes of monitoring and modifying student academic and social behaviors.
- Provides direction and supervision to assigned instructional assistants (IA).
- Provides "outreach" services to LEAs, vision professionals and teachers across the state as part of KSSB's mission to build capacity.
- Participates in professional development specific to the field of blindness and visual impairment. Acquires necessary trainings that assist in meeting the various physical and emotional needs of students (Mandt training, mechanical assistive lifts, evacuation chairs, etc.)
- Maintains the confidentiality of student information per FERPA.
- Assess developmentally appropriate functional vision and learning media assessments and assessments in the areas of expanded core curriculum.

SALARY: Depends on qualifications

CONTACT: Tom Burdolski, Kansas State School for the Blind
1100 State Ave.

Kansas City, KS 66102

Phone: 913-305-3004

Email: tburdolski@kssdb.org

Teacher - Elementary TVI Kansas State School for the Blind Kansas City

MINIMUM REQUIREMENTS:

- Bachelor's degree or higher in elementary education. (Master's degree in special education preferred.)
- Kansas State Department of Education Licensure in Elementary Education is required.
- Attainment of teacher of the visually impaired (TVI) certification required within three (3) years from date of hire.
- Certification in contracted braille, required within three (3) years from date of hire.
- Knowledge of children with medical fragility and sensory needs desired.
- Flexible work style is needed.
- Familiar with instructional practices that promote student engagement and growth.
- Expertise in assessment tools that address the unique needs of children with visual impairments.

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WORKING ENVIRONMENT: Educational/classroom environment

SPECIAL REQUIREMENTS: Upon offer of employment, background checks will be conducted via the KS Bureau of Investigation, KS Dept. of Social & Rehabilitation Services and Alcop. Also a Tuberculosis test & Health Certificate must be passed upon offer of employment (cost borne by employee).

JOB DESCRIPTION:

Essential Duties and Responsibilities:

- Participates as member of the Individual Educational Program (IEP) Committee and assists in the development of an IEP for assigned students.
- Provides direct instruction to students that address the Kansas College and Career Ready Standards, the student's specific IEP goals and/or objectives and the Expanded Core Curriculum for the Blind.
- Observes students for purposes of monitoring and modifying student academic and social behaviors.
- Provides direction and supervision to assigned instructional assistants (IA).
- Provides "outreach" services to LEAs, vision professionals and teachers across the state as part of KSSB's mission to build capacity.
- Participates in professional development specific to the field of blindness and visual impairment.
- Acquires necessary trainings that assist in meeting the various physical and emotional needs of students (Mandt training, mechanical assistive lifts, evacuation chairs, etc.)
- Maintains the confidentiality of student information per FERPA.
- Performs any reasonable or necessary additional duties professionally when assigned.
- Assess developmentally appropriate functional vision and learning media assessments and assessments in the areas of expanded core curriculum.

SALARY: Depends on qualifications

CONTACT: Tom Burdolski, Kansas State School for the Blind
 1100 State Ave.
 Kansas City, KS 66102
 Phone: 913-305-3004
 Email: tburdolski@kssdb.org

MASSACHUSETTS

**Teacher of the Visually Impaired
 The Carroll Center for the Blind
 Northeastern Massachusetts**

QUALIFICATIONS:

- Current Massachusetts DESE licensure (or eligibility) in visual impairment is required, though graduate students in need of a supervised practicum experience will be considered based on the recommendation and approval of their university advisor.
- Additional certification in orientation & mobility or deaf/blind intensive special needs are a plus.
- Strong organization, interpersonal and communication skills are a must, as is a working knowledge of current mainstream, adaptive technologies and resources for teaching both low vision and non-visual learners in general and special education environments.

DUTIES:

The Carroll Center for the Blind is seeking a qualified itinerant teacher of students with visual impairments (TVI) to provide services in Northeastern Massachusetts.

Responsibilities include:

- Conducting functional vision and learning media assessments, direct instruction and consultation for students ages 3-21 years, including those with additional disabilities.
- Additionally the TVI will prepare/obtain materials and work with school-based teams in developing and implementing IEPs.

This is a 10-month position with the option to work summers.

Full and part-time positions are available. We offer a generous benefits package for benefits-eligible positions.

SALARY: Competitive

We are an Equal Opportunity Employer.

CONTACT: Janet Perry, The Carroll Center for the Blind
 7700 Centre Street
 Newton, MA 02458
 Phone: 617-969-6200
 Email: jobs@carroll.org

HELP WANTED

Certified O&M Specialists The Carroll Center for the Blind Northeastern Massachusetts

QUALIFICATIONS:

- Master's degree in orientation and mobility and COMS certification required (or eligible for certification).
- Additional licensure/certification as a TVI a plus, as is the flexibility to work with adults.
- Strong organization, interpersonal and communication skills are a must, as is a working knowledge of current mainstream and adaptive travel technologies and resources for teaching low vision and nonvisual learners.

DUTIES:

The Carroll Center for the Blind is seeking an itinerant certified orientation and mobility specialist (COMS) to provide services in Northeastern Massachusetts.

Responsibilities include: Conducting student (ages 3-21) and environmental assessments, direct instruction and consultation to and in-service training for other professionals, and working with school-based teams in developing and implementing IEPs for children with and without additional disabilities.

This is a 10-month position with the option to work summers.

Full and part-time positions are available. We offer a generous benefits package for benefits-eligible employees.

SALARY: Competitive

We are an Equal Opportunity Employer.

CONTACT: Janet Perry, The Carroll Center for the Blind

7700 Centre Street

Newton, MA 02458

Phone: 617-969-6200

Email: jobs@carroll.org

Teacher-Deafblind Perkins School for the Blind Watertown

MINIMUM REQUIREMENTS:

- Bachelor's degree in special education (intensive, severe, multiply-handicapped or deafblind) and current Massachusetts Certification in Special Education and/or Moderate and Severe Certification or commitment to acquire such certification within one academic year.
- Ability to complete First Aid/CPR certification and

HELP WANTED

- CPPI training.
- Ability to lift and transfer.

Preference may be given to candidates with:

- Master's degree
- Sign language
- Prior teaching experience with a multiply handicapped population.
- Valid driver's license and willingness to drive school vehicles including chair cars

Department: Deafblind

Schedule: Full-time (11 months, 210 days)

The deafblind teacher promotes the learning of communication skills, practical academics, independent living skills, motor skills, the use of community resources and social skills to deafblind, deaf-mulihandicapped and mulihandicapped blind students, ages preschool to 22.

RESPONSIBILITIES:

- Providing lifting and transferring, behavioral interventions and case management to students.
- Preparing individual lesson plans, developing IEPs and writing progress reports.
- Participating in program meetings and working as a member of an educational team.
- Plans, prepares and implements appropriate educational goals for each student.
- Plans and provides a variety of adapted materials and aids as appropriate for each student.
- Monitors individual student progress through ongoing assessment and revises instructional approach and techniques as appropriate.
- Provides information and support services to families and/or other caregivers.
- Performs other related duties and tasks as assigned.

For a more detailed description of the position and to apply, please visit our website <http://www.perkins.org/careers/> and submit a resume and cover letter with your application.

Perkins seeks to enhance its community of intellectually, culturally and socially diverse individuals to enrich the educational experience of our students. Applicants from a multicultural background, are bilingual and/or who have relevant life experience are encouraged to apply.

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HELP WANTED

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

CONTACT: Nan Qin, Perkins School for the Blind

175 N. Beacon St.

Watertown, MA 02472

Phone: 617-972-7212

Email: Nan.Qin@Perkins.org

Teaching Assistant Perkins School for the Blind Watertown

MINIMUM REQUIREMENTS:

- High school diploma
- Willingness to complete and maintain First Aid and Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED) and Crisis Prevention and Physical Intervention (CPPI) certifications; Sign Language (dependent on program needs)

Preference may be given to candidates with:

- Associate's or bachelor's degree with experience working with special needs children
- Valid driver's license and willingness to drive school vehicles

BENEFITS:

We provide a complete benefits package, which includes, recess time, tuition reimbursement, medical and dental insurance, LTD and life insurance, retirement programs and staff development and training. Dependent upon availability, housing may also be offered to staff.

Department: All programs

Schedule: Full-time and part-time

The teaching assistant works with multiply impaired, deaf and deafblind students, 5-22 years of age. Responsibilities include providing direct care, independent living skills training and classroom assistance, assisting with lifting and transferring, implementing behavioral interventions and communication skills.

RESPONSIBILITIES:

- Demonstrates an understanding of the general curriculum as well as the expanded core curriculum.
- Assists in the development and implementation of IEP goals, objectives and strategies.
- Develops and prioritizes measurable objectives for students, both short- and long-term.
- Promotes student independence, self-confidence and

HELP WANTED

development of social, organizational and other critical skills to the maximum extent possible.

- Takes initiative to plan activities that meet the development level of the student.
- Develops performance measures and informs students of the criteria for success.
- Evaluates student performance, keeps records and reports progress in learning.
- Assists in providing a language and communication model based on the individual needs of the student.
- Provides and monitors direct care tailored to the student's individual performance levels and needs of students in a manner which respects student rights to privacy and dignity.
- Assists students in helping them to control their behaviors.
- Provides the appropriate level of physical assistance to students and assists student participation in all activities.
- Performs other related duties and tasks as assigned.

HOW TO APPLY: To apply for a position at Perkins School for the Blind, please visit our website, <http://www.perkins.org/careers/> and submit a resume and cover letter with your application.

Perkins seeks to enhance its community of intellectually, culturally and socially diverse individuals to enrich the educational experience of our students. Applicants from a multicultural background, are bilingual and/or who have life experience are encouraged to apply.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

CONTACT: Nan Qin, Perkins School for the Blind

175 N. Beacon St.

Watertown, MA 02472

Phone: 617-972-7212

Email: Nan.Qin@Perkins.org

VIRGINIA

Teacher of the Visually Impaired/Orientation and Mobility Specialist Allied Instructional Services Ashland

AIS is seeking qualified applicants for several teacher of the visually impaired and TVI/O&M positions to provide services for school divisions in Virginia, Maryland and Georgia.

Allied Instructional Services (AIS) is a rapidly growing

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Order from the AER Store at www.aerbvi.org.

Association for Education and Rehabilitation of the Blind and Visually Impaired

company based in Ashland, Va., that specializes in providing high quality services to low incidence populations in school systems throughout Virginia, Maryland and Georgia. Our current team of independent contractors includes teachers of the visually impaired, O & M instructors, teachers of the deaf and hard of hearing, OTs, PTs and autism/behavioral specialists. AIS is administered by highly qualified professionals who have significant experience in the field of special education of the blind and visually impaired. Both the president and vice president are licensed TVIs, and AIS employs experienced "instructional specialists" in the field who can be called on as a resource when necessary. We strive to assure that the school divisions with which we work (currently over 85) are provided with services that are exceptional, cost effective and, most importantly, give the students the opportunity to develop to their maximum potential.

QUALIFICATIONS:

- + Must hold a collegiate professional license with endorsement in special education, vision impairment, and successful teaching experience working with students who are blind or visually impaired.
- + TVI/O&M positions require COMS or NOMC.
- + Excellent interpersonal, communications, conflict resolution, organizational and planning skills.
- + Demonstrated knowledge of federal and state mandates and requirements as related to the provision of educational services and supports for students with visual impairments.
- + Demonstrated knowledge of characteristics of individuals with visual impairments and other disabilities to include developmental, cognitive, socio-cultural influences and health related problems.
- + Practical knowledge of technology used by blind and visually impaired students in the educational setting and trends related to the field.
- + Ability to recognize and respond to individual student differences.
- + Ability to work in a collaborative and cooperative manner with parents, co-workers, school staff and service providers.
- + Experience with Windows-based computer and related software applications.
- + Recent graduates with outstanding skill sets/ recommendations will be considered.

Benefits of working with AIS:

- + Excellent compensation
- + Ability to set your own schedule; you can determine the amount of time you want to work from a few hours a week to full-time

- + Paid travel time
- + Paid materials preparation/documentation time
- + Access to AIS resource staff who are knowledgeable in your field
- + Being part of a team that has an excellent reputation for delivering quality services and respects the knowledge that you bring to the job
- + Access to a professional benefits broker

If you understand how a knowledgeable and dedicated TVI can transform the life of a visually impaired student and are comfortable with the idea of being your own boss, come put your skills to work with a company that appreciates your talents, and together we can make a difference in the lives of the students we are privileged to serve. If you are interested in learning more about these rewarding positions and becoming an AIS team member, please respond with a current resume to jobs@alliedinstructional.com.

To learn more about AIS, please visit our website at <http://www.alliedinstructional.com/> or contact Karen Vay Walker at kvwalker@alliedinstructional.com.

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

Nov. 4-6, 2015 – AER Conference on Vision Loss in Older Adults & Veterans: Leveraging Our Collective Wisdom, Norfolk, VA USA

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