



AER Report

Vol. 29 No. 3 Fall 2012



AER International Conference 2012

INSIDE THIS ISSUE:

AER International Conference 2012 Highlights

New AER Leadership & Councils

AER LIFT Online

BANA vote on UEB

AER Knowledge Center

And much more!!

It's hard to believe, after the months of planning, that the AER International Conference 2012 has come and gone. Heartfelt congratulations and gratitude go out to Conference Chair John Kelly, the fantastic volunteers of the Pacific Northwest AER Chapter, and many others for putting together an outstanding event...and we've got pictures to prove it!

As with all of our conference events, these gatherings allowed professionals in our field to exchange information with colleagues near and far. Although the conference is over, the conversations do not need to end. We encourage members to sign up for AERNet, our organization's listserv. It is a valuable resource that allows members to get advice and share knowledge, which is especially important when so much of our work happens in low incident population settings.

For those members who were unable to join us at the AER International Conference 2012, we devote this issue of *AER Report* to conference highlights. If you would like more information about a particular session, you can view the session abstracts online at http://aerbvi.org/2012international/abstract_info.htm. Also, you can access approximately 70 hours of online programming from the conference at the AER Knowledge Center. For more information about the online sessions, see page 40.

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President's Message

by Jim Adams, 2012–2014 AER President

It seems like only yesterday that we were electing a board president-elect for our association, but here we are two and a half years later. I am deeply honored and humbled to have the opportunity to serve you as board president for our association. As we look to our future, I am reminded of a quote, which I believe is appropriate for us as a professional community:

If you can dream it, you can make it happen.
– Walt Disney

Two years ago when I asked for your vote for president-elect, I made the following comments:

- ♦ **We must have financial stability and growth, so we can provide the services and benefits our current and future members need.** As with so many communities throughout our country, financial stability is challenging. With the help of our treasurer, Cliff Olstrom, the 2010-2012 board has not only developed a balanced budget but also ventured into new avenues for increasing our revenue.
- ♦ **We must develop and maintain positive professional relationships with our peer organizations within and around the “blindness community.”** Our recent partnership with the American Foundation for the Blind to make the *Journal of Visual Impairment & Blindness* our official journal is just the beginning of building positive professional relationships with our peer organizations.
- ♦ **We should provide as many “benefits of value” as possible for our diverse membership.**
- ♦ **We should be more engaged in data-based decision-making.**

Everything begins with an idea. – Earl Nightingale

In the late 1800s, two organizations were founded from ideas to bring together professionals working in the visual impairment field: the American Association of Instructors for the Blind (which later became the Association of the Education of the Visually Handicapped, AEVH) in 1871 and the American Association of Workers for the Blind (AAWB) in 1895. Nearly a century later, AEVH and AAWB had the idea to consolidate, thus forming AER, a pillar of strength within our profession.

Over the years, AER has become an invaluable asset to those in our field, because of ideas born from our members. For

example, the AER Mangold Distance Education Webinar Series, which allows our members worldwide to access top-notch professional development and education from their desktops, began as an idea. In the coming months, AER will be offering a Web-based leadership development series, another idea for the great good of our profession.

We hold the keys to the success of our professional community by building positive relations with our peer organizations, by working together and developing ideas that will benefit our members, and by engaging in data-driven decision-making processes.

All our dreams can come true, if we have the courage to pursue them.

– Walt Disney

I think we all agree that our members are an important asset for AER. However, the most important asset is our active members. As you talk with members in your division and/or chapter, I invite you to encourage them to be active and to share their ideas with each other, their chapter officers, board members, and division leadership. I also encourage each member to seek out and recruit colleagues into our professional community. Our strength is our active members, and our solution to building a strong and vibrant professional community lies with each of you.

Your 2012–2014 board of directors and I look forward to working with you to make our association stronger. Share your ideas with us and together we can make “our dreams come true” for our professional community.

Jim Adams

2012–2014 AER President



Executive Director's Message



Lou Tutt

The successful 2012 AER International Conference, held in Bellevue, Wash., July 18-22, is history (AER history, that is). If you attended, presented, hosted, exhibited, sponsored, or volunteered, thank you for making this conference one of the best in AER's 28 year history!

Special thanks to the AER Program Committee, AER's division leaders, AER's office

staff, and also the AER Pacific Northwest Chapter for all the planning and hard work that went into hosting an AER International Conference of this size. Although we did not reach 1,000 attendees (as I wrote and hoped in my last *AER Report* column), we did hit the projected 800 people in attendance! Believe it or not, we—the AER cowgirls and cowboys—have already begun preparing for the 2014 AER International Conference to be held in San Antonio, Texas the end of July and the first of August that year.

Thanks also to members who attended the two AER business meetings held in Bellevue, during the 2012 AER International Conference, and cast their ballots on the two AER bylaw revisions; both revisions passed. The AER Board of Directors met twice while in Bellevue, and we conducted a New Board Member Orientation as well, led by AER's new president for the next two years, Jim Adams. I think those who were present when President Leader gave her State of AER speech and handed over the gavel to President-Elect Jim Adams, will agree with me that the ceremony and his acceptance speech were very impressive. I will miss my work with President Leader but look forward to working with President Adams and the new AER board.

Please welcome our newest AER staff member, Mary Bean. She joined Ginger Croce, Barbara James, and me, at AER Headquarters in Alexandria, Va., this past summer. Regretfully, we said goodbye to Bette Anne Preston, who left AER in September for another association position. She will be missed. However, we are searching for a new Director of Component Relations and Professional Development who will help us make every effort to meet the needs of our wondAERful members, board, chapters, divisions, and committees. We look forward to great and new things from our AER chapter and division leaders these next two years. As of June 30, 13 of 43 AER chapters have over 100 members; we would like to see more AER chapters added to this list. I reiterate my motto, RECRUIT, RETAIN,

REGAIN as we all make every effort to increase the numbers in our AER membership.

The AER Strategic Planning Committee is off and running and updating the AER Operational Plan that began in March 2008. The goals remain the same:

- ♦ To improve communication internally and externally
- ♦ To ensure financial stability and a balanced budget
- ♦ To grow membership significantly

I am excited to work closely with this AER committee, and they are too. This committee will give a status report to the board of directors at each of its meetings this year.

AER is proud to announce the 2012-2013 Schedule of Sessions for AER LIFT Online. AER LIFT is an acronym for AER Leadership Initiatives Facilitate Teamwork. AER LIFT Online was initiated to offer critically needed leadership training for chapter and divisions leaders in a convenient format. Twelve online trainings have been scheduled monthly, starting in September 2012 and ending in July 2013.

And finally, AER and AFB, working collaboratively, decided to partner and provide *JVIB* as AER's official journal, which will roll out, online, in January 2013.

If you and/or your families happen to be in the DC/MD/VA area, please stop by the AER office, 1703 North Beauregard Street, Alexandria, VA, and chat with Ginger, Barb, Mary, and me. We would love to have you!!

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

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Email: marjewood@gmail.com



Jim Adams, 2012–2014 AER President, presents a plaque to Pat Leader, 2010–2012 AER President, for her service to the organization.

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Email: ms-ely@wiu.edu

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District 5 Board Member-At- Large

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AER and AFB Join Forces to Provide Access to Research in the Blindness Field

Journal of Visual Impairment & Blindness To Be Named Official Journal of AER

In June 2012, the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) and the American Foundation for the Blind (AFB) announced an agreement regarding the *Journal of Visual Impairment & Blindness (JVIB)*, the international peer-reviewed journal of record in the blindness field. JVIB will become a membership benefit for AER members in January 2013 and will be designated the official journal of AER.

As a result of this new arrangement, *JVIB* will be expanding its subscriber community to the more than 4,000 professionals in AER who provide services to people with visual impairments. AER members—many of whom already contribute to the journal as peer reviewers, authors, and advisory board members—will have the opportunity to strengthen their involvement with the journal through such activities as participation in special online events and by providing input to *JVIB* on news items, selection of special issue and other topics, and issues of concern that should be included in the journal.

JVIB is an essential professional resource for information about visual impairment and blindness, delivering current research and best practice information, commentary from authoritative experts on critical topics, and a calendar of important events. For over a century, *JVIB* has served as the cornerstone of the field's literature. Available online 24/7, the journal offers immediate access to information across the blindness field.

"AER has always been about coordinating, cooperating, and collaborating with others when it comes to new and improved AER member benefits," said Louis M. Tutt, AER executive director. "I believe this collaboration between AFB and AER on the co-branding of *JVIB* sets a professional example of how two major organizations in the field of blindness can collaborate." Tutt also said that with AER ceasing operations of its journal, *Insight: Research and Practice in Visual Impairment and Blindness*, in 2012, this new partnership will continue to provide members with access to important research and literature on best practices through *JVIB*.

"The agreement to provide *JVIB* as AER's official journal is a landmark agreement between AER and AFB," said Patricia Leader, AER board of directors immediate past president. "We are extremely happy to be able to provide the premier journal in the field of visual impairment and blindness to our members,

offering articles with cutting edge research and practice. This is a step back to our roots with AFB, and a momentous step forward for AER."

Carl R. Augusto, CEO and president of AFB, said, "We are thrilled to be partnering with AER on this important initiative to deliver top-notch research and practical information into the hands of the professionals in our field. We look forward to collaborating with AER to provide even more exemplary research and practice, and news and information, specifically geared to meet the needs of the largest group of service providers in the field of visual impairment."

In January, AER members will begin receiving the journal, which will reflect changes planned next year to bring *JVIB* to the forefront of today's fast-moving information options:

- The introduction of a *JVIB* e-book, readable on multiple hand-held devices, including the Kindle, Nook, iPhone, and iPad, to replace the print issue; at the same time the journal will continue to be available online and in ASCII, PDF, and braille-ready formats;
- A publication frequency of six times per year instead of monthly, incorporating the same number of peer-reviewed articles as in the past; and
- An ongoing, online newsfeed presenting the "Calendar of Events" and "News from the Field" features.

A forthcoming FAQ will be available on both AER's and AFB's websites to answer questions of AER members and journal subscribers about *JVIB*, including how to sign up, how to access it, and more.

2012 International Conference Cont. from page 1



John Kelly, conference chair, welcomes attendees at the Opening Ceremony.



Flag Ceremony



Opening Ceremony audience



The Opening Reception was a time for friends to catch up.



Keynote speaker Tom Sullivan

Wednesday, July 18th General Session

The AER International Conference 2012 kicked off on Wednesday evening with a warm welcome from AER President Patricia Leader and Conference Chair John Kelly. Following the always impressive flag ceremony, the audience of over 700 attendees enjoyed a great performance of the National Anthem by local residents, Meka White and Nick Baker.

The evening continued with an inspirational keynote address by Tom Sullivan, seasoned veteran of the entertainment industry. Sullivan, who became blind as an infant, is a “jack of all trades,” with credits as an actor, screenwriter, musician, composer, author, producer, and motivational speaker to name a few. His autobiography, *If You Could See What I Hear*, was turned into a movie in 1982 and continues to resonate with audiences. Sullivan shared with the audience that in spring 2013, he will appear on *Dancing with the Stars*, marking the show’s first time working with a contestant who is blind.

Sullivan entertained the audience with stories full of humor and inspiration. Perhaps the most memorable story was his emotional account of saving his daughter from drowning in a pool. You could hear a pin drop as he recounted swimming frantically along the pool floor, trying to find his child. On the verge of giving up, he braced himself for overwhelming grief when he heard faint air bubbles. He followed the sound and eventually found and resuscitated his daughter through CPR. The story underscored the power that comes from independence and perseverance that so many individuals who AER professionals serve work hard to achieve everyday.

AER was thrilled to have Sullivan as the keynote speaker. He is an inspiration and role model for all those in the field.

Thursday, July 19th General Session

The next general session, “Let’s Give Them Something to Talk About: Conversations Among Vision Professionals in the Medical and Rehabilitation Community,” featured a lively panel discussion from medical and vision rehabilitation professionals. One of the challenges of the field is the disconnect that sometimes occurs between the medical professionals who treat clients’ physiological issues and the vision professionals who help clients work toward independence.

AER was pleased to serve as a forum for bringing professionals together to discuss how to better collaborate and achieve comprehensive care for clients.

Special thanks to the outstanding panelists: **Bryan Gerritsen**, LVT, owner, Low Vision Rehabilitation Services, North Ogden, Utah; **Mary Lou Jackson**, M.D., Massachusetts Eye and Ear Infirmary, Harvard Medical School, Boston, Mass.; **Barry Kran**, O.D., F.A.A.O., NEEI Low Vision Clinic, Perkins School for the Blind, Watertown, Mass.; **Lylas Mogk**, M.D., Henry Ford Health System Center for Vision Rehabilitation and Research, Grosse Pointe, Mich.



Several breakout sessions were well-attended.



Conference attendees at a poster session with Masaki Tauchi



Derrick Smith speaks at a General Session



Taking notes at one of the sessions

Friday, July 20th General Session

The Friday general session focused on the important topic of assistive technology and how both TVIs and students use these tools in the classroom. The attentive audience heard from two separate research teams: **Nora Griffin-Shirley**, Ph.D., Texas Tech University, Lubbock; **Derrick Smith**, Ed.D., University of Alabama, Huntsville; and **Phoebe Okungo**, Texas Tech University, Lubbock, who reported on their study, “Assistive Technology Competencies for Teachers of Students with Visual Impairments: A National Study,” which looked at TVIs and their self-perceived possession of assistive technology skills and knowledge; and **Stacy Kelly**, Ed.D., COMS, Illinois State University, who discussed her study, “Use of Assistive Technology by Students with Visual Impairments: Findings from National Surveys,” which explored how students are currently using assistive technology in their learning environments.

Continued on p. 10



2012 International Conference

Cont. from page 9

Saturday, July 21st General Session

The final general session, "Raising the Floor," continued the focus on technology, but this time looking at assistive technology in general, not just in education. Benetech CEO Jim Fruchterman described how optical character recognition software that his companies developed are helping people who are blind or have visual impairments access print media and gain literacy skills. Fruchterman took his vision one step further by founding Bookshare (<https://www.bookshare.org>), an online, accessible digital library that allows individuals with print disabilities to access thousands of books and periodicals, which can then be read through text-to-speech or braille software.

"Raising the Floor" centered on the idea that current and future technologies are opening access for people with visual impairments at an astounding rate—far greater than at any other time in history. Users are limited only by their creativity in how to apply these amazing technologies to improve the lives of their clients.



Anna Swenson presenting her research at a breakout session.



Book signing with Bonnie Dodson-Burk



AER Silent Auction booth



Pacific Northwest volunteers stuff goodie bags for conference attendees.



A conference attendee surveys educational materials



USAB booth in the AER Exhibit Hall

Members Approve Amendments to AER Bylaws

At the July 20, 2012, business meeting, held during the AER International Conference 2012, the Bylaws and Structure Committee presented two amendments to the association's bylaws. Pursuant to the bylaws, each amendment had been previously considered by the Board of Directors, which then voted to bring the amendments to the membership for a general vote.

Each amendment was presented and discussed separately, and several chapter and division leaders were on hand to answer questions. The first proposed amendment affects chapter rebates (Article X, Chapter Section 3) as follows:

Contingent upon the submission of a financial report as specified by the Board, chapters shall be reimbursed for 10% of the dues for all classes of individual membership.

In order to comply with the association's financial policies and procedures, AER must maintain a balanced budget. Because of declining membership and conference attendance in recent years, and the economy in general, reducing the chapter dues rebate to 10% will allow AER to prepare and maintain a balanced budget.

The second proposed amendment affects the governance of divisions (Article XI, Division Section 5):

Each Division shall create and adopt a Policy and Procedures Manual and use the existing AER national bylaws as their governance document. The Policy and Procedures manual will be filed at the AER International Central Office.

The elimination of individual division bylaws and the establishment of policies and procedures for each of AER's 13 interest-specific divisions allows for better governance of the divisions by spelling out the functions and duties of the divisions' leadership and their members.

At the July 22, 2012, business meeting, President Pat Leader announced both amendments passed with majority votes, which included both the paper ballots collected at the meeting and proxy votes submitted prior to the meeting.

Reflecting on the meeting proceedings related to these amendments, Leader said, "This was a wonderful time for the board to have a dialogue with members about governance of

the organization. The discussion [at the July 20th business meeting] covered a number of issues and allowed the board to disseminate information to you. We welcome opportunities such as this, and look forward to further discussions."

Based on feedback collected during these business meetings, the board plans to hold more town hall meetings, post financial information on the AER website, and send financial information to chapters that request it. AER's future lies with its members. We appreciate the efforts and active involvement of everyone at the business meetings. It's important discussions like these that help shape the future of our association and, in turn, the professions we represent.

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 www.aerbvi.org and visit the site frequently for new listings.

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SEE US AT THE AER INTERNATIONAL CONFERENCE



Patricia Leader, Kay Ferrell, Chuck Huss, Gail Henrich, Kathy Gallagher, Bess Dennison, and Lou Tutt, AER executive director

During the AER Awards Luncheon at the AER International Conference 2012, the association honored six individuals and one chapter for their outstanding contributions to the field. Said 2012 AER Awards Committee Chair Michelle Clyne, "Our field is filled with people who demonstrate their commitment to the ideal that persons with visual impairment, like all people, deserve excellence in education and rehabilitation.... While the specifics of the work of the award recipients vary, they all demonstrate commitment, integrity, and excellence in their contributions to our field. I know they will inspire our next generation of fellow professionals."

AER extends special thanks to the Awards Committee for their work: Michelle Clyne, chair, Lee-Ann Cross, Mindy Ely, Bryan Gerritsen, Donna McNear, and Lisa-Anne Mowerson.

on meeting the needs of students and in doing so, became a part of the lives of "her" students and their families—and they, in hers.



Dr. Sandra Lewis, left, presents the 2012 Allen Award to Patricia Leader.

The Alfred Allen Award honors professionals who have spent their career in direct service to people with visual impairments. Through the extent and quality of the services that they have provided, these professionals exemplify the character, dedication, insight and sharing that epitomize the spirit of and commitment to direct service to people with visual impairments.

The 2012 recipient of the Allen Award, **Patricia Leader**, has an illustrious career of serving in leadership roles in AER and the Northern California chapter, all while having a direct, positive impact in service to people with visual impairments. Since 1982, she has been a VI/O&M specialist first for the Alum Rock School District and then for the Cupertino Union School District, where she currently works. Throughout her 30-year career, she has focused

In 1992, Leader began her AER professional involvement, serving in various chapter leadership positions and later as a member-at-large on the AER Board of Directors. In 2008, she became the president-elect of the AER board. She served as the association president from 2010–2012 and will continue in her leadership role as immediate past president until 2014.



Robert Hanye presents the 2012 McAulay Award to Kathy Gallagher.

The John H. McAulay Award honors professionals who have contributed outstanding efforts and achievements leading to the placement of people with visual impairments in productive employment.

Continued on p. 14

Awards Cont. from page 13

The 2012 McAulay Award recipient, **Kathleen (Kathy) Gallagher**, is a human resource professional who, for more than 25 years, has trained people who are visually impaired, identifying job opportunities and successfully placing them into jobs. She has also developed and facilitated self-help support groups in New Jersey for individuals adjusting to vision loss and preparing for employment. Gallagher maintains it was her work with the support groups that inspired her passion to improve the employment of people who are blind.

As an Employment Services Specialist with National Industries for the Blind (NIB), Gallagher has provided work skills training to more than 1,000 employees from NIB's associated agencies nationwide. In the community, Gallagher has served on the boards of directors for several advocacy organizations, including the AER New Jersey chapter. She has also served as co-chair and chair of the AER Rehabilitation Counseling, Business Enterprise Program, and Employment Services Division.



Tuck Tinsley, who nominated Vernon Metcalf for the MacFarland Award, accepts the award on behalf of Metcalf.

The **Douglas C. MacFarland Award** honors an individual who has provided leadership in the field of blindness and visual impairment and who has made innovative, significant or outstanding contributions to the education or rehabilitation of people who are visually impaired through either direct service, professional organizations, research, literature and/or preparation of professionals, and who is retired from the field.

"Dedication to serving those who are blind and visually impaired" is often used to describe 2012 MacFarland Award winner, **Vernon Metcalf**, and his contribution to the profession. In 1958, Metcalf began his 44-year career serving people who are blind and visually impaired at the Tennessee Division for Blind Services. His impressive career also includes positions with the American Foundation for the Blind and Miami Lighthouse where he served as executive director from 1976 till his retirement in 2002.

Metcalf has served in leadership positions for numerous organizations, including National Accreditation Council

Standards, Florida Association of Agencies Serving the Blind, and Lions Club of Miami. He also served on the Editorial Advisory Board for the *Journal of Visual Impairment and Blindness*. In 1984, the Florida Council of the Blind awarded Metcalf the Dolly Gamble Award for his commitment to and success with the extension of services for the blind and visually impaired people of Florida.



Dr. Anne Corn presents the 2012 Shotwell Award to Chuck Huss.

The **Ambrose M. Shotwell Memorial Award** honors an individual who has made significant outstanding contributions to the personal adjustment or rehabilitation of adults who are blind or visually impaired.

Charles P. "Chuck" Huss, the 2012 Shotwell Memorial Award recipient, is a 36-year veteran of the O&M field, having worked at private and public residential and homebound rehabilitation facilities for the blind and visually challenged in Ohio and West Virginia. Nationally, he is recognized for his direct service and advocacy efforts in the proliferation of formalized bioptic driving practices for visually challenged persons who wish to explore the driving privilege.

Huss coordinates and serves as a driver rehabilitation specialist and provides staff in-services on bioptic driving issues for West Virginia Division of Rehabilitation Services' bioptic driver training program. He also provides private contractual O&M services when requested to mainstreamed blind and visually impaired students (K-12) in various county school systems, located in central and southern West Virginia.



Mark Carter presents the 2012 Bledsoe Award to Elizabeth "Bess" Dennison.

The **C. Warren Bledsoe Award** recognizes a particularly noteworthy piece of literature in the field of blindness.

The 2012 Bledsoe Award recipient, **Elizabeth "Bess" Dennison**, is a teacher with 40 years of experience working with young children with visual impairments. For 30 years, she has worked with both the Utah School for the Deaf and Blind, where she provides early intervention services through the school's Parent Infant Program and Outreach, and the SKI-HI Institute at Utah State University. At the SKI-HI Institute, she coordinates outreach training efforts for the INSITE and VIISA early intervention models. The INSITE manual and checklist were translated into Polish and are being used by interventionists there. Recently, the VIISA curriculum manual was translated into Arabic and is being used to train early interventionists in several Middle Eastern countries.

In conjunction with her SKI-HI work, Dennison has written grants, developed curriculum and training materials, and conducted numerous training sessions in the U.S. and overseas. A frequent contributor to various newsletters in the preschool vision field, Dennison has also served in leadership positions with the AER Infant and Preschool Division.



Dr. Susan Jay Spungin, left, presents the 2012 Bauman Award to Kay Alicyn Ferrell.

The **Mary K. Bauman Award** honors an individual who has made significant and outstanding contributions to the education of children and youth who are blind or visually impaired.

Kay Alicyn Ferrell, Ph.D., 2012 Bauman Award recipient, has taught individuals of all ages with visual and multiple disabilities and has written extensively for both parents and professionals. Her areas of specialization include the development and education of individuals with visual disabilities, particularly infants and preschoolers, personnel preparation, and distance education methodologies. Ferrell was principal investigator of the ground-breaking Project Prism, the first study of child development to focus on children with visual impairments and the ways in which their development is similar to or different from that of typically sighted children.

A professor at the School of Special Education, College of Education and Behavioral Sciences, and director of the National Center on Severe and Sensory Disabilities, both at the University of Northern Colorado, Greeley, Ferrell is the recipient of many awards, including the AER Infant and Preschool Division's Kathryn Maxfield Award and the American Foundation for the Blind's Corinne M. Kirchner Research Award.

Continued on p. 17

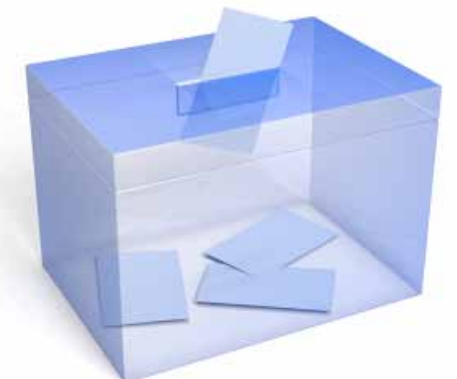
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Awards Cont. from page 15



Patricia Leader, AER then-president, and Lou Tutt, AER executive director, present the 2012 Outstanding Chapter Award to Gail Henrich, AER Virginia Chapter president.

The AER Outstanding Chapter Award honors AER chapters whose membership and service activities have been outstanding.

The AER Virginia Chapter received the 2012 Outstanding Chapter Award for its innovative membership recruitment campaign, hosting a successful chapter conference, and initiating an exciting communication program to engage members in the direction and growth of the chapter.

In 2011-2012, the chapter ran a successful membership recruitment campaign, increasing membership by 25% by discounting a member's chapter dues for each new member successfully recruited. The chapter's spring conference—organized in partnership with the Virginia Department of Education, the Virginia Project for Children and Young

Adults with Deaf-Blindness, as well as Partnership for People with Disabilities (Virginia Commonwealth University)—attracted almost 200 attendees. The conference featured Mark Richert from the American Federation of the Blind, who presented "Word from Washington: Critical Issues in Vision Loss." Finally, the chapter conducted a survey to improve communication with chapter members, resulting in an email blast program that regularly alerts chapter members to chapter happenings and important information regarding legislative and advocacy efforts.



AER Votes to Support the Anne Sullivan Macy Act of 2012

At the AER International Conference 2012, the membership voted to support the Anne Sullivan Macy Act of 2012. The following summary of the Macy Act comes from the American Foundation for the Blind. For more information about AFB and the Macy Act, visit their website at <http://www.afb.org>.

Named for Helen Keller's beloved teacher and championed by the American Foundation for the Blind, the Anne Sullivan Macy Act would strengthen the U.S. Individuals with Disabilities Education Act (IDEA) and improve results for the more than 100,000 children and youth with vision loss, including those who also have additional disabilities.

Key provisions of the legislation include:

- Ensuring that every student with vision loss is properly identified regardless of formal disability category or classification so that all students with vision loss, including those with additional disabilities, are counted and properly served.
- Expanding knowledge about the scope and quality of special education and related services provided to students

with vision loss through refined data collection that tracks all students with vision loss, regardless of formal disability category or classification.

- Expecting states to conduct strategic planning, and commit such planning to writing, to guarantee that all students with vision loss within each state receive all specialized instruction and services needed by students with vision loss provided by properly trained personnel.
- Clarifying that proper evaluation of students with vision loss includes evaluation for students' needs for instruction in communication and productivity (including braille instruction, and assistive technology proficiency inclusive of low vision devices where appropriate); self-sufficiency and interaction (including orientation and mobility, self determination, sensory efficiency, socialization, recreation and fitness, and independent living skills); and age appropriate career education. Such instruction and services constitute the Expanded Core Curriculum, the body of services which teachers of students with visual impairments and related professions are expertly trained to provide.
- Ramping up U.S. Department of Education responsibilities to monitor and report on states' compliance with their obligations with respect to instruction and services specifically provided to students with vision loss.
- Assisting parents and educators of students with vision loss through regular and up-to-date written policy guidance from the U.S. Department of Education.
- Establishing a national collaborative organizational resource, the Anne Sullivan Macy Center on Vision Loss and Educational Excellence, to proliferate evidence-based practices in the education of students with vision loss, to keep special educators current with the latest instructional methods, and to supplement state and local educational agency provision of the instruction and services constituting the Expanded Core Curriculum.

To read the full text of the proposed bill, go to <http://tinyurl.com/afb-macy-act>. Supporters are encouraged to visit the AFB website (<http://www.afb.org>), where they can sign a petition for the Macy Act that will be delivered directly to their U.S. Senators and Representative.

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AER Conference Features

The AER International Conference 2012 in Bellevue, Wash., featured several outstanding presentations. This column showcases two popular sessions. The first, from AER member Donna McNear, walked attendees through a systematic process that can help educators sift through the growing number of tools designed to build braille/tactile literacy skills. The second presentation summary combines two separate research studies on a rare disorder that is disproportionately prevalent in the blind community, Non-24 Sleep Wake Disorder. Conference attendees heard a poster presentation on the disorder in adults from AER exhibitor, Vanda Pharmaceuticals, and a presentation on the disorder in children from AER member, Donna Brostek Lee.

For readers who were unable to attend the conference, AER is making many conference sessions available online in the new AER Knowledge Center (<http://aerbvi.sclivelearningcenter.com/>). With a purchase of the All-Access CE Pass, passholders can access 78 hours of these online conference education sessions and the accompanying CEUs.

Next Generation Braille Readers: Intentionally Teaching Tools, Tasks, Strategies

by Donna McNear, M.A., Independent Educational Consultant

More than ever, teachers need guidance and up-to-date instructional practices for negotiating the array of technology devices and effectively applying these tools to help students develop and use braille literacy knowledge and skills. In a climate where braille is questioned because of developments in recent mainstream technology, teachers need a systematic and specific process for choosing the most meaningful tools for using braille to communicate, read, and write with independence and efficiency.

Choosing, using, and integrating braille technology tools within the school curriculum and beyond requires intentional and specific instructional strategies. This is a brief overview of a process for managing teaching complexities and using systematic strategies for "sorting through" braille tasks, and choosing and using tools. Familiarity with the book, *Assistive Technology for Students Who Are Blind or Visually Impaired: A Guide to Assessment* by Ike Presley and Frances Mary D'Andrea (AFB Press, 2008) is helpful in using a comprehensive approach to assessment.

This information focuses on sorting through the iDevices and specialized braille devices based on student needs and tasks for living and learning in daily activities. Educators must consider a range of braille literacy tasks from early childhood through high school and a variety of tools for students to perform those tasks with efficiency and independence.

This three-step intentional process does not replace the in-depth evaluation process essential for determining the appropriate technology tools students need. Rather, it provides a meaningful method for getting started. The first step involves determining the braille/tactile literacy tasks a student needs to know and do. Reviewing a comprehensive list of braille and tactile skills and tasks that students need for reading, writing, and communicating are critical to this process. In other words, the team must first understand the student's needs and develop individual goals before determining tools.

The second step involves the educational team considering the braille/tactile tools the student needs to use to meet the braille/tactile literacy goal(s). This involves reviewing the tools and discussing the student's needs. Some primary tools to consider are electronic braille writers, braille notetakers, refreshable braille displays, braille embossers, and tactile graphics makers. Tools for accessing content should include computers/laptops, tablets, scanners, translation software, book readers, and travel devices.

The third step involves reviewing the functions and features of specific tools to match the student's individual context, needs, tasks, and goals. The five critical elements to consider include (1) braille/tactile literacy, (2) accessibility, (3) functionality, (4) efficiency and productivity, and (5) environments. The review of tool features might include inputs/outputs, platforms, applications, connectivity, interactive features, and customization. Examples of individual student contexts that should be considered are abilities, expectations, learning modes, personal preference, and adaptations. Examples of tasks include reading, writing, graphics, math and science content, and communication.

Using a systematic process to make technology decisions allows educators to sort through the new ways to use technology for living, learning, and earning and to manage the variety of general and mainstream technology tools along with the specialized and proprietary braille tools.

Continued on p. 20

Two Studies on Non-24

Nearly every AER member is familiar with the chronic sleep problems their clients and students suffer—nights of insomnia followed by days of complete exhaustion. If this sounds familiar, the person may have a Non-24-Hour Sleep-Wake Disorder, or “Non-24,” a rare and debilitating health issue that affects many people who are visually impaired, especially those who have no light perception (NLP).

Non-24 refers to the body’s circadian rhythm, which regulates a person’s natural sleep-wake cycle so it follows the typical day/night pattern. As the brain perceives waning light, it triggers the body to release melatonin, which prepares the body for sleep. Most humans actually have a circadian rhythm that runs longer than 24 hours. However, through environmental cues—the most effective of which is sunlight—the body is able to reset its internal clock and adapt to the 24-hour cycle.

For people who have Non-24, though, there is no resetting of the internal clock. Instead, the time when they begin to feel drowsy becomes increasingly later each day, moving anywhere from 15 minutes to 1 hour per day. In other words, on Day 1, a person with Non-24 may get sleepy at 8 p.m. The next day, bedtime has shifted to 9 p.m.; by Day 7, bedtime is 3 a.m. With such a cycle, it can take several weeks before the body is back in sync with the normal 24-hour day. Non-24 disrupts every aspect of life for both the people who have it and their families, making it extremely difficult to focus at work, at school, and in their personal relationships.

In August, the *Washington Post* ran an article on Non-24, raising public awareness of this rare and often undiagnosed disorder (online at <http://tinyurl.com/non-24-sleep-wake>). An estimated 65,000 to 95,000 individuals suffer from it. However, among individuals who are blind and have no light perception, the rate of occurrence is much higher—in one of their clinical trials, Vanda Pharmaceuticals in Washington, D.C., an AER International Conference 2012 exhibitor and poster presenter, found as many as 70% of participants who were NLP/blind had Non-24.

The AER International Conference 2012 in Bellevue, Wash., featured two, separate research studies about Non-24. Annie Gallagher and Gabrielle Thibodeau of Vanda Pharmaceuticals presented a poster, “Raising awareness of Non-24-Hour Sleep-Wake Disorder in the blind community,” which focused on adults, while AER member Dr. Donna Brostek Lee presented “Learning your A-B-Zzzzs: Teaching positive sleep behaviors to young children who are blind,” which focused on children.

Although the treatment of the disorder in adults and children is different, the need for education among professionals is the same. Because this disorder is so rare, few doctors are aware this condition even exists. It is vital that professionals in the field educate their colleagues, consumers and students’ families, and physicians about Non-24.

Non-24 in Adults

Vanda Pharmaceuticals is no stranger to AER, having exhibited at AER chapter conferences in Virginia and Pennsylvania. The International Conference in Bellevue, however, gave them their first chance to reach the global AER audience and to participate in a poster session about their work.

“Our goal at these conferences has been to raise awareness of Non-24, so people know what it is and who is at risk,” said Annie Gallagher, outreach specialist for Vanda. “We found a lot of [AER members] were familiar with sleep-wake problems in their clients and students, and they were thankful that people were doing research and that there is a scientific term for the disorder.”

Vanda shared information about their clinical trial of a drug that may help treat adults with Non-24. The drug, tasimelteon, is a compound that binds to the brain’s melatonin receptors, which govern the body’s natural sleep-wake cycle. In January 2012, Vanda announced that tasimelteon was successful in resetting the body clock and aligning it to the 24-hour day in patients with Non-24. The company expects to report full results of their study by the end of 2012 and to file a new drug application in 2013. If all goes well, tasimelteon may be on the market by 2014.

Vanda’s work with tasimelteon is especially important for the blind community. During the screening process for their clinical trial, Vanda found that over 70% of completely blind individuals who suffer sleep problems have Non-24. Further, they discovered that 50% of those screened suffered at least one night per month with almost no sleep (<2 hours). Nearly 10% had at least one night per week with almost no sleep (<2 hours).

Although this promising medication is on the horizon, patients must take the initiative in the meantime to educate themselves and the people around them about Non-24. Few doctors know about it, and even the people who suffer from it don’t know they have it! To help educate the public, Vanda has developed a website, <http://www.24sleepwake.com>, with a wealth of information, including interviews with Non-24 patients and sleep researchers.

Conferences like AER’s are also important for sharing information with professionals in the blind community. “The AER conference was a mutually beneficial event!” said Gabrielle Thibodeau, marketing associate with Vanda. “I walked away knowing that we helped educate a group who was craving the

knowledge we provided and, in turn, learned so much about the early life experience of those suffering from Non-24. I was impressed with how scientifically oriented many of the teachers and rehab specialists were and their ability to decipher and respond to both our informational brochures and our poster.”

Clearly, AER members are ahead of the curve in recognizing symptoms that could indicate Non-24. The challenge will be to extend this information beyond the professional circle so that patients and their health care providers are aware of the disorder and can take steps to learn how to manage it.

Non-24 in Children

The treatment of Non-24 in children is distinct from Non-24 in adults for two reasons: (1) the caregivers of the person with the disorder are just as much a focus of the therapy as the individuals themselves; and (2) using medications is potentially risky, because their long-term effects are not yet known. Consequently, Brostek Lee’s study focused more on educating the caregivers and using *zeitgebers*, or environmental cues, to help children develop good sleep habits.

Zeitgeber comes from the German term for “time keeper.” The most common *zeitgeber* is sunlight, but other examples include gentle rocking, singing lullabies, and bathing. It’s no mistake that all baby books emphasize the importance of good sleep hygiene—i.e., a consistent bedtime routine—as it helps children build sleep associations with specific activities and environments.

Knowing that children are still developing sleep habits until the age of 3 or 4, Brostek Lee explored the idea of creating a *zeitgeber* other than natural light for blind infants and toddlers. Her research followed three blind children, ages 9–36 months old, and their responses to a bubble tube (pictured, left), which is a tube filled with liquid that creates an ambient noise similar to the bubbling of an aquarium. “I wanted to choose something that created a soothing sound, but wasn’t too interesting,” she said. “I also wanted to avoid white noise machines, because blind people depend on environmental sound cues for so much information, I didn’t want the object to block them out.”

Although the hard data from this single-subject research design did not show dramatic changes in the children’s sleep patterns, all of the families indicated the bubble tube was at least moderately helpful. They reported their children seemed calmer and were better able to fall

asleep at the appropriate times. However, the study sample was small, and the time period was relatively short. More research is needed to determine the bubble tube’s efficacy.

Aside from testing the bubble tube, Brostek Lee found that it is nearly impossible to affect sleep disorders unless good sleep habits are in place. A surprising number of parents let sleep problems persist, because they think it’s an unavoidable part of infancy or because they themselves have sleep issues. “There is no intervention that will work if you haven’t first established good sleep hygiene,” said Brostek Lee. This step is so crucial that for her future studies, Brostek Lee will make parent education an integral component of the intervention program. She also encourages those who work in early intervention to educate parents about the importance of establishing good sleep routines. “Because children are still developing sleep habits until they’re 3 or 4, it may be possible to teach them appropriate sleep patterns,” she said. “The sooner we can intervene with a child who has sleep problems, the better our chances are to manage it.”

Conclusion

For many people, sleep problems began in childhood and have persisted, negatively affecting both the individuals and their loved ones. “Non-24 is a serious condition,” emphasized Gallagher. “It’s important for people who think they have it to speak to their physician about it.”

Both Vanda and Brostek Lee’s studies focused on the importance of educating the community about Non-24, especially health care providers and caregivers. Brostek Lee also noted that more research is needed in the area of blindness and sleep disorders. “There is still so much we don’t know on this topic,” she said. “In the meantime, we need to continue educating parents about visual impairments and good sleep habits—you don’t need to be a sleep specialist to teach good habits. There are many great resources available through doctors, online, and in books.”

To learn more about Vanda’s work, visit their website at <http://www.24sleepwake.com>. To learn more about Brostek Lee’s work, her dissertation is online via Google docs at <http://tinyurl.com/DBLeeDissertation>, or readers can contact her directly at donna.b.lee@uky.edu.



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News from the Multiple Disabilities and Deafblind Division

Our division was well represented at the AER International Conference 2012. Session topics included:

- Use of communication matrices
- Supporting children and families diagnosed with Juvenile Batten disease
- Universal Design for Learning for students with multiple disabilities and deafblindness
- Technology use for students with multiple disabilities
- Conceptual foundations for use of meaningful symbols
- Impact of using Dr. Lilli Nielsens' Little Room
- Conceptualizing collaboration
- Using online communication matrices for assessment and intervention planning
- Overview of the Deafblind Ontario Services
- Blindness and selective mutism

If you have not gone online to receive your CEUs for virtual attendance of these presentations, you are missing out on some great information!

Our division also had the pleasure of recognizing members for their excellent work with students with multiple disabilities and who are deafblind. The Samuel Gridley Howe Award for Outstanding Practice was awarded to Bernadette Van Den Til-laart of the Ohio State School for the Blind. Bernadette serves as a building resource for students with deafblindness as well as a resource for teachers across the state of Ohio. The Virginia Sowell Award for Outstanding Contribution to the field was awarded to Jim Durkel of the Texas School for the Blind and Visually Impaired. A very moving tribute was given at the awards ceremony in memory of Jim and his work in our field.

The division leadership wishes to thank all presenters for their time and preparation of the presentations and to all reviewers of submissions. Without great volunteers throughout our division, we would not have had such successful representation at the conference.



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AER Announces Formation of Two New Councils

During the AER International Conference 2012, the Board of Directors approved the formation of two new councils to represent and reach out to key constituents within the organization. They are the AER Student Member Council and the AER Canadian Council.

AER Student Member Council

Members interested in the AER Student Member Council held a meeting at the AER International Conference 2012. Led by AER member William Penrod, assistant professor at Northern Illinois University, Chelsea Mohler, AER student member from Canada, and Hailey McManus, AER student ambassador, the group discussed the council's purpose, which is:

- To engage more student members in the association
- To offer them leadership training and mentoring for future leadership positions within their chapter or a division and then ultimately, at the international level
- To have a greater voice in chapters and divisions
- To communicate with AER leadership about the changing needs of the profession as they enter the workforce

The council is expected to have 4–6 student members whose elected terms would coincide with the biennium board terms. The first council, however, comprises volunteers who will focus on establishing the council and ensuring that communication, benefits, and continued membership after graduation are a major focus. Periodic meetings will focus on issues affecting students, such as job prospects, the new AER mentor/mentee program, getting work accepted for publications and/or for conferences, outreach to university students in other fields about professions in the vision field, and promoting the benefits of AER membership as a valuable resource for students.

At the AER July 2012 board meeting, the board voted to invite a Student Council representative to serve as an ex-officio board member once the council is activated.

The benefits are tremendous to those who participate on the council, to AER and by extension, to the vision field in general. Students will gain valuable and marketable experience in advocacy, networking, and leadership at both the local and national level, which translates to stronger resumes and job opportunities. At the same time, AER gains active members who are beginning their careers, which will help build the association's next generation of leaders. The Student Member Council promises to be a win-win experience for everyone involved. Stay tuned for future reports on the council's activities!

AER Canadian Council

During the AER International Conference 2012, over 40 members met to discuss the formation of an AER Canadian Council. Speaking at the meeting were both the past and current board Canadian representatives, Susan Howe and Doug McJannet.

The council expects to represent AER members from across Canada to discuss Canadian member needs, what AER can do for Canada, benefits of being a Canadian member, and how to get students involved. The council plans to meet 3–4 times per year, just prior to board meetings, so the board Canadian representative can report on current issues affecting AER's Canadian members.

Canadian members can expect to meet council members at town hall meetings. The council is also exploring the possibility of appointing ambassadors to gather information at the provincial level that can then be shared with the council at the national level. McJannet has already begun dialogues with some members from Quebec, and as a result of his efforts, he has been invited to speak about O&M and AER at Montreal University.

Feedback from Canadian members has been largely positive about the council. AER looks forward to hearing more from the council as they ramp up their operations and bring together vision professionals throughout Canada.



Leonard Baker and Keith Gordon, CNIB, listen intently to plans for the new AER Canadian Council during a breakfast meeting at the AER International Conference 2012 in Bellevue, Wash.

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Association for Education and Rehabilitation of the Blind and Visually Impaired

Canadian Corner

Let me first take this opportunity to extend my sincere thanks to Susan Howe for doing such an outstanding job as our Canadian representative. Susan volunteered her time to attend numerous board meetings and served on several important committees for AER. She contributed regularly in AER board discussions and never lost sight of the Canadian perspective. The organization recognized her hard work and dedication during the AER Conference International 2012 in Bellevue, Wash.

As a long time member of AER and as your new Canadian representative to the board, my primary responsibility is to re-

port to our membership about our professional organization. It seems somehow appropriate that I am assuming this role after having worked for years in Canada and the United States. As a dual citizen of both countries, I believe I have an understanding of our similarities and differences.

This is a time when we need strong leadership. Membership on both sides of the border has been declining in recent years, and we must study this trend more carefully. Today more than ever, we need to embrace our rich history and focus on AER's many important contributions to our field. We need to do everything possible to increase awareness and promote the numerous resources and services available through AER. Students entering the field of vision education and any other teachers serving our population should be exposed to every element and opportunity that AER membership provides. I believe that every member of AER should share in this effort, and the only way for growth to occur is to establish a united community of professionals.

Our goal must be to increase membership in all of our provinces across Canada. It also seems like the ideal time to reconnect with our colleagues in Quebec. Although my conversational French may not be what it was 20 years ago, I think I can manage to communicate effectively with our many talented colleagues there. Our country is so vast that some of our provinces have very few members, and we need to show equal interest in all of our provinces and perhaps initiate or encourage more communication with the educators in these locations. Ultimately, we should provide incentive to all of our professionals serving individuals who are blind or visually impaired to join our one-of-a-kind organization.

Yours respectfully,
Doug McJannet, M.Ed.
Teacher of the Visually Impaired, COMS
AER Board Canadian Representative

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ANNOUNCING a New Member Benefit

AER partners with Shop.com

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AER is participating in an exciting new fundraising program — its own shopping website featuring thousands of partner stores like Walmart, JCPenney, Best Buy, Apple, Home Depot, and many more. When you make a purchase on www.shop.com/aerbvi, AER receives royalties, and you earn up to 35% cash back on qualified purchases.

The benefits don't stop there! You earn 0.5% cash back on the purchases of everyone you refer to our website. Now, you can take advantage of the ease and convenience of Internet shopping to buy the products and services you want, while feeling good about helping one of your favorite organizations.

Our new fundraising website also offers:

- Hot Deals page with coupons and exclusive deals to help you save even more.
- Stores page with a full A-to-Z index of your favorite stores.
- Search feature to find exactly what you want from among over 35 million different products and services.
- Gift Ideas area to help you find the perfect gift.
- Unique products and services.

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 - Either enter your existing Shop.com or Market America account information OR select "No, I'd like to create a New Account" to create an account.
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 - You are now eligible to earn up to 35% on qualified purchases!
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 - Use the search box at the top of the screen to find a specific item or type of product.
 - Use "Shop Partners" to find a specific partner like Best Buy, Walmart, or Macy's.
 - Use "Shop All Departments" to shop by category.
 - Use Hot Deals to find special deals and coupons to save even more money.
 - Look for the  icon to find out exactly how much cash back you'll earn from purchases made from that store or on a particular product.

BANA Vote

on Unified English Braille

At its fall 2012 meeting, the Braille Authority of North America (BANA) voted to adopt Unified English Braille (UEB) while maintaining the Nemeth Code for technical materials.

To prepare for the vote, AER's representative to BANA, Diane Wormsley, made an in-depth presentation on the pros and cons of adopting UEB to the AER Board of Directors at its meeting in July. Salient issues included:

- Of the seven English-speaking countries that are members of the International Council on English Braille (ICEB), only the United States had refrained from voting to accept UEB.
- In the past, many people felt that UEB needed field testing. Since the code's completion in 2004, it has been tested by several English-speaking countries around the world. In 2010, ICEB declared the UEB development phase completed, and five countries, including Canada, have formally accepted UEB and successfully implemented it with ease.
- Some of BANA's consumer groups, including the National Federation of the Blind and the American Council of the Blind, have passed resolutions at their recent national conventions to accept the code with the proviso that the Nemeth Code be maintained.
- UEB was designed to be flexible and back-translatable, a critical issue for individuals who must go back and forth between braille and print.
- Having a unified code means that students are learning one code for both literature and mathematics. This will likely mean that more students will be exposed to braille mathematics at an earlier age.
- There are many examples of individuals who are blind and who have been successful in STEM fields without learning Nemeth Code.

A motion was made and seconded that the AER board advise Dr. Wormsley, as its representative, to vote yes on the acceptance of UEB at the BANA meeting. The motion passed.

On November 2, 2012, BANA voted to adopt UEB. The motion, which passed decisively, specifies that UEB will eventually replace the current English Braille American Edition

and that the U.S. will retain the Nemeth Code for Mathematics and Science Notation.

The transition to UEB will not be immediate and will follow a carefully crafted timeline. Implementation plans will be formulated with input and participation from the consumer, education, rehabilitation, transcription, and production communities. Recognizing the various aspects of creating, teaching, learning, and using braille in a wide variety of settings, the transition to UEB will be designed to provide workable solutions for all involved in braille use and production and to minimize disruption for current braille readers.

UEB is based on the current literary braille code and was developed with input from many people, primarily braille readers, who worked to achieve an optimal balance among many key factors. Those factors include keeping the general-purpose literary code as its base, allowing the addition of new symbols, providing flexibility for change as print changes, reducing the complexity of rules, and allowing greater accuracy in back translation.

Letters and numbers will stay the same as they are in the current literary code. There will be some changes to punctuation, but most will remain the same. Some rules for the use of contractions will change. Nine contractions will be eliminated, and some contractions will be used more often. An FAQ providing more detail about changes is available on the BANA website.

After implementation, the official braille codes for the United States will be *Unified English Braille*; *Nemeth Code for Mathematics and Science Notation, 1972 Revision* and published updates; *Music Braille Code, 1997*; and *The IPA Braille Code, 2008*.

More detailed information about UEB and the motion that BANA passed can be found on the BANA website at www.brailleauthority.org.

Insight: Research and Practice in Visual Impairment and Blindness Will Cease Publication with Fall 2012 Issue

In March, AER's board of directors informed membership that the association will no longer publish *Insight: Research and Practice in Visual Impairment and Blindness*, the association's quarterly journal, after this year. The journal began publication in the summer of 2008.

This year, the number of issues was reduced from four to three and the last two issues were published in an online-only format, which allows enhanced accessibility for all readers. The summer and fall issues are also available in e-book format. All past issues are available online in the members-only section of the AER website and will remain wonderful resources for research.

AER sincerely appreciates the outstanding efforts of Deborah Gold, *Insight's* editor-in-chief, for creating and managing the journal and the hard work of our associate editors, guest editors, authors, reviewers, and editorial advisory board. Without them, the journal would not be the respected publication it is.

In particular, AER wishes to recognize:

Editor-in-Chief

Deborah Gold, CNIB

Associate Editors

Adele Crudden, Mississippi State University

Richard G. Long, Western Michigan University

Michele Capella McDonnall, Mississippi State University

Amy McKenzie Guerette, Florida State University

Rona Pogrud, Texas Tech University

Editorial Advisory Board

Mary Lou Jackson, Massachusetts Eye and Ear Infirmary

Steven LaGrow, Massey University

Penny Rosenblum, University of Arizona

George Zimmerman, University of Pittsburgh



Deborah Gold, *Insight* editor-in-chief, receives an award from Lou Tutt, AER executive director, during the AER International Conference 2012 in recognition of her work at the helm of the AER journal since its inception in 2008. *Insight* will no longer be published after 2012.

Chapter News

DC-Maryland Chapter

The AER DC/Maryland Chapter is offering its chapter members a free one-hour online CE course, Retinopathy of Prematurity (ROP) by Michael Repka, MD, neuro-ophthalmologist and professor of ophthalmology/pediatrics at the Wilmer Eye Institute at Johns Hopkins University School of Medicine. During this course, Dr. Repka will discuss the current understanding of ROP, emphasizing the various medical interventions and treatments over the past 50 years, and current and future treatment techniques and outcomes. For more information about this course and to sign up, contact Chapter President Jim Deremeik at jderemeik@jhmi.edu or 410-502-6431.

On October 4, the chapter hosted a one-day Pediatric Ophthalmology Update in conjunction with the Maryland State Vision Teachers Meeting. The event covered topics relevant to teaching and treating youth who are blind or have visual impairments.

On November 5, the AER DC-Maryland Chapter hosted an evening of networking in Elkridge, Md. The chapter gave out door prizes, including a one-year AER membership for a non-member attending the event.

Northern Rockies Chapter

The AER Northern Rockies Chapter held its annual meeting in conjunction with the AER International Conference in Bellevue, Wash. There were about 18 chapter members and friends at the Bellevue conference. Due to last minute health issues, Chapter President Rennie Maki was unable to attend. Pam Boespflug, president-elect, stepped in and did an admirable job conducting two board meetings and the business meeting.

About 15 members attended the chapter business meeting lunch and heard a wonderful speech by former Wyoming resident Diane Wormsley, who spoke

about how living in Wyoming influenced her career. Diane is now in North Carolina. We also had a wonderful presentation by Billy Henry, executive director for the NorthWest Association of Blind Athletes. He talked about his organization and presented opportunities for blind and low vision athletes.

It was proposed at this meeting to formally add a community award, given every two years, to our awards program.

The following individuals were elected chapter officers: Ken McCulloch, president-elect; Claire Perrin (of Alpine, Wyo.), secretary/treasurer; Dana Ard, parliamentarian; Barbara Engelbrecht, Wyoming representative; Aileen Zaken, Idaho representative; and Tracey Orcutt, Montana representative. This will be one of the first chapter boards not dominated by education folks.

The Wyoming WREIC conference at the Snow King Lodge in Jackson will also host the NRAER conference on June 19–21, 2013. Mark your calendar!

Pennsylvania-Delaware Chapter

2012 Penn-Del AER Vision Conference. The AER Penn-Del Chapter hosted another successful conference this past April. The theme for the 2012 conference, "Sharing the Vision—Shaping the Future," drew more than 300 participants from not only Pennsylvania and Delaware, but from the four corners of the continent.

We were thrilled to offer 35 concurrent sessions, 8 poster presentations, and numerous vendor exhibits. Dr. Judith M. Dixon delivered our keynote address, "Goals, Benchmarks, Limitations—A Personal Perspective on Education, Technology, and Life," which related details on the use of libraries, assistive technology, and strategies to gain access to education and professional reading materials.

Gale Watson delivered the midnote address, "Serving Those Who Have Served Their Country—What VA Healthcare Has Taught Me about Blindness and Vision Rehabilitation," which looked at the care provided to U.S. veterans and military service members, along with strategic initiatives that are being developed and deployed. Finally, Louis Tutt, AER executive director, delivered the footnote address, "Where 'AER' We Headed? Transitions from the Matures to the Millennials: Minding the Gap," which highlighted the importance of AER adapting to accommodate a multi-generational workforce in order to recruit, retain, and regain our membership and members-to-be.

AER Penn-Del offers a special thank you to the student volunteers from three universities in Pennsylvania (Kutztown University, Salus University, and the University of Pittsburgh) for the dedicated service and assistance they provided during the conference. We are grateful to the students for choosing the field of blindness and visual impairment for their career path. We are confident they will find their involvement in AER and the field to be both personally and professionally rewarding.



Claudia (Lasky) Smith and Clara Mae Lasky accept the Penn-Del AER ELEY Award posthumously for Harry K. Lasky.



Christie Peel, Penn-Del AER Chapter president, presents Sandy Finkel with the Penn-Del AER Service Award

2012 AER Penn-Del Awards Banquet. The AER Penn-Del Service Award was presented to Sandy Finkel, and the Elinor Long Educator of the Year Award (ELEY Award) was presented posthumously to Harry K. Lasky.

Sandy Finkel has been in the field for over two decades and has made numerous positive contributions to AER, the Penn-Del chapter, and the profession in general. Clara Mae Lasky, wife of Harry Lasky, professor emeritus, Kutztown University, and daughter Claudia (Lasky) Smith accepted the ELEY Award for Professor Lasky. Prof. Lasky was a longtime faculty member in the TVI Program at Kutztown University, where he trained over 600 TVIs.



Dr. Lynn Fox, former Penn-Del AER Chapter board member, presents the Student Scholarship award to Kiriam Peters, a student at the University of Pittsburgh.

In addition to these two awards, Kiriam Peters, a student at the University of Pittsburgh, was presented the AER Penn-Del Student Scholarship Award. As recipient of this award, Ms. Peters received a \$1,000 scholarship and her AER transitional year membership fee.

Penn-Del AER Membership Meeting. During the AER Penn-Del membership meeting at the conference, we bid farewell to six board directors at large and elected six new members. We offer a special thank you to Dr. Lynn Fox, Gerald Kitzhoffer, Lori Love, Holly Russell, Mary Tolbert, and Tracy Whitehead, for their dedicated service to AER Penn-Del. We are pleased to welcome Bonnie Dodson-Burk to the board as secretary, and Debby Holzapfel, Rachele Rectenwald, Kay Masci, and Don Sundell as directors at large.

Penn-Del AER Board and Conference 2013 News. In July, the 2012-2013 AER Penn-Del board held its first of four quarterly meetings. Our main goal for the upcoming

year is to increase AER membership by working independently and collaboratively with AER and other chapters. Individual committees have been formed and are in the process of developing and implementing goals and objectives to increase interest and membership in AER. In addition, the AER Penn-Del Conference Planning Committee is busy planning our 2013 conference, "Equality, Accessibility, and Opportunity: Battles That Matter." The 2013 conference will be held April 24–26, 2013 at the Eisenhower Hotel and Conference Center in Gettysburg, Pa.

For additional information regarding the 2013 AER Penn-Del Vision Conference, how to submit a presentation proposal, our service awards, student scholarship, and other happenings in our chapter, or if you have questions, concerns, or suggestions, please contact our president, Christie Peel. Her contact information is available on the AER Penn-Del website at www.penn-delaer.org.

We look forward to representing and serving the members of AER Penn-Del.

Virginia Chapter

The AER Virginia Chapter Training Initiative and the Virginia Department of Education offered a workshop on October 20th, "The Effective Instructional Continuum for the Expanded Core Curriculum" by Dr. Karen Blankenship.

Get Connected via Facebook!

AER has joined the social media craze and has established a group Facebook page open to all members.

If you're a Facebook member, search for the page by typing AER – Assn. for Education & Rehabilitation of the Blind and Visually Impaired in the search field to join the group. If you're not a Facebook member, it's easy to sign up at www.facebook.com.

Members are encouraged to use the page for general discussions about the field of serving those who are blind and visually impaired and to share news and information about individuals and organizations.

AER keeps you posted on the latest news from the association and includes links to interesting articles and information.

AER LIFT Online

AER LIFT is an acronym for AER Leadership Initiatives Facilitate Teamwork, which was established as a three-day chapter and division leadership training program for AER elected officers to strengthen the association. To paraphrase a popular saying, "As the chapters and divisions go, so goes AER." With that in mind, the training program was designed to stimulate and encourage more involvement of grassroots members thereby assisting the association fulfill its mission of providing support to AER members at the chapter and division levels.

Private funds were raised for the first AER LIFT held in Indianapolis. Based on its success and demonstrated value to the association and chapter and division entities, the AER board institutionalized the training program in the early 1990s by placing money in the budget for its continuation annually. At this time, due to financial challenges, the AER board has not been able to host a face-to-face AER LIFT meeting, which had been held in various parts of the United States.

As a result, AER LIFT Online has been initiated to offer the critically needed leadership training for chapter and division leaders. AER LIFT Online is not intended to replace the three-day face-to-face training opportunities, but rather to supplement it. ACVREP continuing education credits will be issued for attendance and viewing of these leadership webinars.

Here is the schedule for the remaining 2012-2013 AER LIFT Online webinars. For more information, including the presenters of the webinars and to reserve your webinar seat,

visit our Web page online at <http://leadership.aerbvi.org>.

Please note: All webinar times are 3:30 pm – 5:30 pm Eastern time zone.

Wednesday, January 9, 2013

Establishing and Maintaining a Website for a Chapter or Division

Wednesday, February 13, 2013

Planning and Managing a Chapter Conference – Part 1

Wednesday, March 13, 2013

Planning and Managing a Chapter Conference – Part 2

Wednesday, April 10, 2013

The Roles and Responsibilities of Leadership Positions

Wednesday, May 8, 2013

The Roles and Responsibilities of Secretary and Treasurer

Wednesday, June 12, 2013

Developing and Publishing a Newsletter

Wednesday, July 10, 2013

Effective Advocacy with Legislators



Contribute to AER's Image Library!

AER is building an image library and we are inviting our members to contribute! We are seeking images and videos showing vision professionals doing what they do best ... serving those who are blind and visually impaired.

We will use the material to recruit people to the profession, for membership materials, and in other promotional efforts.

We are looking for photos and video of members providing services such as assistive technology, O&M training, low vision therapy, education services, braille instruction, rehabilitation therapy, and all the other services AER members provide.

We will need permission from the subjects in order to use the material for promotional purposes. AER will provide release forms to those who submit items.

Please send your photos (.jpg format, please) and videos (up to three minutes) to ginger@aerbvi.org. You can mail the graphics and videos on a CD-ROM to AER Graphics, 1703 N. Beauregard St., Suite 440, Alexandria, VA 22311-1744.



Teaching Effective Job Search Skills to College Students and Graduates

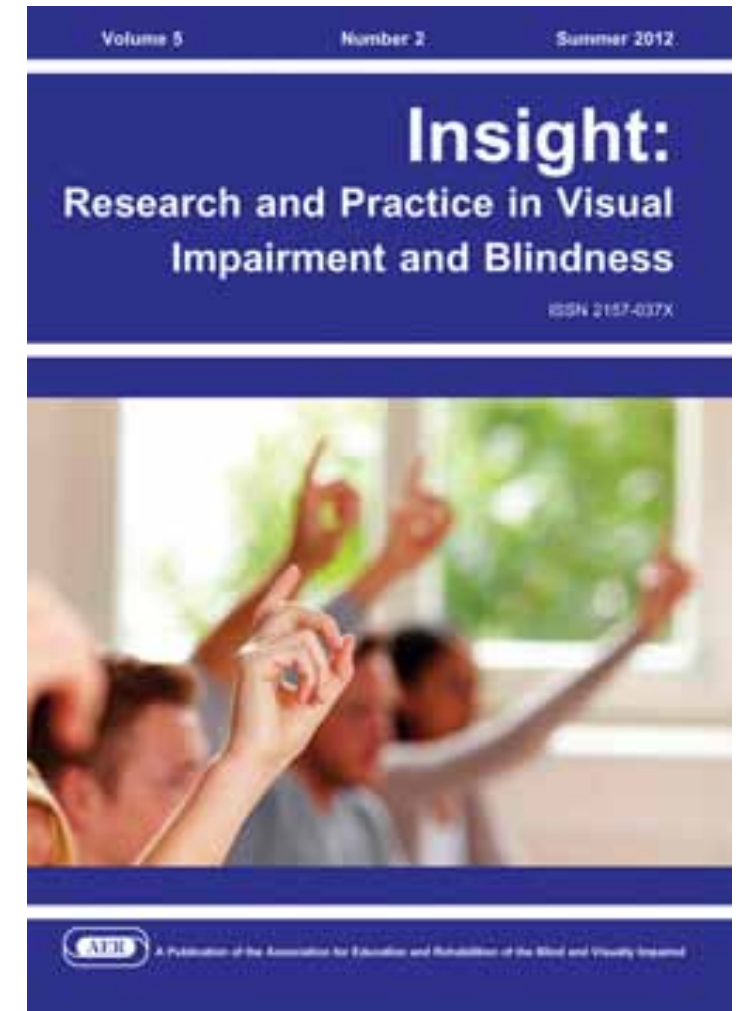
Nearly all college students, regardless of whether or not they have a disability, face the same stress of finding a job after graduation. Although studies show students with visual impairments are just as likely as students without disabilities to complete their high school and college educations, the work experience and employment rate of visually impaired and blind college students is lower than that of their nondisabled peers. Approximately one year following graduation, 57.8 percent of youths with visual impairments were employed full-time compared to 73.2 percent of youths without disabilities. A higher percentage of youths with visual impairments were unemployed (14.5 percent vs. 4.3 percent) or out of the labor force (12.8 percent vs. 8.3 percent). Of college graduates with disabilities, youths with visual impairments had the lowest rate of full-time employment.

These findings led a team at Mississippi State University to develop Project H.I.R.E., a job search training program designed specifically for college students who are blind or visually impaired. This program is one of many education-focused articles in the summer 2012 issue of *Insight: Research and Practice in Visual Impairment and Blindness*, available to members online at www.aerbvi.org.

While transition services exist for students going from high school to college or employment, few programs exist for students transitioning from college to employment. Thus, Project H.I.R.E. filled a gap for this population by providing a model for teaching effective job search skills to blind and visually impaired youth.

Project H.I.R.E. researchers discovered that many blind individuals—both college-aged youths and adults—used ineffective search techniques when looking for jobs. The researchers theorized that because many of these students focus intensely on education, their exposure to work experiences and the general world of work is limited.

As such, Project H.I.R.E. was developed to address three key components to successful job searches: (1) job search knowledge, (2) self-efficacy, or a person's belief in his or her capability to perform specific actions or behaviors; and (3) locus of control, or the belief that one's actions affect life events.



Of the students who finished five or more modules, most demonstrated improvements in their job search knowledge, self-efficacy, and locus of control. Moreover, when these participants were tested again two months later, they retained their skills. The increases in the three outcomes measures are expected to result in better chances of obtaining employment.

Further details about Project H.I.R.E. can be found in the online version of *Insight* at www.aerbvi.org. Alternate versions include PDF and also .epub and .mobi e-books.



“Exploring All Options”

AER International All-Orientation & Mobility Conference

Dec. 11-14, 2013

New Orleans, Louisiana



AER is pleased to announce that it will host the AER International All-Orientation & Mobility Conference in 2013. With the theme “Exploring All Options,” the conference will bring together top names in the O&M field to provide unparalleled educational programming for professionals.

Planners are currently evaluating more than 100 proposals in key topic areas that are important to today’s O&M professionals. They promise top-notch speakers who will deliver practical and thoughtful information for attendees.

The AER Orientation & Mobility Division is the association’s largest and focuses on issues unique to O&M specialists. While O&M sessions are a significant focus for AER’s biennial international conferences, it has been 10 years since AER held an All-Orientation & Mobility conference. The last All-O&M conference in December 2003 was also held in New Orleans and deemed a huge success with several hundred in attendance.

More information is available online at <http://aerbvi.org/O&M2013>.

Three Beignets - \$2
Bowl of Gumbo - \$6
Hilton Riverside - \$159
Member Registration - \$179
Stellar Programming and 500+ O&Mers = Priceless!
~ Kevin Hollinger, chair, AER O&M Division

Set for December 11–14, 2013 at the New Orleans Hilton Riverside overlooking the Mississippi River in beautiful New Orleans, La., the conference is expected to draw participants from around the world.

AER International All-Orientation & Mobility Conference 2013 Program Committee

Marjie Wood, marjiewood@gmail.com
Lynn Gautreaux, lamapower@aol.com
Laura Bozeman, laura.bozeman@umb.edu
Dona Sauerburger, dona@sauerburger.org
Kathy Yayle, kathyayle@centurylink.net

Experience the AER International Conference 2012 Online

AER's newest online educational resource, the AER Knowledge Center (<http://aerbvi.sclivelearningcenter.com>), gives you year-round access to 78 hours of recorded sessions from the AER International Conference 2012. Catch up on sessions you were unable to attend, review our most informative presentations, and earn CE credits from the comfort of your own home or office.

Try the AER Knowledge Center with the FREE session recording from the AER International Conference 2012: NMSBVI O&M Inventory by Ron Later.

If you purchased the All-Access CE Pass prior to the conference, you received an email with your user name and password. If you have problems with your All-Access CE Pass, email us at aer@aerbvi.org.

SPECIAL OFFER: Members SAVE 50% off the Full Conference Recordings Package

Purchase your recordings NOW. Prices increase January 1, 2013. Scroll down the AER Knowledge Center home page to Special Offers and click the shopping cart icon to purchase the package. AER members should see the discounted price in the shopping cart at checkout. If you do not, please contact aer@aerbvi.org.

Keep your mind engaged between conferences with the AER Knowledge Center!

The screenshot shows the AER Knowledge Center website. At the top, it says "ASSOCIATION FOR EDUCATION AND REHABILITATION OF THE BLIND AND VISUALLY IMPAIRED" and "AER Knowledge Center". Below this is a navigation bar with "Home", "My Account", "Contact Us", and "Checkout: \$0.00". The main content area is titled "FEATURED SESSIONS" and lists several sessions with "PREVIEW or BUY" buttons and starting prices. The sessions include: "EMPLOYMENT MODELS FOR PERSONS WITH TBI AND VISION LOSS" (starting at \$358.00 USD), "BRINGING LIFE SKILLS to Life During the School Day" (starting at \$198.00 USD), "INTELLIGENCE TESTING of Students Who are Blind and Visually Impaired" (starting at \$288.00 USD), "DISPOSITIONS: A Necessary Component in Personnel Preparation Programs" (starting at \$358.00 USD), "PEDAGOGICAL STRATEGIES for Teaching Street Crossings" (starting at \$288.00 USD), and "A DISTANCE ORIENTATION TO VISION LOSS" (starting at \$358.00 USD). At the bottom, there are banners for "AZ.GOV Arizona's Official Web Site", "Watch a FREE session from the AER International Conference 2012 NMSBVI O&M Inventory by Ron Later", and "APH American Printing House for the Blind, Inc. Building Independence Since 1858".

It Pays to Be a MEMBER!

Take advantage of outstanding discounts available to AER members for these fine products and services:

SHOP.com/aerbvi

Earn cash back on online purchases and support AER at the same time with the new member benefit, www.shop.com/aerbvi. Use the portal to access thousands of partner stores and earn up to 35% cash back on qualified purchases.

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 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.

Orientation & Mobility: Techniques for Independence 2nd Edition

By Steven J. La Grow and Richard G. Long

New, Updated Version Now Available

O&M specialists and other vision professionals will find the skills, techniques, and sequence of instruction presented in this book helpful in instructing individuals with vision loss who want to regain the ability to travel independently. The book describes human guide, self-protective, directional familiarization, and cane techniques, along with strategies for indoor and outdoor travel, including those required for crossing streets, planning routes, and using public transportation.

\$44.95 Members

\$79.95 Non-Members

Order online at www.aerbvi.org



From the Listserv: Tips for making scrambled eggs

One of the many benefits of AER membership is AERNet, our Listserv that brings together blind education and rehabilitation professionals from around the world. Members can gain valuable insight and advice on important issues in the field.

In August 2012, someone asked how a blind person could tell when scrambled eggs are cooked. AER members responded with some great and unusual tips for helping blind consumers in the kitchen.

- **Use your sense of touch.** Scrambled eggs change from liquid to solid when they are fully cooked, so the eggs feel different at different stages of cooking. Soft scrambled eggs retain a bit of stickiness, while fully cooked scrambled eggs are drier and move easily around the pan. Use your cooking utensil like a cane to push the eggs and feel the resistance as the eggs begin to solidify.
- **Zip it up.** Bring a pot of water to a full boil. Meanwhile, place beaten eggs and any additional ingredients in a Ziploc bag and seal it. Place the sealed bag in the water for 3 minutes. Remove and pat the bag with a pot holder to further mix the eggs. While patting the bag, you can judge how much liquid remains. If you want to cook the eggs more, just return the bag to the boiling water. (For consumers who are worried about bisphenol A, or BPA, in plastics, Ziploc-brand bags are BPA-free. Still, consumers should use their best judgment when using plastics for cooking.)
- **Consider a different method.** Some members use the oven to make poached eggs, frittatas, and omelets. Scrambled eggs can also be made in the microwave.

- **Change your cooking utensil.** One member posted that for him, wooden spatulas convey more tactile information than plastic or metal ones.
- **Try a little chef magic.** Another AER member posted that a professional chef trick is to add sour cream just before the eggs are finished and to stir quickly to heat everything through. This will give you moist scrambled eggs without the risk of undercooking.
- **Be brave.** For those with tough fingers, you can gently touch the eggs to test their doneness.

Finally, AER member Jay Stitely offered his favorite scrambled egg recipe: 3 eggs mixed with some green onions, green peppers, and mushrooms. He cooks this mixture on medium heat for about 5 minutes to create a delicious meal.

Thanks to all the members who posted their suggestions. It's fun discussions like this that make AERNet such a great resource for our members. Discussions cover just about every topic professionals in the field might encounter—from daily living skills like this scrambled egg thread to debating what types of technology are necessary for educating blind and visually impaired students.

Do you have a question for AER members? Or do you have your own suggestions to share? Sign up for AERNet, a member-only benefit, and join the discussion on the Listserv!



Camp Abilities Alaska 2012

by Justin A. Haegele, co-director, Camp Abilities Alaska/doctoral student, The Ohio State University

Camp Abilities Alaska, a one-week developmental sport camp located in Anchorage for children who have visual impairments, celebrated its eleventh year this past July. The program started in 2000 and is maintained throughout the year by Alpine Alternatives, a non-profit organization in Anchorage, Alaska, whose goal is to provide educational and recreational opportunities to Alaskans with disabilities. They adopted the Camp Abilities program from Dr. Lauren Lieberman (SUNY Brockport), who founded the original camp in 1996 in New York. Camp Abilities Alaska is almost exclusively funded by the District 49A Lions Club.

At this year's camp, 17 athletes participated in sports designed or modified for people with visual impairments, such as goal-ball, beep baseball, tandem biking, swimming, hiking, track and field, and archery. New to camp this

year was a beep kickball demo, which the athletes thoroughly enjoyed. We played a version of beep kickball that was similar to beep baseball, kicking a ball designed by The Beep Kickball Association. We recommend that everyone give the exciting, new equipment a try!

Each year, camp ends on a sad note as athletes and coaches must say goodbye and leave the campus of the University of Alaska, Anchorage. Luckily, we are only a few months away from a new adventure and another Camp Abilities Alaska. If you are interested in volunteering at Camp Abilities Alaska for 2013, please visit the Camp Abilities Alaska website at <http://www.campabilitiesalaska.org> or contact Alpine Alternatives at Alpinealternatives@arctic.net. If you know a student who would like to attend, Camp Abilities Alaska accepts athletes from across the country. Application information is available on the Camp Abilities Alaska website.



Participants at Camp Abilities Alaska 2012]

2013/2014 Calendar of Events

For more information about upcoming events, or to have your event listed, visit our Web site at www.aerbvi.org and click on the "Conferences" section.

2013

January

Jan. 9: AER LIFT Online Seminar — Establishing and Maintaining a Website for a Chapter or Division. Webinar runs 3:30–5:30 p.m., Eastern time and is available at <http://leadership.aerbvi.org>.

Jan. 25-26: AER Board meeting, online

February

Feb. 13: AER LIFT Online Seminar — Planning and Managing a Chapter Conference, Part 1. Webinar runs 3:30–5:30 p.m., Eastern time and is available at <http://leadership.aerbvi.org>.

Feb. 27-Mar. 1: AER Virginia Chapter 2013 Vision Conference, Wyndham Virginia Crossings, Richmond, VA — Watch their website at <http://virginia.aerbvi.org/> for future information.

March

Mar. 13: AER LIFT Online Seminar — Planning and Managing a Chapter Conference, Part 2. Webinar runs 3:30–5:30 p.m., Eastern time and is available at <http://leadership.aerbvi.org>.

March 13-15: AER Kentucky Chapter Conference, Lake Barkley State Resort Park, Cadiz, KY — Keep a watch for more information.

Mar. 21-22: AER DC/MD Chapter Annual Conference, Princess Royale Resort, Ocean City, MD — Speakers include Susan Osterhaus of the Texas School for the Blind and Janet Barlow, Access for the Blind. Keep a watch for more information.

April

Apr. 10: AER LIFT Online Seminar — The Roles and Responsibilities of Leadership Positions. Webinar runs 3:30–5:30 p.m., Eastern time and is available at <http://leadership.aerbvi.org>.

Apr. 18-20: AER Illinois Chapter and AFB Leadership Conference, Chicago, IL — More details coming soon! Keep a watch on their website at <http://il.aerbvi.org/modules.php?name=Content&pa=showpage&pid=1>

Apr. 19-20: AER North Carolina Chapter Annual Conference, Governor Morehead School, Raleigh, NC — Keep a watch on their website, www.ncaer.net for more information.

Apr. 24-26: AER Penn-Del Chapter Conference, Eisenhower Hotel and Conference Center, Gettysburg, PA — Visit their website, <http://www.penn-delaer.org/>, for more information.

Apr. 26-27: AER Board meeting, online

May

May 8: AER LIFT Online Seminar — The Roles and Responsibilities of Secretary and Treasurer. Webinar runs 3:30–5:30 p.m., Eastern time and is available at <http://leadership.aerbvi.org>.

June

June 12: AER LIFT Online Seminar — Developing and Publishing a Newsletter. Webinar runs 3:30–5:30 p.m., Eastern time and is available at <http://leadership.aerbvi.org>.

June 19-21: AER Northern Rockies Chapter Conference, Snow King Lodge, Jackson, WY — Visit their website, <http://nraer.aerbvi.org>, for more information.

July

July 10: AER LIFT Online Seminar — Effective Advocacy with Legislators. Webinar runs 3:30–5:30 p.m., Eastern time and is available at <http://leadership.aerbvi.org>.

December

Dec. 11-14: AER All-Orientation & Mobility International Conference 2013, New Orleans Hilton Riverside, New Orleans, LA — For more information, go to <http://aerbvi.org/O&M2013>.

2014

July

July 30-Aug. 3: AER International Conference 2014, San Antonio, TX — Mark your calendars!

AER Job Exchange

The Vision Community's Most Active Job Bank

Looking for a new career? 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 is available at www.aerbvi.org.

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DELAWARE

TVI Delaware Division for the Visually Impaired New Castle

Qualifications: Applicants must have education, training, and/or experience demonstrating competence in each of the following areas:

- Applicant must meet State of Delaware Department of Education licensure and certification requirements as Teacher, Special Education - Teacher of the Visually Impaired, at the time of application or be able to achieve within the probationary period.
- Applicant must be able to demonstrate braille literacy or hold Certification in Braille.

Duties:

- Plans and implements educational lessons to address educational needs by accommodating for the specific eye condition.
- Keeps accurate records and data to reflect student progress and provides mandated reports to schools and families.
- Attends mandated meetings concerning the educational needs of the students and advocates for students' needs.
- Acquires and delivers books, adaptive equipment, and administers appropriate assessments to students and writes reports with recommendations.
- Collaborates with school staff, other agencies, and families to provide integrated services that meet the child's visual needs.
- Collaborates with families, schools, and vocational rehabilitation staff to prepare students for transition of school

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and into post-secondary education or employment.

- Makes referrals for additional services that may be needed by student to address visual needs and to transition into adult life.

Salary: Based on Education/Experience
Contact: Delaware Division for the Visually Impaired
Phone: 302-255-9884;
Email: sandra.lantz@state.de.us

KENTUCKY

Braille Project Leader American Printing House for the Blind Louisville

Qualifications:

- Master's degree or advanced certification beyond bachelor's. Post-master's preferred. Degree must be in an area related to education.
- Seven (7) or more years of experience related to braille literacy.
- Classroom or rehabilitation teaching of braille is preferred.
- Current or previous state or national certification in teaching or rehabilitation is preferred.
- Current or able to complete within 12 months of employment, NLS Braille Transcription certification.
- Must be able to read braille and also write braille (using Braillewriter, slate/stylus, and/or electronic devices).
- Must possess excellent verifiable organizational and project/time management experience and skills required in an environment of rapidly changing priorities.
- Must have the ability to communicate technical issues to lay personnel and consumers, as well as communicate and work across departmental lines.

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Duties: Under the immediate supervision of the Project Manager, Research, this position primarily develops, field tests, and produces braille products for teachers and rehabilitation staff to use with students and adult consumers who are blind/visually impaired.

- The position is also responsible for the modernizing of existing APH products.
- The position collaborates and partners with schools, rehabilitation agencies, teachers, experts, APH peers, and others to develop/modernize products.
- The position is expected to utilize the best methods for conducting research, including but not necessarily limited to research design, statistical analysis, and the drawing of appropriate conclusions from literature reviews and collected data.
- This is a key position at APH that provides support to other APH personnel, APH's mission, the customers we serve, and others in the area of braille literacy product development and link to current instructional practices, not only in braille reading but reading in general.

Major Duties & Responsibilities:

- Participates in the product submission process, including but not limited to solicitation of new product ideas, the research that is to be considered by the APH Product Evaluation Team (PET), and the coordination of the information for the APH Product Advisory & Research Committee.
- Using project management skills, coordinates multiple projects containing multiple products.
- Conducts initial research relating to the relevance of proposed projects.
- Collaborates with APH staff and outside consultants to prepare product content into an appropriate prototype for field testing and/or expert review.
- Conducts field testing among groups that

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- are representative of the population to be served, and ensures that field testing meets professional standards for applied or basic research as regards to validity, reliability, and confidentiality of subjects.
- Compiles results from field testing/ expert reviews, makes appropriate changes to the prototype, and works with appropriate staff including Technical Research to prepare the final documents for specifications and tooling in order to manufacturer the product(s).
 - Represents APH at conferences through attendance, presentations, and support of APH exhibitions and products.
 - Provides technical support to consumers of current products, as well as designated APH staff.
 - Prepares scholarly written and oral communications for internal and external audiences.
 - Serves as project leader or co-project leader for APH projects outside the primary area of braille literacy.

To Apply: Please submit resume and cover letter with salary requirements to hbrassitant@aph.org or mail to APH, Attn: Human Resources, 1839 Frankfort Ave., Louisville, KY 40206

APH IS A DRUG FREE WORKPLACE. An offer of employment is conditioned upon successfully passing a drug screening test. We encourage all qualified persons to apply regardless of race, color, ethnicity, national origin, religion, sex, sexual orientation, gender identity, age, place of birth, or disability, as defined by applicable law.

MASSACHUSETTS

Teacher of the Visually Impaired (TVI) Carroll Center for the Blind Newton

Qualifications: Current DESE licensure (or eligibility) in Visual Impairment is required, though graduate students in need of a supervised practicum experience may apply, based on the recommendation and approval of their university advisor. Strong organization and interpersonal communication skills are a must, as is a working knowledge of current technologies, instructional practices, and resources for teaching both low vision and non-visual learners in general education environments.

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The successful candidate will be able to implement state and federal special education regulations, while incorporating the "best practice" principles of the National Agenda and Expanded Core Curriculum, to meet the individual and unique needs of students.

Duties: The Education Services Department of the Carroll Center for the Blind announces an immediate opening for an Itinerant Teacher of Students with Visual Impairments. Responsibilities include assessment, direct instruction, and consultation for students age 3-21 years, with and without additional disabilities, who are enrolled in community-based educational programs in the greater Boston area. This is a ten-month position with the option to work summers. The Carroll Center offers a collegial and supportive work environment with a highly qualified team of professionals in a variety of disciplines, working together to provide specialized programs and services for students.

Contact: Email: jobs@carroll.org; Phone: 617-969-6200, ext. 223

NEVADA

Itinerant Teacher of the Deaf/Hard of Hearing Clark County School District - www.ccsd.net/jobs Las Vegas

Qualifications: Able to qualify for and obtain a Nevada license to teach students who are deaf and hard of hearing.

Duties: Provide direct instruction to students who are deaf and hard of hearing. Collaboration with staff and general education personnel would also be a requirement.

Salary and Benefits: Commensurate with education and experience. No state income tax.

Contact: Cathe Cordova, Coordinator IV for Deaf/Hard of Hearing Program
2625 E. St. Louis Ave., Las Vegas, NV 89104
Phone: 702-799-7468; Fax: 702-799-7454;
Email: ccordova@interact.ccsd.net

HELP WANTED

Teacher of Students with Autism Clark County School District - www.ccsd.net/jobs Las Vegas

Qualifications: Must be able to obtain certification as a teacher of students with autism (special education) in the state of Nevada.

Duties: Provide instruction to students with autism. CCSD utilizes ABA methodology. Experience preferred but not required.

Salary and Benefits: Commensurate with education and experience. No state income tax.

Contact: Carol Lamkins, Coordinator IV Low Incidence Disabilities Team
2625 E. St. Louis Ave., Las Vegas, NV 89104
Phone: 702-799-7434; Fax: 702-799-7454;
Email: cslamkin@interact.ccsd.net

Itinerant Teacher of the Visually Impaired Clark County School District - www.ccsd.net/jobs Las Vegas

Qualifications: Able to qualify for and obtain a Nevada license to teach students with visual impairments.

Duties: Provide both direct instruction and consultation to students with visual impairments. Direct instruction would include instruction in braille, abacus, slate & stylus, and specialized computer skills. Collaboration with staff and general education personnel would also be a requirement.

Salary and Benefits: Commensurate with education and experience. No state income tax.

Contact: Kelly Perkins, Itinerant Specialist
Clark County School District
2831 Palomino Lane, Las Vegas, NV 89107
Phone: 702-799-2780; Fax: 702-799-0302;
Email: kmperkins@interact.ccsd.net

Interpreter Specialist Clark County School District - www.ccsd.net/jobs Las Vegas

Qualifications: Bachelor's in ASL linguistics or related field, NAD Level IV or V Certification, and/or RID, and CI & CT, and/or EIPA Level IV; and five years of

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successful interpreting experience required.

Duties: Supervise Clark County School District American Sign Language (ASL) interpreters.

Salary: \$26.90-\$34.34 per hour

Contact: Janet Painter, Seigle Low Incidence 2625 E. St. Louis Ave., Las Vegas, NV 89104
Phone: 702-799-7434; Fax: 702-799-0302;
E-Mail: jpainter@interact.ccsd.net

NEW MEXICO

Outreach Itinerant Teacher New Mexico School for the Blind and Visually Impaired Albuquerque

New Mexico School for the Blind and Visually Impaired, Outreach Services Department is currently recruiting for an Outreach Itinerant Teacher. This is a 183-day contract and covers the full school year. O&M and TVI preferred. Must be eligible for certification in New Mexico and must meet NMSBVI's braille proficiency requirement.

Duties include travel and direct service to students around the state of New Mexico who are being served in their home school. The Itinerant Teacher will provide assessment, instruction, and consultation to students age 3-21. Prior experience preferred. A home office will be set up for the Itinerant Teacher and a car will be provided. Benefits are available and the salary is competitive.

Contact: New Mexico School for the Blind and Visually Impaired, Early Childhood Program
801 Stephen Moody SE, Albuquerque, NM 87123
Voice: (505) 271-3060, (800) 437-3505;
Fax: (505) 291-5456; Email: TerriTribble@nmsbvi.k12.nm.us

VIRGINIA

TBVI Allied Instructional Services State of Virginia

Qualifications: AIS is a private contracting company that provides vision and O&M services to local school divisions and agencies throughout Virginia, Maryland, and West

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Virginia. AIS currently has immediate openings, with more openings expected.

- 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.
- Excellent human relations, interpersonal communications, conflict resolution, organizational and planning skills are required.
- Applicant must have a comprehensive knowledge of federal and state mandates and requirements as related to the provision of educational services and supports for students with visual impairments.
- Applicant must have comprehensive knowledge of characteristics of individuals with visual impairments and other disabilities to include developmental, cognitive, socio-cultural influences, and health related problems.
- Must have the ability to recognize and respond to individual student differences. Must be able to work in a collaborative and cooperative manner with parents, co-workers, school staff, and service providers.
- Must have experience with Windows-based computers and related software applications.
- Must have a valid driver's license.
- Orientation and Mobility certification preferred but not required.

Duties:

1. Develops and maintains a classroom environment or work station conducive to effective learning.
2. Evaluates students on a regular basis and assists student in maintaining appropriate classroom behavior.
3. Provides students with visual impairments remediation to enhance academic skills and to enable students the ability to function maximally in the general education classroom while providing visual adaptations and modifications of instructional strategies and techniques.
4. Keeps abreast of current instructional and educational trends, methodologies, and materials for working with visually impaired students.
5. Obtains large print or Braille textbooks.
6. Interprets specific eye conditions and results of functional vision assessments

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and assist in making environmental adjustments in the school.

7. Participates in the development and writing of Individual Educational Programs (IEPs) according to guidelines.
8. Attends meetings as requested, including staff meetings, departmental meetings, child study, eligibility, and reevaluation, and maintains accurate records and minutes from meetings.
9. Prepares for students assigned and shows written evidence of preparation upon request of the immediate supervisor.
10. Establishes high expectations for students by employing a variety of instructional techniques and instructional media.
11. Fosters understanding and acceptance of visually impaired students by administrators, general education teachers, related service providers, peers and parents by conducting staff developments, being an advocate, and teaching self advocacy to students.
12. Maintains and monitors all specialized equipment including Braille writers, canes, etc.
13. Performs other school duties and related assignments as required.

General definition and conditions of work:

Duties performed typically in a school setting. Performs professional work providing teaching to students in a specialized subject. Work requires frequent standing, sitting, walking, vocal communication for expressing or exchanging ideas, hearing to perceive information at a normal spoken word level, and visual acuity for preparing and analyzing written or computer data.

Salary: Very competitive

Contact: For more information about AIS, please visit their website at www.alliedinstructional.com.
Phone: 804-368-8475;
email: kwalker@alliedinstructional.com.

Welcome New Members!

April 23, 2012 – September 5, 2012

CANADA
Alberta
Janice Gust

British Columbia
Stephanie Rudnisky

New Brunswick
Denise Guitar

Quebec
Caitlin Murphy

DENMARK
Hellerup
Lone Dyekjaer

UNITED STATES

Alabama
Melinda Allen
Jewell Dickson
Michael Talley

Arizona
Tieu Kohler
Alyson Lawani

California
Lynn Dubinsky
West Lee
Daniel Scali
Robin Wingell
Carmen Zarate

Colorado
Sherry Bainbridge
Ann Cunningham

Florida
Crystle Barrs
Heather Couch
Donna Currie
Leon Rosen

Georgia
Ophelia Agyei
Qiana Settles

Idaho
Aileen Zaken

Illinois
Sheri Battles
Nathan LaForte
Andreas Stefik

Indiana
Elaine Kitchel
Juliane Newman
Greg Williams

Kentucky
Jenny Dutton
Diane Key
Paige Maynard
Leslie Varellas-Wagner

Louisiana
Roxann Buller

Massachusetts
Joshua Bellini
Laurie Cremen
Barbara DeAngelis
Rosemary Haseltine
Kate LeBlanc

Robin Sitten
Amber Vaillancourt

Maryland
Carol Bogue

Maine
Brenda Dootz

Michigan
Sara Cruchelow
Kelcie Douglas
LeTasha Hughes
Sally Newton
Emily Noe
Adam Pehur
Rebecca Sametz
Andrew Soltis
Stephanie Steffer
Ronald Zubrick

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Gwen Howard

Missouri
Annette Miller
Jo Russell-Brown

Mississippi
Jacquelyn Bybee
Connie Fitzhugh
Laurie Hancock

New Mexico
JoAnne Habelt

New York
Janie Baker

Jaelyn Beebe
Christopher Frank
Stacey Gibbins
Pamela Haibach
Tiffany Mitrakos
Lisa Sluszka
Amanda Torregrossa
Paul Yellin

North Carolina
Kimberly Hudson

North Dakota
Michelle Olson

Ohio
Natalie Biddle
April Blaney
Rachel Draper
Karen Fisher
Libby Patterson
Brittany Pontious
Jennifer Remeis
Staci Wills

Oklahoma
Laura Leatherman

Oregon
Jeanne Ground
Milton Quenzer
Alena Roberts

Pennsylvania
Kendel Barrett
Danielle Klunk
Kay Macsi
Naomi Sussman

Rhode Island
Louisa Chen

South Carolina
Denise Richard Cohen
Karolee Russell

Tennessee
Whitney Carter
Nancy Murdock
Susan Yarbrough

Texas
Mary Alexander
Janiel Hayes
Lindy Lyles
Lelan Miller
Atleen Simmonds
Rosborough

Vermont
Joel Klug

Virginia
Greg Chittum
Rachael Kelly

Washington
Shiri Azenkot
Tess Brown
Richard Ladner
Carrie Lampel
Lauren Milne
Kyle Rector
Tanya Schier

In The News

Anne Riddering and Lylas Mogk, M.D.,

AER Michigan members, were appointed to state commissions by Michigan Gov. Rick Snyder in October. Riddering, a rehabilitation supervisor and staff occupational therapist at Henry Ford Health System's Center for Vision Rehabilitation and Research, will serve on the Michigan Council for Rehabilitation Services, and Mogk, director of the Henry Ford Center for Vision Rehabilitation and Research, will serve on the Commission for Blind Persons.

Sally Gittinger,

AER Nebraska member and administrator of the Nebraska Center for the Education of Children Who Are Blind or Visually Impaired, received the William English Leadership Award from the National Council of Schools for the Blind in October. The award recognizes the leadership of a school for the blind administrator or superintendent each year.

Olga Overbury, Ph.D.,

AER Canada member, received the 2012 Envision Award in Low Vision Research at the 2012 Envision Conference in St. Louis, Mo., on September 13. Overbury is an associate professor at the School of Optometry, University of Montreal and in the Department of Ophthalmology, McGill University.



In Memoriam



Barry Stephens, Ph.D.,

62, of Birmingham, Ala., passed away on July 25, 2012, of multiple myeloma. A 1972 graduate of the University of North Alabama with degrees in sociology and geography, he continued on to the University of Alabama for his M.Ed. in rehabilitation counseling and then to Mississippi State University for his Ph.D. in counselor education. A licensed professional counselor, Dr. Stephens also taught full-time in counselor education programs at University of Alabama,

University of Alabama at Birmingham, and Lindsey Wilson College in Bowling Green, Ky., and served as an adjunct instructor at Florida State University, Auburn University, and Mississippi State University. In the 1990s, he was an integral member of the National Research and Training Center on Blindness and Low Vision (NRTC), leading the development of program evaluation protocols for state older blind projects. Many of Dr. Stephens' strategies and concepts continue to be used by the NRTC. He is survived by his son, Matthew "Chad" Stephens and his mother, Sylvia Lynn Dietrich; sister, Celia S. Rainey; and brother Glenn A. Stephens.

Elaine M. Powers,

57, of Strykersville, N.Y., passed away on September 28, 2012, after a long illness. A graduate of the State School for the Blind in Batavia, N.Y., Mrs. Powers lost her vision as a young child due to retinal blastoma. She served as a long-term president of the State School for the Blind's board of visitors and was president of Niagara Frontier Radio Reading Services for the blind. A graduate of Buffalo State College, she worked as an instructor in the skills of daily living for the Blind Association of Western New York from 1976 to 1985 and as coordinator of the Visual Impairment Services Team at Buffalo Veterans Affairs Medical Center since 1985. In 2006, she was awarded the Jefferson Award, co-sponsored by The Buffalo News and WNED-TV, for her can-do attitude. She is survived by her husband, Michael P. Powers; daughter, Kathleen A. (Raheel) Siddique; two brothers, Dale and Douglas Schwab; and three sisters, Patricia Bond, Judith Perl, and Mary Lynn Andrews. Contributions may be made in Mrs. Powers' memory to the Niagara Frontier Radio Reading Service, 1199 Harlem Rd., Cheektowaga, NY 14227.



Dick Connors,

67, of Dedham, Mass., passed away on May 9, 2012, of congestive heart failure. Mr. Connors, who had a visual impairment, was an O&M specialist at the Carroll Center for the Blind in Newton, Mass., before he retired a few years ago. "He was on both sides of the fence," said Joseph Kolb, director of community services at Carroll Center for the Blind. "He became familiar in a very intimate way with skills he himself had taught to several hundred, maybe thousands, of people."

During his tenure at Carroll Center for the Blind, Mr. Connors trained many instructors as well as worked directly with thousands of clients. He was particularly dedicated to the field of O&M and the important role O&M professionals have in helping their clients achieve independence. Mr. Connors is survived by his wife Ann and his daughter Jill (who also became an O&M specialist).

Thank You to our Fall 2012 Advertisers

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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

HumanWare
800-722-3393
dominic.gagliano@humanware.com
www.humanware.com

I Can't See, But I Can Imagine
541-548-4138
icanimagine@bendcable.com
www.icantseebuticanimagine.com

Leader Dogs for the Blind
248-651-9011
leaderdog@leaderdog.org
www.leaderdog.org

Perkins Products
617-972-7308
perkinsproducts@perkins.org
www.smartbraille.org

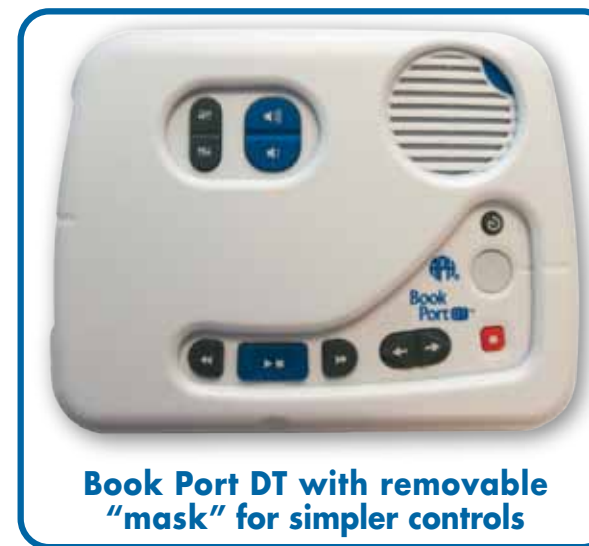
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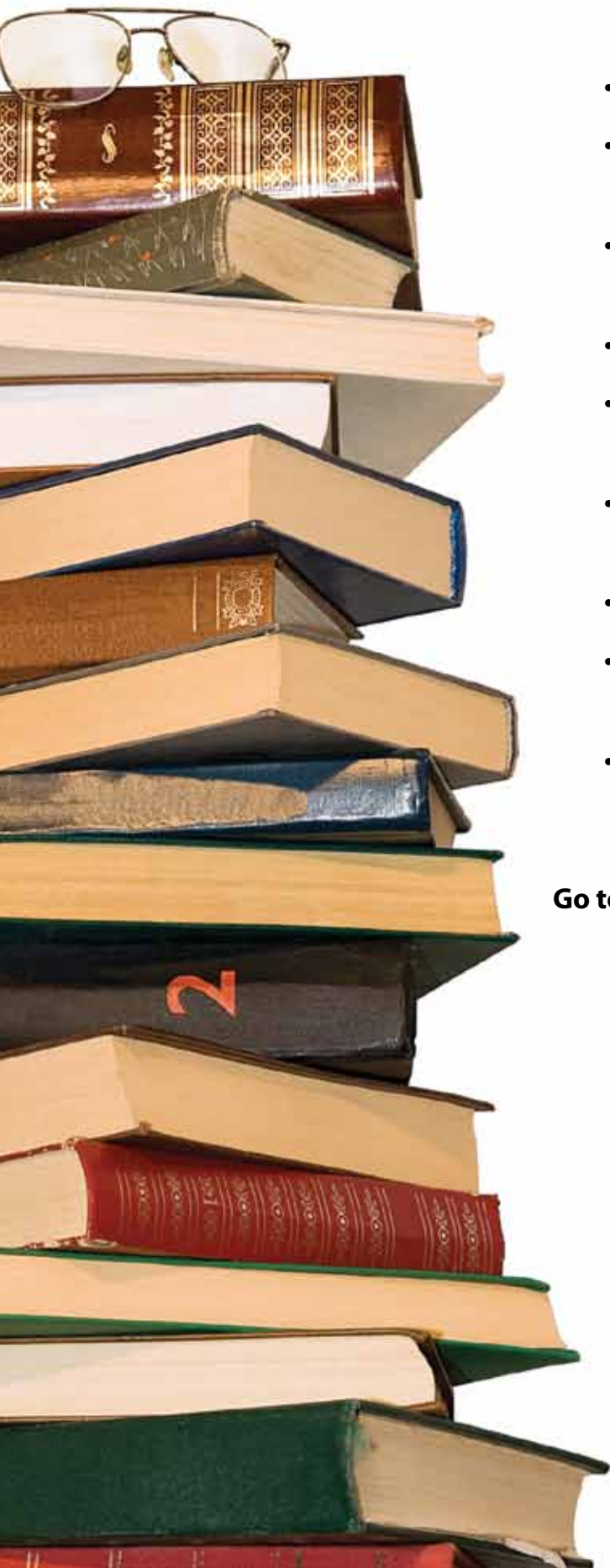
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More information: aer@aerbvi.org

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