



# AER Report

Vol. 29 No. 2 Spring 2012



## AER International Conference 2012

**July 18-22**

Bellevue, Washington USA  
On Seattle's Eastside  
Hyatt Regency Bellevue

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**Navigating Graduate School with a Visual Impairment**

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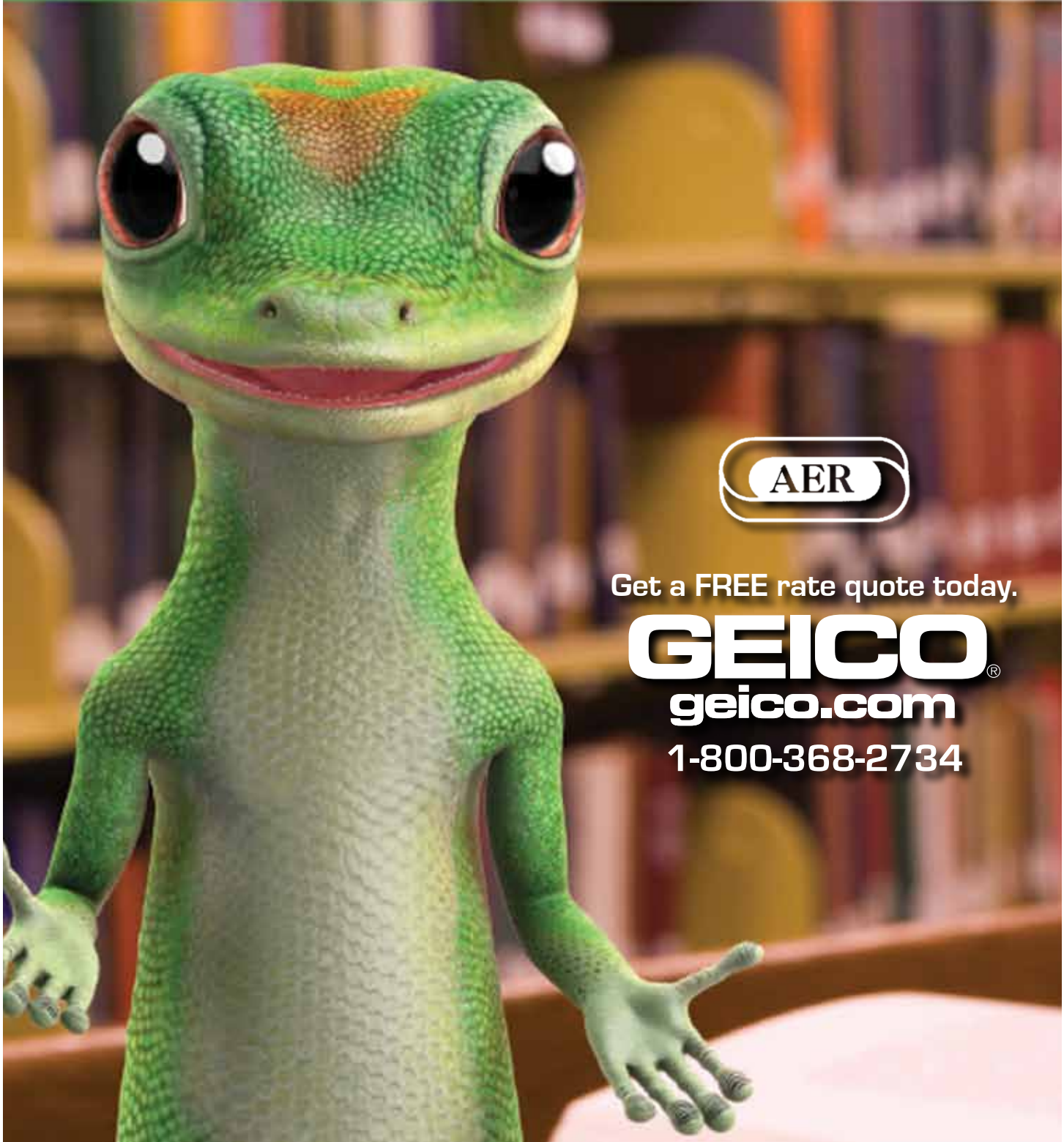
**And much more!!**

Summer is just around the corner, and that means we are counting down the days till the AER International Conference 2012 in Bellevue, Washington! The planning committee has worked hard to put together an outstanding program that is sure to appeal to everyone—whether you're a newcomer to the field or a seasoned professional. With over 800 participants expected, this conference will be the largest gathering of vision education and rehabilitation professionals.

We hope you'll join us to make this AER's biggest and most exciting conference yet!

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# President's Message

by Patricia Leader, 2010–2012 AER President



In 1984, AER's founders combined the strength of two separate organizations (American Association of Workers for the Blind, AAWB, and the Association of Education of the Visually Handicapped, AEVH) and designed the new AER to support professionals in our field. This structure called for a representative board to govern the new association. According to our bylaws, we elect district representatives from across the country and Canada, and division representatives to guide the organization on the various disciplines within our profession. This structure was created to give the membership a voice in the decisions that the board makes for the organization, both by region and on specific topics. This is not an easy task for the board, and often, members are disgruntled by our decisions. I applaud our current board members, and all of those who came before us, for the courage to tackle sensitive issues and arrive at decisions that reflect the best interests of the organization.

*"If everyone is moving forward together, then success takes care of itself."*

– Henry Ford

In order to seek information for association improvement, I recently read *Race for Relevance: 5 Radical Changes for Associations* by Harrison Coerver and Mary Byers. I heard them speak at the American Society of Association Executives (ASAE) conference last summer and found their ideas revolutionary. One of the most valuable recommendations from their presentation and book was that successful associations are those that focus their energy on the most needed services for their members. This is excellent advice, and it is exactly what our board is working to accomplish. In the process of paring down the budget to meet the constraints of the current economy, the board considered the most valuable services that we could provide to members. The response to that question was continuing education and professional development, opportunities for collaboration and networking, and championing issues in the field for the benefit of our membership.

To accomplish this, we have been providing conferences, both through regional chapter meetings and the biennial international conferences. This year, the AER International Conference will be in Bellevue, Wash., on Seattle's Eastside, from July 18-22. This is a great opportunity to access professional development through general session speakers, concurrent workshops, poster sessions, and networking opportunities throughout the day. We will also celebrate with our awards recipients and recognize our new officers. Aside from programming at conferences, AER also provides the Mangold Webinar Series, offering a variety of topics with new seminars added regularly. This is a wonderful way to earn CEUs from the comfort of your home or office. This is further evidence of the collaborative activities of your board, office staff, and members.

Our attention has also focused on our journal, *Insight*. We reviewed the journal compared to its cost and made a tough decision. While the journal is excellent and well-received in the field, it is not prudent for AER to be in the business of producing a journal. That said, the board strongly upholds the importance of providing a journal to the membership and is working on how we can best accomplish that. For 2012, *Insight* will continue to publish the excellent articles submitted by our members including one additional print issue. Following that, two final issues will be produced in online format. We are optimistic about this decision and look forward to smooth transitions through each phase of these changes. At the International Conference 2012, we will announce our plans for providing a scholarly journal to the membership going forward.

*"If you have an apple and I have an apple, and we exchange these apples, then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas."*

– George Bernard Shaw

Recently, we held two town hall meetings designed to share information with the membership and to gain input from participants. We were encouraged by the number of attendees and the questions posed. The meetings were great avenues for the board to speak directly to members, while allowing members to respond, ask for clarification, and share ideas. We welcome this input and are always open to your thoughts and suggestions.

We hope to hold more town hall meetings in the future. We look forward to even more participation from our members and the opportunity to disseminate and exchange information.

Thank you for your continued support of AER. We appreciate everyone who participates in AER through attending meetings and conferences, responding to the awards process and elections process, submitting articles, and simply by being a member. Continue to stay abreast of AER activities through *AER Report*, town hall and chapter/division meetings, newsletters, and AERNet. The strength of our organization is in joining together for the work we do.

Patricia Leader  
2010-2012 AER President



# Executive Director's Message



## Lou Tutt, Ed.D.

This April marked the one-year anniversary of my becoming AER's fifth executive director in its 28-year history. I have learned so much about managing a membership association. Special thanks to the AER office staff—Ginger, Bette Anne, and Barb—for their collective and individual ways of helping me with my “learning curve.” I remain thankful to the AER board of directors, and especially President Leader, for

offering me this job one year ago. President Leader and I meet bi-weekly via phone (she lives in California, and I live in the DC Metro area) to discuss all that is happening within AER.

Since my last message to you, I have travelled to three more AER chapter conferences, bringing the total to eight. Each of these AER chapters has supported my travel to their conferences, which I and all of AER appreciate! I have been thrilled with what these chapters are doing with and for their membership, including recruiting new members—many of whom I had the chance to meet at the conferences.

In my April Executive Director's report to the board, I told them how thrilled I was to be AER's new executive director. However, I also told them that I was not thrilled with the drop in AER membership. When I came to AER on April 1, 2011, we had 4,500 members; as of late March 2012, we have just under 4,300 members! My motto, from my first day on the job to now, has been “RECRUIT, RETAIN, REGAIN.”

We have recruited many new members, and that's encouraging. However, in the areas of retaining and regaining, we are losing AER members, and the question we need to ask is, “Why?” Why are our AER members not renewing their memberships, and why aren't those AER members who dropped their memberships returning? I ask you to join me in working harder to RETAIN and REGAIN. This challenge is not unique to AER—I am a CEC member, and their numbers have declined, too. Regardless, we cannot become complacent. All of us who know and recognize the value of an AER membership must do something about our declining membership. As we address this issue, I welcome your ideas and assistance. You are the best advocates for this organization, and you are what makes this organization the leader in blind education and rehabilitation that we are today.

In a few short weeks, we will head to Bellevue, Wash., for the AER International Conference 2012. The AER office staff, board of directors, program committee, host chapter, and many others are working collaboratively to make this year's conference one of the best in AER's 28 years. I hope you are planning to attend, present, and participate in this wondAERful conference! I have been to many AER International Conferences as an AER member, but this will be my first as the AER executive director. I would love to see 1,000 attendees in Bellevue when we meet July 18-22. Please help us reach that goal!

Finally, if you happen to be in the DC/MD/VA area, for whatever reason, please stop in and visit with Ginger, Bette Anne, Barb, 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](mailto:lou@aerbvi.org)



# AER International Conference 2012

July 18-22

Bellevue, Washington USA  
On Seattle's Eastside  
Hyatt Regency Bellevue

[aerbvi.org/2012international](http://aerbvi.org/2012international)



Association for Education and Rehabilitation of the Blind and Visually Impaired

# AER International Conference 2012

The Association for Education and Rehabilitation of the Blind and Visually Impaired cordially invites you to join us for an exciting education and networking event – the AER International Conference 2012 set for July 18-22 in Bellevue, Washington, on Seattle's Eastside.

With an outstanding lineup of educational sessions and the opportunity to collaborate with friends old and new, this conference is a not-to-be missed event to add to your summer schedule!

AER chapter members in the Pacific Northwest are planning to roll out the red carpet for delegates, and you are guaranteed to experience the warmth and hospitality that our colleagues and this beautiful region of the USA have to offer!

See you in Washington!



John Kelly, Chair  
AER International Conference 2012



AER is the only membership organization representing the professionals who provide services in all phases of education and rehabilitation to the blind and visually impaired. International in scope, AER's membership consists of a diverse group of members including vision rehabilitation therapists, orientation and mobility specialists, teachers of the visually impaired, low vision therapists, administrators, and support personnel. These vision professionals work with infants, children and teens, adults, seniors, and veterans. Whatever the specialty, all AER members are committed to the principle that persons who are blind and visually impaired have unique needs which require specialized services delivered by trained individuals.

## Program

With more than 200 hours of programming available, the AER International Conference 2012 guarantees to deliver unsurpassed educational opportunities, many of which qualify for continuing education units (CEUs). This conference is well-known for the excellent content and quality in general and breakout sessions, and this year will be no exception.

Sessions will be noted as Fundamental, Intermediate, or Advanced. This is a great opportunity to learn key basics about an unfamiliar topic, gain knowledge of more advanced strategies or concepts about vision professional issues, or take an in-depth look at fairly complex subject matter.

All attendees will receive a Certificate of Attendance. AER is applying for continuing education credit to ACVREP and CRCC.

The hands-on presentations will cover a broad range of topics in the field of blindness and visual impairment, including:

- Aging and blindness
- Assistive technology
- Expanded core curriculum
- Low vision
- Multiple disabilities
- Orientation and mobility
- Vision rehabilitation therapy
- Much, much more

## Who Should Attend

- Orientation and mobility specialists
- Teachers
- Low vision therapists
- Counselors
- Vision rehabilitation therapists
- Assistive technology specialists
- Social workers
- Administrators
- Optometrists
- Ophthalmologists
- Professionals from related fields

## Preliminary Schedule

### Wednesday, July 18, 2012

- |             |  |
|-------------|--|
| 8 am - 4 pm | MacFarland Seminar on Traumatic Brain Injury (TBI): Responding to New Challenges in Education and Rehabilitation |
| 9 am - 4 pm | Pre-Conference Workshops   |
| 6 pm - 9 pm | Opening Ceremonies Featuring Keynote Speaker Tom Sullivan Followed by Presidents Reception                       |

### Thursday, July 19, 2012

- |                   |                                |
|-------------------|--------------------------------|
| 7 am - 8 am       | Breakfast                      |
| 7:30 am - 5:30 pm | AER Exhibit Hall               |
| 8 am - 5 pm       | Conference Programming         |
| Evening           | Division Meetings & Activities |

### Friday, July 20, 2012

- |                   |                                |
|-------------------|--------------------------------|
| 7 am - 8 am       | Breakfast                      |
| 7:30 am - 5:30 pm | AER Exhibit Hall               |
| 8 am - 5 pm       | Conference Programming         |
| 11:45 am          | AER Awards Lunch               |
| 4 pm - 6 pm       | AER Bus. Mtg. ByLaws Vote      |
| Evening           | Division Meetings & Activities |

### Saturday, July 21, 2012

- |             |                              |
|-------------|------------------------------|
| 7 am - 8 am | Breakfast                    |
| 8 am - 5 pm | Conference Programming       |
| Evening     | Pacific Northwest Host Night |

### Sunday, July 22, 2012

- |                   |                           |
|-------------------|---------------------------|
| 8:30 am - 9:30 am | AER Business Breakfast    |
| 8:30 am - 4 pm    | Post-Conference Workshops |
| 9 am - Noon       | Conference Programming    |



# A Pacific Northwest Invitation

## Come one, come all!

The Pacific Northwest Chapter of AER is pleased to invite you to the AER International Conference 2012 in the beautiful Pacific Northwest. Our conference venue is the luxurious Hyatt Regency Bellevue, located just across Lake Washington from Seattle. You'll enjoy the panoramic views of the Seattle skyline, Olympic Mountains, Cascade Mountains, and Mt. Rainier. You'll also be able to stroll through connecting sky bridges and discover the more than 250 shops, 45 restaurants and lounges, plenty of entertainment options including a 16-screen premiere cinema, and much, much more in the upscale [Bellevue Collection](#).

We are working hard to make sure that your time at the conference is beneficial both personally and professionally. With Tom Sullivan as our keynote speaker, lots of great presenters, and plenty of opportunities to network, you're sure to expand your professional knowledge.

With the lovely weather Bellevue promises in July, you'll want to take advantage of the many tourist attractions the area has to offer: Take in the beautiful [Woodinville Wine Country](#); the amazing [Museum of Glass](#) in Tacoma; the [Pacific Science Center](#), which will be hosting the final U.S. stop of *Tutankhamun: The Golden King and the Great Pharaohs*; the [Space Needle](#); the famous fish-throwers at [Pike Place Market](#) (also home to the original Starbucks); hiking, kayaking, and bicycling...the list goes on!

Sincerely,

Pacific Northwest AER Chapter  
AER International Conference 2012  
July 18-22, 2012  
Bellevue, Washington, USA on Seattle's Eastside

## Program Highlights

### Keynote address



The conference kicks off on Wednesday, July 18, 2012 at 6 p.m. with our keynote speaker, Tom Sullivan, famed writer of *Adventures of Darkness* and TV producer of ESPN's

*Superior Beings*. Sullivan will share his life's journey living with blindness with thoughtful inspiration, a dash of humor, and powerful stories to lift and empower the human spirit.

"How can you make your life everything you want it to be when your world is dark?" asks Sullivan. "As a kid, I was told that I would depend on others all my life. That was a turning point for me. I said, 'No, I will be inter-dependent on others.' We each have moments where we are tested. I believe the word 'dis-ability' doesn't represent us well. All persons are capable of significant accomplishments, if they have the support network and tools to accommodate their needs. This is my message and the belief of the AER and its over 4,000 members."

AER is thrilled to have Tom Sullivan kick off our International Conference 2012. His pride and patriotism, his wisdom, and his passion for excellence are sure to motivate everyone in the audience!

### General session presentations

AER's general sessions are wonderful opportunities to bring together all the conference attendees for special presentations. At the International Conference 2012, we are pleased to offer two such presentations.

On Friday, July 20, 2012, at 8:15 a.m., we will hear from a panel on assistive technology, reporting on results of two surveys—one given to teachers of the visually impaired (TVIs) and one to students with visual impairments—on the perceptions and use of assistive technology in education. Panelists include Nora Griffin-Shirley, Ph.D., Texas Tech University, Lubbock; Derrick Smith, Ed.D., University of Alabama, Huntsville; and Phoebe Okungu, Texas Tech University, Lubbock reporting on their study, "Assistive Technology Competencies for Teachers of Students with Visual Impairments: A

National Study" and Stacy Kelly, Ed.D., COMS, Illinois State University, reporting on her study, "Use of Assistive Technology by Students with Visual Impairments: Findings from National Surveys."

On Saturday, July 21, 2012, at 1:30 p.m., we are pleased to welcome Jim Fruchterman, CEO of [Benetech](#), a nonprofit technology company based in Palo Alto, Calif. A technology entrepreneur and engineer, Fruchterman founded two of the foremost optical character recognition companies (Calera Recognition Systems and RAF Technology, Inc.) and developed reading machines for people with disabilities. In 1989, he founded Arkenstone, a nonprofit social enterprise, to produce reading machines, based on Calera technology, for people who are blind. Arkenstone changed its name to Benetech in 2000 and began creating new technology for people with disabilities, and the human rights and environmental conservation communities. Benetech's programs include [Bookshare](#), the world's largest accessible online library for people with print disabilities. Fruchterman received a MacArthur Fellowship in 2006



in recognition of his work as a pioneering social entrepreneur. He believes that technology is the ultimate leveler, allowing disadvantaged people to achieve more equality in society.

With the growing use and importance of technology in education and rehabilitation—especially for people with disabilities—these special presentations are sure to be informative and thought-provoking for our members.

### Division programming

AER's 13 specialty divisions are busy planning division education sessions that will occur throughout the entire conference. In the past, Division Day took place the day before the conference's official start. At the 2010 AER International Conference in Little Rock, Ark., the divisions began a new tradition to better serve their members by incorporating division programming into the conference schedule. The plan was so successful that the International Conference Program Committee decided to continue this practice. Look for division-specific programming in the evenings during the International Conference 2012.

### AER Awards Lunch

Celebrate the achievements of AER members who have contributed to the vision profession at the AER Awards Lunch on Friday, July 20, 2012. We will recognize winners of the C. Warren Bledsoe Award, Alfred Allen Award, Mary K. Bauman Award, John H. McAulay Award, Ambrose M. Shotwell Award, Douglas C. MacFarland Award, and the AER Outstanding Chapter Award. An additional fee of \$40 per person applies.

## Conference add-on's

Both before and after the International Conference 2012, AER offers special programs for additional fees.

### MacFarland Seminar

The 2012 MacFarland Seminar continues the tradition of programming on traumatic brain injury with "Brain Injury and Vision Loss: An Unmet Need and an Unmet Opportunity," presented by Gregory Goodrich, Ph.D., supervisory research psychologist and

optometric research fellowship coordinator, Veterans Administration, Menlo Park, Calif.; Laura Peters, Ph.D., staff psychologist, Western Blind Rehabilitation Center, Palo Alto, Calif.; and B.J. LeJeune, M.Ed., RTC, CRC, principal investigator/research associate III, Rehabilitation Research and Training Center on Blindness and Low Vision (RRTC), Mississippi State University.

This one-day special workshop will cover aspects of traumatic brain injury and present practical skills for both educators and rehabilitation specialists to use in their professional, daily life.

The MacFarland Seminar is Wednesday, July 18, 2012 from 8 a.m. to 4 p.m. and requires pre-registration and a separate fee in addition to the international conference registration. Lunch is not included.

### Pre-/Post-Conference Workshops

On Wednesday, July 18, 2012, and again on Sunday, July 22, 2012, we offer two hands-on, technology-focused workshops. Both sessions of both workshops run 9 a.m. to 4 p.m. and require pre-registration and separate fee. If you're interested, act fast as some sessions have already sold out!

"Overview and Field Practice Using the Trekker Breeze to Create Routes and Establish a Position in Space," presented by Craig Phillips, M.S.Ed., COMS and sponsored by [HumanWare](#), teaches participants to use the Trekker Breeze GPS and create routes from the address entry feature. This 6-hour workshop includes morning session on the parameters of GPS and device orientation, a working lunch (provided) to practice the settings menu, and an afternoon session of route creations on the street and in open areas. Be prepared to walk up to 3-4 miles. HumanWare will supply units for use during the session, or bring your own Trekker Breeze. Upgrades to the 2.0 system will be provided at the workshop if you bring your own. HumanWare will hold a drawing at the end of the session for a Trekker Breeze GPS. This workshop is ACVREP-approved for 6 CE hours.

"An Apple a Day...Gets You iOS Trained! 6-hours of iPad, iPhone, and iPod Touch Hands-On Training," presented pre-conference by Helen Lee, Western

Michigan University, and Donna Brostek Lee, University of Kentucky, and post-conference by Donna Brostek Lee, will provide 20 attendees with hands-on training on iOS devices: the iPad, iPhone, and iPod Touch. Participants will learn about similarities and differences between the iOS devices and how to select the most appropriate device for the user, based on the accessibility options built into the iOS devices. Training on how to use VoiceOver and refreshable braille displays with the devices will be covered as well as the use of appropriate apps to enhance independence and learning. You must bring your own equipment and headphones/earbuds. No equipment will be available to use during the sessions. Lunch is not included.

## Accommodations / Transportation

### Hyatt Regency Bellevue

Exuding fresh opulence after a \$185 million expansion, the AAA Four Diamond Hyatt Regency Bellevue on Seattle's Eastside welcomes you with signature service and sophisticated style. Conveniently located just nine miles east of Seattle, this Bellevue, Washington, hotel places you moments from the city's main attractions, from arts to sports arenas and vineyards, and just 17 miles from SeaTac Airport. Allow its tranquil resort-style atmosphere to captivate you as you enjoy a wide variety of dining and entertainment plus fitness center and spa services. Stroll via connecting sky bridges to more than 250 shops and 45 restaurants and lounges in the trendy [Bellevue Collection](#) mall. It's all here at the Hyatt Regency Bellevue.

All sleeping rooms, single, double, triple, or quadruple occupancy: \$159.00 U.S. per night, plus 14.4% tax

Hotel room reservations must be made by June 25, 2012, in order to receive the group rate.

Hyatt Regency Bellevue  
900 Bellevue Way N.E.  
Bellevue, Washington 98004-4272 USA  
Tel: 425-462-1234 Fax: 425-646-7567

#### How to make hotel reservations

- Make online room reservations through Hyatt's Passkey Online Registration. Visit [http://aerbvi.org/2012international/housing\\_transport.htm](http://aerbvi.org/2012international/housing_transport.htm) for a link to online reservations.
- You may call Hyatt Reservations directly by dialing 888-591-1234 (US and Canada) or 425-462-1234. Make sure to mention you are with the AER International Conference to receive the group rate.

### Airport Transportation

Shuttle Express is offering AER International Conference 2012 guests transportation to and from SeaTac International Airport and the Hyatt Regency Bellevue at a reduced rate of \$21.75 per person each way (normally \$37). To reserve this special rate, visit <http://shuttleexpress.hudsonltd.net/res?USERIDENTRY=visitb&LOGON=GO>.

### Local tour information

Visit the AER International Conference 2012 Web site, [www.aerbvi.org/2012international](http://www.aerbvi.org/2012international), to view information about local area tours that will be offered during the conference. The Seattle area and magnificent Pacific Northwest are known as great destinations for traveling, and Bellevue is a wonderful base of operations. So bring the family and plan to spend extra time playing tourist before or after the conference. For more information go to <http://visitbellevuewashington.com> and [www.visitseattle.org](http://www.visitseattle.org).



## For conference exhibitors

For almost 30 years, the Association for Education and Rehabilitation of the Blind and Visually Impaired has served as the only membership organization representing the professionals who provide services in all phases of education and rehabilitation to the blind and visually impaired. Whatever their specialty, all AER members are committed to the principle that those who are blind and visually impaired have unique needs which require specialized services delivered by trained individuals.

Companies that exhibit at AER international conferences can be assured their products and services will be seen by hundreds of vision professionals, including teachers, orientation & mobility specialists, low vision therapists, counselors, vision rehabilitation therapists, social workers, administrators, optometrists, ophthalmologists, and professionals from related fields. AER members are AER members are decision-makers who:

- Make or influence buying choices for federal, state, provincial, local, and private agencies.
- Serve as a direct pipeline to purchases by agencies and consumers.

- Influence selection of vision aids for and provide services to children, adults, and seniors.
- Represent the largest group of professionals providing services to blind or visually impaired individuals.
- Are in need of information about the latest products and innovations for the visually impaired—information you can provide!

For information on how your company can participate at the AER International Conference 2012 as an exhibitor or sponsor, please go online to [http://aerbvi.org/2012international/exhibit\\_sponsor.htm](http://aerbvi.org/2012international/exhibit_sponsor.htm).



# **Back by Popular Demand** **the All-Access CE Pass!**

The popular All-Access CE Pass was a big hit in 2008, so we're bringing it back for the AER International Conference 2012 at the Hyatt Regency Bellevue in beautiful Bellevue, Wash., July 18-22.

Outstanding sessions from new and seasoned presenters promise to provide attendees with updated, practical, and current educational content for professionals serving those who are blind and visually impaired. AER is making many of these sessions available online after the conference for purchase.

The All-Access CE Pass guarantees passholders access to 100 hours of these online conference education sessions and the accompanying CEUs. We are pleased to offer the All-Access CE Pass for the low, one-time price of \$79 for members (\$158 for non-members), which means you'll pay only 79 cents an hour if you're an AER member!

To benefit from these significant savings, you must purchase your All-Access CE Pass before the conference begins on July 18, 2012. After the conference, the sessions will be available for purchase online but at a higher price.

You can purchase the All-Access CE Pass when you register for the conference at <http://www.aerbvi.org/2012international/registration.htm>. If you have already registered for the conference and want to buy the pass, you may purchase the All-Access CE Pass online, but you will need a special password. Please send an e-mail to [aer@aerbvi.org](mailto:aer@aerbvi.org) for instructions.

**We look forward to seeing you in Bellevue, on Seattle's Eastside!**

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SEE US AT THE AER INTERNATIONAL CONFERENCE

# Blind Rehabilitation Service

## in the U.S. Department of Veterans Affairs – Part 2

### Serving Those Who Have Served Their Country: Professions in Blind Rehabilitation Service in the Department of Veterans Affairs

#### Introduction

The Veterans Health Administration (VHA) is creating a compassionate, qualified, and diverse workforce of health care professionals, including those in Blind Rehabilitation Service (BRS) programs. As the nation's largest integrated health care delivery system, VHA's workforce challenges mirror those of industry as a whole. VHA performs extensive national workforce planning and publishes a VHA Workforce Succession Strategic Plan annually. As part of this process, workforce analysis and planning is conducted in each regional network and national program office (like Blind Rehabilitation Service) and then is rolled up to create a national plan. VHA's ongoing efforts in developing innovative approaches to recruitment and retention of its workforce are challenged by the economy, by the aging of the baby boom generation, and by the changing demographics of the workforce as the U.S. population expands, ages, and becomes more ethnically diverse.

#### BRS Professionals

VHA professionals who provide blindness and vision rehabilitation services for veterans and service members are called "blind rehabilitation specialists" or "blind rehabilitation outpatient specialists." Blind rehabilitation specialists are clinical professionals and include orientation and mobility specialists, low vision therapists, vision rehabilitation therapists, manual skills instructors, computer skills instructors, and visual impairment service team (VIST) coordinators. VIST coordinators, who provide case management for severely disabled blind veterans, may be drawn from traditional blind and vision rehabilitation backgrounds, or they may be counseling professionals such as social workers or vocational rehabilitation counselors. Blind rehabilitation specialists may also include clinical professionals from "sister" professions (e.g., kinesiology, occupational therapy) who have received training in blind/vision rehabilitation and who provide care similar to those of blindness organizations and agencies outside VHA.

Blind rehabilitation outpatient specialists (BROS) are multi-skilled professionals. They work in patients' homes, communities, medical facilities, and/or job sites providing individualized assessments and instruction. BROS are also assigned to VHA's Polytrauma System of Care (<http://www.polytrauma.va.gov/>) for veterans and military service members with traumatic

brain injury and other disabling conditions, and to Walter Reed National Medical Center in Bethesda, Md. (<http://www.bethesda.med.navy.mil/>) BROS are often the sole providers of direct blind rehabilitation care at their medical centers, or they may be co-located with an inpatient blind rehabilitation center, or an outpatient blind rehabilitation or low vision clinic.

More than 100,000 trainees representing a wide array of healthcare professions come to VHA facilities each year for clinical learning experiences; about 60 to 70 of these are trainees in blind rehabilitation programs. Many of trainees are near the end of their education or training programs and offer a substantial recruitment pool for VA employment. Also, many practitioners in blind and low vision rehabilitation programs completed an internship or traineeship in a blind or vision rehabilitation setting and then continued to a career in VHA.

From 2008 to 2011, BRS offered "Technical Career Field" (TCF) post-service internships that were two-year, on-the-job experiences in which salary, training, and relocation expenses were included. This program garnered 66 additional VHA blind rehabilitation professionals during a period of explosive growth in the rollout of 55 new outpatient clinics and 3 new inpatient centers. Although the TCF program is now completed, there may be future opportunities to renew.

#### BRS Professional Qualification Standards

BRS staff in VHA are classified within the Office of Personnel Management's General Health Sciences "601 series" of professional classifications. The basic requirement for practitioners in this series is a professional degree, such as major study in an academic field related to health or allied sciences appropriate to the work of the position.

Beginning in 2005, BRS professionals converted from Title 5 as a hiring and promotional authority, to Hybrid Title 38. This article does not permit a full explanation of the differences in these standards. However, to summarize, Hybrid Title 38 conversion changed the hiring and promotion system to "rank in person" rather than "position" and refocused on professional education, credentials, and achievement while maintaining the pay scale, grade structure, levels of professionalism, duty and leave standards, and performance appraisals previously required through Title 5. According to the Hybrid Title 38 qualification standard, professionals must: (1) show evidence of the professional education requirements that lead to knowledge, skills, and abilities in providing blind/vision rehabilitation for

*Continued on p. 14*

## Blind Rehabilitation Services Cont. from page 13

veterans and service members; (2) show appropriate credentials to provide care (such as certification through the Academy for Certification of Vision Rehabilitation and Education Professionals, or equivalent) at the full performance level; and (3) be U.S. citizens (except in circumstances in which no U.S. citizens can be found to fill positions).

All new professionals hired since the implementation date of the new policy must meet the qualification standards, and a VHA BRS professional standards board must review their qualifications. All permanently hired BRS professionals who were in their positions prior to the standards becoming policy are “grandfathered” into their rank and series.

### VHA Employment

There are some special considerations for professionals who practice blind and vision rehabilitation in VHA, because it is a medical system. As such, practicing with VHA differs from special education, vocational rehabilitation, and state and private agency settings for several reasons, including:

1. VHA is a national system of care, meaning there is a great effort to standardize care so that veterans and service members in all areas of the country get the same quality of decision-making and care.
2. VHA is a healthcare system; healthcare accountability requires BRS professionals to use International Classification for Disease (ICD) coding for diagnoses and impairment, and Current Procedural Terminology (CPT) coding to document the care that was provided. Event capture coding is also used to document additional activity, such as meetings, telephone calls, and so forth. Measurement and data review of workload, patient satisfaction, and patient outcomes provide mechanisms for developing practices that are both effective and efficient.
3. There are opportunities to practice closely with other therapists, doctors, nurses, social workers, psychologists, technicians, and technologists to care for a veteran as a whole person. Considering the number of disabling and medical conditions a veteran or service member who is visually impaired might have, this makes it possible to provide the depth and intensity of care that comprehensively meets the needs of the person.
4. VHA has a department of Prosthetics and Sensory Aids Service that works with rehabilitation practitioners to ensure all prosthetics devices (including computers, CCTVs, optical devices, and other aids and appliances) are provided to the veteran at no charge to him or her.
5. VA has an office of Employee Education Service that works with BRS to provide educational training programs

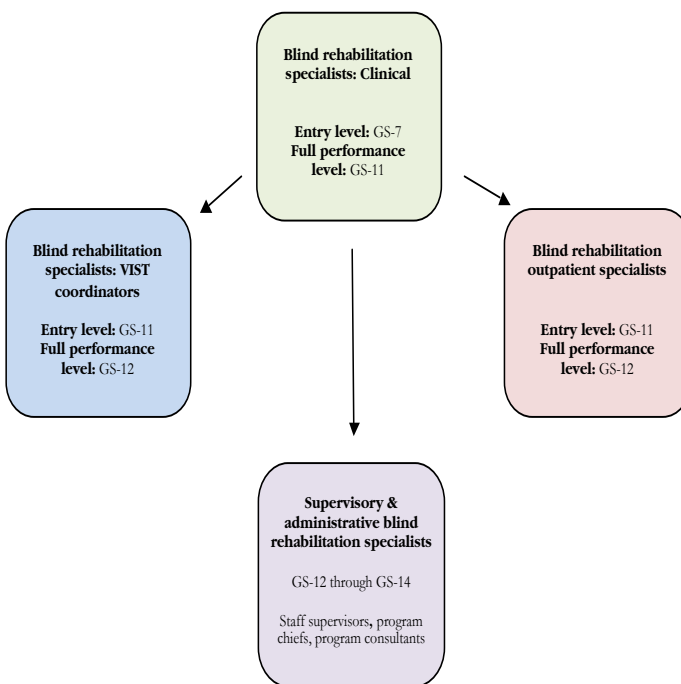
that promote evidence-based best practices to ensure we are updating our knowledge, skills, and abilities to provide the most current blind and vision rehabilitation.

6. VA offers funding opportunities for researchers to address the rehabilitation issues of veterans and service members through projects that lead to the development and publication of evidence bases for practice, as well as new assessments and interventions designed to improve care.

Available jobs in BRS are posted online at the federal government’s job site, USAJOBS (<http://www.usajobs.gov>). Using search terms “blind rehabilitation specialist” or “blind rehabilitation outpatient specialist” will bring up relevant open positions. Each posting provides specific information about the job requirements, qualifications of applicants, position, and directions for applying.

Under the Hybrid Title 38 standards, beginning BRS professionals can be hired after finishing an appropriate baccalaureate program without any other requirement at a General Schedule<sup>1</sup> GS-7 level position. A career trajectory<sup>2</sup> (see Figure 1) for such individuals could include up to a GS-14 level position (e.g., director of a large inpatient blind rehabilitation center).

**Figure 1. Career trajectory in blind rehabilitation service**



<sup>1</sup> “General Schedule” (GS) is an Office of Personnel Management term for the most-often-used classification and pay scale for civil service.

<sup>2</sup> Clinical blind rehabilitation specialists may be promoted to either blind rehabilitation specialist/visual impairment service team (VIST) coordinator or blind rehabilitation outpatient specialist positions. They may also be promoted to supervisory positions in BRS and then promoted to administrative positions. VIST coordinators and blind rehabilitation outpatient specialists may be promoted to supervisory and administrative positions.

Table 1 shows the *basic* salary levels for GS-7 to GS-14. Additional salary is available for areas with relatively higher costs of living. GS levels for positions are included in their listings on USAJOBS. The “step” level in each GS level is determined by the employee’s length of time in service; quality step increases may also be awarded for performance.

**Table 1. General schedule pay grades and levels in blind rehabilitation service programs**

GRADE	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step10
7	\$33,979	\$35,112	\$36,245	\$37,378	\$38,511	\$39,644	\$40,777	\$41,910	\$43,043	\$44,176
8	37,631	38,885	40,139	41,393	42,647	43,901	45,155	46,409	47,663	48,917
9	41,563	42,948	44,333	45,718	47,103	48,488	49,873	51,258	52,643	54,028
10	45,771	47,297	48,823	50,349	51,875	53,401	54,927	56,453	57,979	59,505
11	50,287	51,963	53,639	55,315	56,991	58,667	60,343	62,019	63,695	65,371
12	60,274	62,283	64,292	66,301	68,310	70,319	72,328	74,337	76,346	78,355
13	71,674	74,063	76,452	78,841	81,230	83,619	86,008	88,397	90,786	93,175
14	84,697	87,520	90,343	93,116	95,989	98,812	101,635	104,458	107,281	110,104

To view information about additional locality pay that is added to the basic salary levels in various regions of the country, go online to: <http://www.opm.gov/oca/12tables/indexGS.asp>. VHA also offers a benefits package for employees that may be viewed online at <http://www.vacareers.va.gov/why-choose-va/benefits/index.asp>.

Currently, the BRS staff workforce stands at 807 positions nationally. Those positions include:

157 VIST coordinators serving in 200+ medical facilities

397 blind rehabilitation specialists in 13 inpatient blind rehabilitation centers

176 blind rehabilitation specialists in 55 outpatient blind and low vision clinics

77 BROS practicing in home, communities, medical facilities, and in the Polytrauma System of Care.

We anticipate several trends that might alter the number of professionals and the way we practice blind and vision rehabilitation in the coming years. The population of blind veterans is expected to shrink somewhat in the next 15-20 years. For example, the BRS office currently estimates there are as many as 145,000 legally blind veterans residing in the United States and foreign territories. By the year 2020, we anticipate this number to decline to approximately 129,000. (De l’Aune & Williams, 2012) The veteran population continues to age and transition to frailty, meaning they will require more services closer to home and more partnering with other healthcare professionals to provide holistic care. Tele-rehabilitation is a rising trend as providing care for frail veterans and those in rural areas requires increasingly creative solutions. As young service members transition to veteran-status, they expect service to be delivered more rapidly, be as close to home as possible, and be responsive to their educational, vocational, and family lifestyle goals. Technology has changed; the burgeoning attention to universal design is dramatically altering the way we

think of prosthetic devices for visually impaired veterans. Our professionals will be required to develop new “tech-savvy” skills to ensure we are providing the most appropriate technology that suits the veterans’ rehabilitation goals and needs.

Next article: “Blind Rehabilitation Service Programs—The Care We Provide”

**Reference:**

De l’Aune, W., and M. Williams, “Prevalence Estimates of Visually Impaired and Blind Veterans” (internal report, Veterans Health Administration, Department of Veterans Affairs, 2011).

Authors: Gale Watson, director; Michael Williams, data analyst; Deborah Voydetich, blind rehabilitation planning specialist

Blind Rehabilitation Service, Veterans Health Administration, Washington, D.C.

*This article does not represent the opinions of the Department of Veterans Affairs, Department of Defense, or the U.S. Government.*



## LEADER DOG SUMMER EXPERIENCE—APPLICATIONS BEING ACCEPTED NOW June 22–29, 2012

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# ***Insight: Research and Practice in Visual Impairment and Blindness* Will No Longer Be Published After 2012**

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 due to financial constraints.

In the notice, AER Board President Pat Leader and Executive Director Lou Tutt noted that AER has offered the journal as a member benefit since 2008 and that the publication has become well-respected and popular. "The content is from the membership, and you have made this journal the success it is today," they said.

The negative impact of the economy continues to affect AER, and as a result the AER board of directors continues to make some very difficult decisions to ensure the health of the organization.

For 2012, we are reducing the number of issues from four to three and will also proceed toward an online-only format, which allows enhanced accessibility for all readers. Be assured that all accepted manuscripts will be published, and we will maintain the same rigor in the review process for the remaining issues. Currently, [all issues are available online](#) in the members only section of the AER Web site.

AER sincerely appreciates the tireless 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**

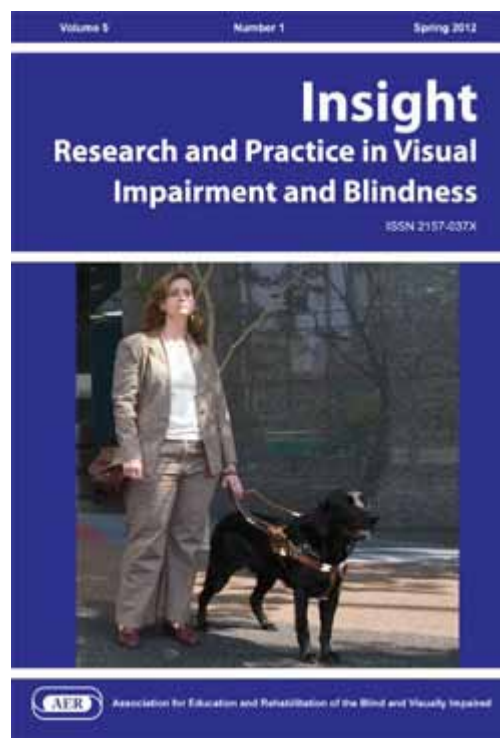
Adele Crudden, Mississippi State University

Richard G. Long, Western Michigan University

Michele Capella McDonnall, Mississippi State University

Amy McKenzie Guerette, Florida State University

Rona Poggrund, 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

AER's leadership will spend the rest of this biennium investigating various communication tools/publications that will meet and address member needs while remaining fiscally responsible within a balanced budget.



# AER Supports Effort to Ensure Access to Braille Literacy

## Senators: Braille instruction is a “crucial literacy skill” that should be provided to students with blindness or a visual impairment

In early May, U.S. Senator Patty Murray (D-Wash.) led 26 senators in sending a bipartisan letter to U.S. Department of Education Secretary Arne Duncan calling on the department to ensure students with blindness or visual impairment are provided access to braille literacy. Current regulation does not provide school districts adequate guidance in developing, reviewing, and revising the individualized education program (IEP) for students with blindness or visual impairment. The letter urges the secretary to engage stakeholder groups to write new regulation for the IEP of students with blindness or visual impairment, and give guidance to school districts on providing instruction in braille reading and writing.

The letter is supported by AER along with the American Council of the Blind, American Foundation for the Blind, American Printing House for the Blind, Helen Keller National Center, National Council of State Agencies for the Blind, and the National Federation of the Blind.

“As we know from research, literacy gaps are difficult to close and result in other negative academic and social outcomes. Students with blindness or a visual impairment who are inappropriately denied or delayed braille instruction find themselves struggling in middle and high school, falling further behind their sighted peers,” the Senators wrote in the letter to Secretary Duncan. “As this achievement gap persists, the student’s ability to compete with sighted peers for post-secondary opportunities and employment is significantly compromised. This literacy gap is both unnecessary and preventable.”

Fewer than 25% of children who meet the federal definition of blindness are braille readers. Compared to their sighted peers, fewer students with blindness or a visual impairment attend college, and those who do make it to college often find themselves underprepared for the challenges they face. Reading and writing in braille are crucial literacy skills, and their instruction should be provided to students with blindness or a visual impairment who will benefit.

“This is not just a problem for the blind community. This is a problem for our country as a whole,” said Sen. Murray. “If we allow this to continue, it won’t just be one community that falls behind, we will all fall behind together. Making sure that we offer all our kids, regardless of disability, a world-class education is not only a moral obligation, it is an economic imperative for the U.S. to succeed.”

Research has shown literacy is critical for success in school, life, and the workforce. For more than 490,000 school-aged children with a visual disability in the United States, alternative approaches to literacy may be necessary. Without providing these students access to specialized instruction, the grade-level curriculum will soon exceed the student’s reading proficiency, thereby creating a literacy gap. Instruction in braille offers students with blindness or a visual impairment a path to college and career readiness, independence, and a productive future. Yet, these outcomes hinge on special educators and parents planning for a lifetime of literacy for the student, whatever the prognosis might be for their vision.

The following senators signed on to Murray’s letter: Sen. John Boozman (R-Ark.), Sen. Tom Harkin (D-Iowa), Sen. Daniel Inouye (D-Hawaii), Sen. John Kerry (D-Mass.), Sen. John Rockefeller, IV (D-W. Va.), Sen. Barbara Mikulski (D-Md.), Sen. Barbara Boxer (D-Calif.), Sen. Olympia J. Snowe (R-Maine), Sen. Ron Wyden (D-Ore.), Sen. Jack Reed (D-R.I.), Sen. Mary Landrieu (D-La.), Sen. Charles Schumer (D-N.Y.), Sen. Maria Cantwell (D-Wash.), Sen. Frank Lautenberg (D-N.J.), Sen. Mark Pryor (D-Ark.), Sen. Benjamin Cardin (D-Md.), Sen. Sherrod Brown (D-Ohio), Sen. Robert P. Casey, Jr. (D-Pa.), Sen. Sheldon Whitehouse (D-R.I.), Sen. Jeff Merkley (D-Ore.), Sen. Mark Begich (D-Alaska), Sen. Michael Bennet (D-Colo.), Sen. Kirsten Gillibrand (D-N.Y.), Sen. Al Franken (D-Minn.), and Sen. Christopher Coons (D-Del.)

The full text of the letter follows:

Dear Secretary Duncan:

We are writing in reference to the Department of Education’s regulation concerning the development, review, and revision of the individualized education program (IEP) for a student with blindness or a visual impairment. We strongly urge the U.S. Department of Education to develop new regulations and provide additional guidance to school districts to ensure students with blindness or a visual impairment are provided braille instruction when the student will benefit.

In reauthorizing the Individuals with Disabilities Education Act (IDEA) in 2004, the intent of Congress was for braille instruction to be presumed appropriate for all students with blindness or a visual impairment. However, current regulation does not provide school districts adequate guidance in developing, reviewing and revising the IEP. It has come to our attention that in some circumstances, parents and advocates request braille instruction for their child with blindness or low vision but meet resistance from a school-based IEP team member.

We believe this is due, in part, to a misunderstanding of the needs of some students with low vision. Regardless of the reason, braille instruction is a crucial literacy skill which should be provided to students with blindness or a visual impairment who would benefit from learning braille.

In statute, Congress acknowledges braille instruction is not appropriate for some students with blindness or a visual impairment. For example, students with blindness or a visual impairment who also have a significant cognitive or developmental disability delaying language acquisition may require alternative literacy approaches, but not necessarily braille. However, we are concerned there are some students who would benefit from braille instruction but are not receiving it.

Instruction in braille closely parallels instruction in print reading. Beginning in kindergarten, instruction focuses on fundamentals such as phonemic awareness, and in later grades continues into higher order skills such as comprehension. For students with blindness entering kindergarten, braille instruction is begun immediately. However, as you know, many students with a visual impairment have a degenerative condition resulting in low vision or blindness during later childhood or adolescence. For many of these students, braille instruction is begun much later, once the student's visual acuity significantly decreases. Often, the result is that the student is unable to access the grade-level curriculum because he or she lacks proficiency in braille.

As we know from research, literacy gaps are difficult to close and result in other negative academic and social outcomes. Students with blindness or a visual impairment who are inappropriately denied or delayed braille instruction find themselves struggling in middle and high school, falling further behind their sighted peers. As this achievement gap persists, the student's ability to compete with sighted peers for post-secondary opportunities and employment is significantly compromised. This literacy gap is both unnecessary and preventable.

We strongly urge the U.S. Department of Education to engage stakeholder groups to develop new IDEA regulations related to the development of an IEP for a student with blindness or a visual impairment. New regulations should carry out the intent

of Congress that students with blindness or a visual impairment must receive braille instruction, unless the results of a data based learning media assessment and other appropriate assessments indicate the student will not benefit from braille. The burden should be placed on the IEP team to use evidence from individual student assessment (i.e., data based learning media assessment, functional vision assessment, and other appropriate assessment tools) to negate the presumption created by Congress, that the IEP team "in the case of a child who is blind or visually impaired, provide for instruction in braille and the use of braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the child." This evaluation must include a data based learning media assessment, which would provide data of learning modalities including auditory, visual, and tactual such as braille. Additionally, this data is to be used by the IEP team in determining the appropriate approach to literacy for the student.

We also strongly urge the U.S. Department of Education to provide additional guidance to school districts as to the circumstances in which braille instruction is beneficial to a student who is blind or has a visual impairment. Assistive technology, including text-to-speech, is an important and necessary means to literacy for many students with print disabilities. However, for students with blindness or a visual impairment, providing instruction in assistive technology alone may not be used as the only reason for denying braille instruction.

Instruction in braille offers students with blindness or a visual impairment the best path to college and career readiness, independence, and a productive future. Thank you for your partnership in ensuring the statutory provisions in IDEA are implemented consistent with the intent of Congress.

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## New York Senate Passes Licensure Bill

On May 15, 2012, the New York State Senate passed Senate Bill 3880B-2011, which provides for the licensing of orientation and mobility specialists and vision rehabilitation therapists. The bill now goes to the Assembly for a vote. Supporters report there are over 80 Assembly sponsors for the bill.

The vote followed a successful Lobby Day event in April, which drew people from New York and other locations and was spear-

headed by the New York Vision Rehabilitation Association. AER, numerous members, and other organizations supported the effort.

A full version of the bill is available at <http://open.nysenate.gov/legislation/bill/S3880B-2011>.



# AER Canadian Office to Close Temporarily

It is with deep regret that AER announces the temporary closing of the AER Canadian office. The negative impact of the economy continues to affect AER, and as a result, the board of directors made a difficult decision to realign how the association will serve its Canadian members.

The AER office is taking on the added duties of ensuring that Canadian affairs are addressed through communication and the production of the newsletter. The staff is working with AER Board Canadian Representative Sue Howe to establish a member panel to discuss Canadian issues and determine how AER can continue to effectively serve its Canadian membership.

In an email addressed to Canadian members earlier this year, AER Board President Pat Leader and Executive

Director Lou Tutt acknowledged the hard work of Dan Vodon, the dedicated Canadian administrative support staff person. “Dan is passionate about AER, as exemplified in the Canadian newsletter he produced,” the letter stated. “Dan worked tirelessly to ensure that the newsletter reached Canadian AER members three times a year. In each issue, he included a variety of well-written articles from across Canada. At every opportunity, Dan has promoted AER, and this is most evident in his home chapter, Manitoba, where he works full time for CNIB. We wish to thank Dan for his many contributions to AER and look forward to his continued participation.”



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](http://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.

# Chapter News

## DAKOTAS CHAPTER

"Envision a Brighter Tomorrow," the Dakotas chapter conference, brought vision professionals together in Aberdeen, S.D. on April 11-13, 2012. Sessions covered an array of topics, including technology, music therapy, braille literacy, and self-advocacy.

Newly elected officers are Tevin Fischbach, president elect, and Rose Moehring, South Dakota representative. They join officers Tracy Wicken, president; Cindy Williams, secretary; Jane Mundschenk, treasurer; Ken Dockter, member at large; Mary Verlinde, North Dakota representative; and Linda Kraft, past president.



The first annual Dakotas Chapter AER Friends of Vision Award was presented to Curt Wischmeier, M.D., an ophthalmologist in South Dakota. He was recognized for his many contributions to individuals with visual impairments and to the field of vision care.



Ken Dockter received the annual Riki Nitz AER Worker of the Year Award. Ken is from Grand Forks, N.D., and works at North Dakota Vision Services/School for the Blind. Shown here with Ken is AER Dakotas Chapter President Linda Kraft.

## VIRGINIA CHAPTER

The Virginia chapter held another successful conference from March 21-23 in historic Williamsburg, Va. Approximately 200 people attended to hear speakers, such as Dr. Frances Mary D'Andrea and Ike Presley, at the "Working Together, Making History" conference. Co-sponsored by the Virginia Department of Education and The Virginia Project for Children and Young Adults with Deaf-Blindness, the conference emphasized fun as well as learning. Many thanks to all the speakers and exhibitors for making our conference a success!

A new addition to our conference was an awards presentation, coordinated by Bruce Rudd. The chapter gave two awards: The Old Dominion Award of Excellence and the Mason Award. Congratulations to Lee Ann Armbruster and Kim Avila, our deserving award recipients, who were each presented with a certificate and check.

The chapter offers grants as a benefit to its members, and one grant was used by Lori Floyd to host a beeping Easter Egg Hunt in Martinsville, Va. Everyone had a great time! Thanks to Lori and others for making this a success.



Our membership drive resulted in a 25% membership increase this year. Activities included offering regional trainings, rebates toward renewal fees for referring new members, and rebates for new members. Members also benefitted from reduced conference fees. We are happy to welcome our new members while appreciating the participation of our tried-and-true "old-timers."

We look forward to our next year!



(L to R) Kara Hackney, Margaret Tomasik, and Nina O'Neill pose with must-have clothing items for vision pros during the "Trunk & Fashion Show for Professionals on the Go!" session at the AER Virginia chapter meeting in March.



# Meet Me in St. Louis!

## Envision Conference 2012

September 12-15

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and earn valuable continuing  
education credits.

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A multi-disciplinary low vision  
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# 2012 AER Proposed Bylaws Amendments

Pursuant to a vote by the Association for Education and Rehabilitation for the Blind and Visually Impaired Board of Directors in April of 2012, AER is publishing information regarding recommended changes in the association bylaws. These bylaws changes will be voted on at a business meeting during the AER International Conference 2012 scheduled for July 18-22 in Bellevue, Wash.

### Bylaws Change Regarding Chapter Rebates

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, the board has determined that reducing the chapter dues rebate to 10% will allow AER to prepare and maintain a balanced budget and recommends that members approve this change.

### Bylaws Change Regarding Division Bylaws

The board recommends the elimination of individual division bylaws and the establishment of policies and procedures for each of AER's 13 interest-specific divisions. This will allow for

better governance of the divisions by spelling out the functions and duties of the divisions' leadership and their members.

Members are welcome to contact the AER board of directors regarding comments and concerns regarding these proposed amendments, or bring questions to the AER International Conference 2012 in Bellevue.

Members will receive a document containing the current bylaws, the proposed new bylaws and a proxy ballot via email or mail. The vote will take place during the upcoming AER International Conference 2012. If you are not attending the meeting, you may still have your vote counted. Please complete the proxy ballot and return it to the AER office before July 13, 2012, via mail, fax to 703-671-6391, or email to [aer@aerbvi.org](mailto:aer@aerbvi.org).



## From the Listserv: Tips for helping students build braille literacy skills

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 March 2012, one member asked a question about helping a young braille reader build her literacy skills. Anna Swanson, a braille literacy consultant with Fairfax County Public Schools in Virginia posted this response:

“I worked with a student who overcame similar braille reading issues several years ago, although of course, there can be many reasons why a child has trouble mastering the code. Not having assessed or even observed the student, it’s difficult to give specific advice. However, I would recommend starting with a thorough reading evaluation by a reading specialist. Even if the student is not reading much yet, the specialist will be able to determine if she has a problem with phonological processing. The Lindamood approach and the Wilson program are both designed to remediate phonological and phonics issues, but would not be appropriate for a student whose problem is primarily related to tactile discrimination of braille characters.

“In the case of my student, the OT and I suspected she had a deficit in the area of motor memory; her phonological processing was normal. This child had received three solid years of daily braille instruction (repeating kindergarten), but could only recognize 13 letters of the alphabet consistently when she started second grade. We discovered that she required much more exposure to braille characters than a typical braille learner to internalize them. I worked with the student daily for an hour during the language arts block. By the end of two years, she was recognizing 80% of the braille contractions; her fluency had improved greatly; and she was close to grade level in reading.

Even more exciting was the fact that she loved to read after so many years of struggle.

“The following strategies were helpful for my student:

- Initial instruction in uncontracted braille except for common alphabet letter contractions, focusing first on mastery of letters of the alphabet through short targeted worksheets and games.
- Once the letters were mastered, gradual reintroduction of contractions with intensive practice.
- Custom-brailled sentences and stories, using only the contractions she had worked on. These provided her with a balanced approach to reading and were highly motivating.

“The Braille FUNdamentals curriculum from the Texas School for the Blind and Visually Impaired might be useful in providing a controlled introduction to contractions.

“Again, what worked for my student may not be the solution for yours. Another totally different approach to consider is Diane Wormsley’s Individualized Meaning-centered Approach to Braille Literacy Education (IMABLE). This has been very successful with some of the atypical learners in my school system.”

Thank you, Anna, for your thoughtful post, and thanks to all AER members who participate in the discussions on AERNet!



# Exciting New Release

## of Braille Formats in Three Accessible Versions!

BANA is pleased to announce the immediate release of the new *Braille Formats: Principles of Print-to-Braille Transcription, 2011*. This completely revised publication is available in three accessible electronic versions: enhanced PDF, BRE, and online HTML. They can be downloaded for free at BANA's Web site, <http://www.brailleauthority.org>.

The 2011 edition is an extensive revision of the previous format's publication. Appendix A of the new publication provides a quick reference of changes and additions.

BANA wishes to thank the tireless members of the Braille Formats Technical Committee and their chair, Lynnette Taylor, for their decade of work and commitment that made this publication possible.

From your AER BANA Representative:

**Diane P. Wormsley, Ph. D.**

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Professor of Special Education in Visual Impairment  
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Email: [dwormsley@ncsu.edu](mailto:dwormsley@ncsu.edu)

## Make a Difference! AER Needs Committee Members

As of July 2012, AER's committees will begin another exciting year of making a difference in our profession. There could be a committee just waiting for your name to be on its roster.

Committees are the driving force behind AER and its representation of professionals serving those who are blind and visually impaired. Taking direction from the board of directors and our organization's strategic plan, AER committees guide the association through creating the content for online professional development, identifying legislative issues, organizing conferences, publishing new books for the field, and many other important tasks.

Participation on an AER committee is professionally and personally fulfilling. By volunteering just a few hours per month or less, you reap invaluable rewards. You'll gain great relationships, learn about your profession, hear different points of view, and get an understanding of group dynamics. The next term for committee membership begins after the July 2012 International Conference, and members are appointed for two years by the president of the AER board of directors.

If you would like to be considered for a committee position, or would like to learn more, please contact AER at 703-671-4500 or [committee@aerbvi.org](mailto:committee@aerbvi.org) and put "Interested in Committee" in the subject line.



# William and Dorothy Ferrell Scholarship Winners Announced

The AER Scholarship Committee, after careful consideration and evaluation, has announced the winners of the two William and Dorothy Ferrell Scholarship awards for 2012. They are Marla Runyan of Eugene, Ore., and Brianna Jeffrey of Killen, Ala.; each will receive \$750.

Runyan is pursuing a master's degree in special education/visual impairment at the University of Northern Colorado. Jeffrey is working toward a career as a vision rehabilitation therapist for the blind and visually impaired through Western Michigan University.

To be eligible for these awards, applicants must be legally blind and studying for a career in the field of services to persons who are blind and visually impaired. The 2012 winners are excellent students with a strong desire to work in the profession and are sure to be well-received wherever they choose to continue their careers. Runyan plans to work with children, while Jeffrey's focus will be with adults.

The Ferrell Scholarship winners will be recognized at the AER International Conference 2012, July 18-22 in Bellevue, Wash.

Two other excellent applicants for the Ferrell Scholarship awards this year were Jason Decamillis of Ypsilanti, Mich., and Brianna Scerenscko of Palm City, Fla. AER Scholarship Committee members said the task of selecting only two of the four applicants for the awards was a difficult task, saying Decamillis and Scerenscko were very worthy of consideration. The committee is encouraging them to apply during the next biennium along with other eligible students.

The Ferrell Scholarships were named in honor of William and Dorothy Ferrell of Merritt Island, Fla., who in 1981 decided that they wanted to establish a scholarship fund for visually impaired students who wished to pursue careers in education or rehabilitation of persons who are blind or visually impaired. The Ferrells contributed \$1,000 to get the program started in 1981, and the AER board of directors voted to support the fund in 1984. The first Ferrell Scholarships were awarded at the 1986 AER International Conference in Chicago, at which Mr. and Mrs. Ferrell were present.

William Ferrell passed away in 2004, and Dorothy Ferrell died in March of this year at the age of 92.

Martha Simmons, chair of the AER Scholarship Committee, said, "The Ferrell Scholarships are a wonderful tradition in AER, and we are happy to be able to continue the tradition. However, it takes money! AER members and friends are encouraged to donate to the tax-exempt fund at any time throughout the year." Send donations to AER, 1703 N. Beauford Street, Suite 440, Alexandria, VA 22311-1744. A contribution to the Ferrell Fund makes an excellent memorial gift in honor of someone who has been a part of AER or a friend to persons who are blind and visually impaired.

Thanks go to Deanna Austin, Laura C. Brown, Carol Otten, and Martha Simmons, the AER Scholarship Committee for 2010-2012, for their work in selecting this year's recipients.



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# Ophthalmologists Learn Life Goes On When Vision Loss Occurs

by Ana Williams and Keely Moran  
Edward Hines, Jr. VA Hospital, Blind Rehabilitation Center

The Edward Hines, Jr. VA Hospital, Blind Rehabilitation Center (BRC) recently hosted a unique, immersive experience for roughly a dozen ophthalmology residents from Edward Hines, Jr. VA Hospital/Loyola University Chicago Stritch School of Medicine. With the help of 10 BRC blind rehabilitation specialists, the medical residents completed a professional and educational development workshop that transformed their perceptions of vision loss and gave them a better grasp of the patient education that happens beyond the doctor's office.

While those in the field of vision and eye care acknowledge that vision loss is challenging, understanding the importance of educational programs is sometimes lost in the transition from eye care to rehabilitation professionals. Yet, these programs are critical to helping clients with vision loss remain as independent as possible. One path to educating eye care professionals is through the very agencies and service providers to whom they refer patients for assistance.

Established after World War I, the BRC is an inpatient program focused on servicing veterans who have lost their vision due to conflict-related conditions or through natural causes. During their stay veterans focus on learning in five skill areas, or classes, including Living Skills, Manual Skills, Visual Skills, Orientation and Mobility, and Computer Access Training (CATS). In addition to educators for these skill areas, the BRC also staffs a social worker, clinical psychologist, and nurse practitioner to ensure patients receive comprehensive care.

After Hines Hospital Chief of Ophthalmology Jay Perlman, M.D., Ph.D. suggested having medical residents learn first-hand the challenges of visual impairment experienced by many of their patients, the BRC developed a coordinated orientation to the Blind Rehabilitation Program. Dr. Perlman and the Hines/Loyola ophthalmology residents arrived at the BRC expecting the usual classroom-style workshop, but little did they know their session would have a twist: They would be blindfolded from the moment they walked in the door.

Suddenly, they discovered how different everyday skills can be for a person with vision loss. They experienced the same classes as the inpatient veterans: making an egg sandwich and

bacon for breakfast in Living Skills, cutting a block of wood with a table saw in Manual Skills, playing Scrabble with vision simulators in Visual Skills, traveling with a white cane in Orientation and Mobility, and typing contact information into a computer and identifying money with an iPhone in CATS. As the medical residents moved from one session to the next, they gained a deeper appreciation for the challenges veterans who attend the BRC with limited or no remaining vision encounter as well as some of the skills and devices used to overcome these limitations.

The orientation ended at the veterans' workout facility with the BRC's recreational therapist, Melissa Winter. Some medical residents made valiant attempts at throwing a bull's eye at an audible dart board while others braved workout equipment, including the elliptical and treadmill under blindfold. BRC Chief Jerry Schutter joined the orientation's wrap-up session, where the ophthalmology residents shared their experiences and asked questions about the rehabilitation program.

A follow-up questionnaire conducted by the BRC revealed that the orientation was well received, with residents rating the program as "very useful" in their professional development. Because of this highly accelerated and immersive session, these eye care professionals became better equipped to offer valuable rehabilitation opportunities to clients who are diagnosed as low vision or blind. Due to its great success, this orientation program will continue to be offered for future ophthalmology residents at Hines VA Hospital.

In a continued effort to increase awareness of blind rehabilitation programs, it might be beneficial for centers across the nation to acknowledge their role as a valuable link in the rehabilitation process by reaching out to practitioners as the BRC did. Life goes on when vision loss occurs, and these ophthalmologists learned the impact blind rehabilitation has in helping clients remain as independent as possible.





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# Accidents happen...

## despite all the precautions we take

No matter how cautious you are, you can't eliminate the risk of suffering a fatal or disabling accident. That's simply the nature of these unplanned and unpredictable life events.

And the incidence is higher than you might think.

Accidents are the fifth-leading cause of death in the United States, exceeded only by heart disease, cancer, stroke, and chronic lower respiratory diseases. In 2009, accidents caused an estimated 128,900 deaths, an increase of 1.9% over the prior year. Many more people were maimed by accidents.

Consider these statistics from the National Safety Council:

- A fatal injury occurs every four minutes.
- The 2009 estimate of unintentional deaths was the highest on record. It is 47% more than the rate in 1992, which was the lowest annual total since 1924.
- One in eight Americans, or 38.9 million people, suffered a nonfatal injury requiring medical attention in 2009. That was a nearly 40% jump from 2008.

- Motor vehicle deaths were down nearly 10% in 2009. Nevertheless, 98 people died every day in motor vehicle accidents, or 1 every 15 minutes.
- The total cost of all fatal and nonfatal injuries was \$693.5 billion. That comes to an average cost of \$17,800 per incident and \$5,900 for every household.

Accidents are unavoidable, but you can take action to ensure you or your family members are protected from the financial burdens that result.

Accidental death & dismemberment insurance (AD&D), which is available through AER's Member Insurance Program, is an affordable way to supplement your life insurance coverage and provide financial support if you suffer a disabling injury.

AD&D pays benefits if an accident leads to your death or causes you to lose all or part of a limb or your sight. Benefit amounts range from \$30,000 to \$300,000, and you are guaranteed acceptance if you are under age 65. To find out more, go online to <http://www.ftj.com>.



## SAS Flash Cards Review

SAS Flash Cards, a free iPad app, is accessible for students with visual impairments using Voiceover, a screen reader that is built into all iPads. SAS Flash Cards is the iPad version of the classic flash card — a fun game to help students practice skills and/or study. Decks can be multiple choice, fill in the blank, true/false, answer the question, etc. With Voiceover turned on, blind students can use their fingers to hear what is on the page. For example, if it is a multiple choice question, students can run their finger over the question, then over the choices. When they hear the correct answer, they double tap to select it.

For students who are not familiar with Voiceover commands, it typically takes 5–10 minutes to teach them the commands, such as keeping a finger on the screen to hear what is there. For students who are familiar with Voiceover, it only takes a few minutes to show the layout of the various games. The game is set up so that the page arrows and “flip” icons are in the corners, easily found by blind users. The print is large and easy to read for low vision users. SAS Flash Cards often works well for students with multiple disabilities and for blind

students who are not able to read braille due to some physical limitations; however, these students do need to have enough hand control to touch the screen.

Currently, SAS Flash Cards has thousands of decks categorized by topics (math, English, social studies, science, and foreign languages) and labeled by grade (K-12). Teachers can search by typing in specific topics, or they can quickly create their own new decks. Icons on the side of the page indicate the type of game, grade level, and the number of cards in the deck. There is a practice mode that allows the student to “flip” the card to get the answer and a quiz mode in which answers are not given. A running record is kept and can be emailed to the teacher.

SAS Flash Cards is fun for all students—both sighted and visually impaired. Students thoroughly enjoy playing the games, and teachers are excited about how quickly their students learn the content through this app. My students tell me that learning is so much more fun on the iPad!



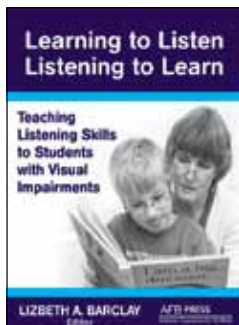
# Resources from AFB Press

## Learning to Listen/ Listening to Learn

New!

Teaching Listening Skills to  
Students with Visual Impairments

Lizabeth A. Barclay, Editor



This is the first comprehensive book to address the systematic development of listening skills in children who are blind or visually impaired and may have multiple disabilities. Includes teaching strategies,

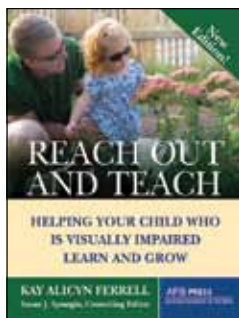
activities, and a helpful assessment checklist.

## Reach Out and Teach

Helping Your Child Who Is Visually  
Impaired Learn and Grow

Kay Alicyn Ferrell

Susan J. Spungin, Consulting Editor



The empowering guide that taught parents and teachers how to promote the development of young children with visual and multiple impairments is now available in an exciting new edition that reflects the concerns of

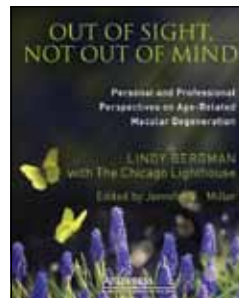
today's families and professionals and the latest research findings on learning in infancy and early childhood.

## Out of Sight, Not Out of Mind

New!

Personal and Professional Perspectives  
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Lindy Bergman with The Chicago Lighthouse  
for People Who are Blind or Visually Impaired



Ninety-three-year-old Lindy Bergman shares her personal story of living successfully with age-related macular degeneration and the world renowned experts from The Chicago

Lighthouse present a cutting-edge model of rehabilitation that integrates psychological recovery into low vision service delivery.

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# Completing a Master's Degree With a Visual Restriction

**by Chelsea Mohler, Research Assistant, CNIB  
Toronto, Ontario, Canada**

In 2009, I entered a master's program. Like every other student entering this program, I had new challenges to overcome and unexpected obstacles throughout our two years there. However, unlike other students, I had additional barriers to my educational experience as a student with a visual restriction in a research intensive program. This paper will describe the barriers (institutional, research-related, and funding related) and present the strategies my advisor (LK) and I (CM) used to overcome each of these barriers using alternating perspectives.

(CM) - In the first year of my master's, all students in my program are required to take several reading-intensive courses. The course readings were inaccessible and needed to be scanned for screen reading software. Despite everyone's best efforts, the materials did not arrive in time. In order to accommodate such delays, I was forced to complete my courses over an extended time period. This entailed taking one course per term, for a period of three terms, rather than the typical approach of four courses in two terms.

(LK) - I am primarily a lecturer in a School of Occupational Therapy but also accept a few research master's level students every year. My approach for Chelsea was the same as it is for any student—we need to get along well together and be comfortable giving and receiving constructive feedback. I accepted Chelsea as a person first; if we were at ease with one another, then I believed we could overcome any problems together. While this is a useful starting point, it did lead to some difficulties, as I often didn't anticipate barriers. I now realize that I might have been more proactive (for example, helping Chelsea obtain accessible readings sooner). The extended time period that Chelsea describes has resulted in requiring, and paying for, an extra term to complete her degree.

(CM) - As a part of program requirements, all students must take one course in quantitative research methods, which involves sophisticated statistical calculations, graphs, and charts—all things that are challenging for a person with a visual restriction to grasp because they are so pictorial. The program was unwilling to waive this important requirement. To ensure that I understood course materials, I hired a tutor in consultation with my supervisor and the disability office. This extra assistance had to be paid out-of-pocket, as funding for such services was not available. The role of this tutor was to create tactile models of any graphs presented visually, review and explain in a non-

visual way course lectures, and translate equations into a format compatible with screen reading software (JAWS).

(LK) - I must admit that I didn't anticipate the degree of difficulty Chelsea would have in the quantitative research course. Thankfully, she is a strong advocate for herself, and she immediately spoke with me and the course professor as soon as it became clear she was struggling with the material. The willingness of the course professor to provide accommodations, in combination with the tutoring, enabled Chelsea to do well in this course. Chelsea and I also discussed the additional burden of costs she was assuming for the tutoring. However, the disability office has a policy that tutoring is not an allowable expense. While this policy is designed to prevent students with disabilities from having an unfair advantage over other students, in this case, the policy was unhelpful.

(CM) - During the second year of the program, I began focusing on my research project. In order to proceed with research with human subjects, ethical approval is required from the university's ethical review board. This involved completing a lengthy application outlining the study aims, methods of gathering data and obtaining consent from participants, and recruitment strategies. The ethics application form, however, was not accessible with screen reading software as all of the formal instructions were only available in PDF, which is a scanned image of a printed page and cannot be read by adaptive software. While it was possible to request the application form in an alternate format, the time involved could have significantly delayed my research process. In addition, there was no process for electronic submission of research proposals to the ethics review board. I therefore needed help from a research assistant to word process, print, and make the necessary copies of the ethics document. I provided feedback to the review board detailing the current barriers to a student with a vision-restriction and suggested methods to change current forms, documents, and policies to better facilitate this process.

To carry out my research, I conducted semi-structured interviews with seven vision-restricted participants. Prior to my first interview, my advisor and I discussed how a researcher with a visual restriction could gather information on the non-verbal language displayed by participants.

(LK) - By second year, I was finding that Chelsea was becoming more independent in arranging accommodations. Whereas in the first year, I had to assist her with completing any documentation in PDF, by the second year, she had

hired an assistant to handle these sorts of barriers. The qualitative methodology she had elected to use also has specific requirements for rigour that include conducting, recording, and transcribing interviews at a time and place convenient for the participant; keeping field notes of observations (including the participants' facial expressions and body movements); and organizing the content of the interviews into themes that enhance understanding about the research question. Because of the visual nature of some of these tasks, Chelsea needed to draw on additional help from her assistant. With the support of a senior administrator and the dean of the faculty, we were able to arrange a special internal grant to cover the expenses of the research assistant. This has been helpful in allowing Chelsea to meet the requirements of the program.

(CM) - As part of the requirements for a research master's degree, I had to search for and synthesize many different forms of literature. Most of the information was either available online as a PDF file or as a printed book or article. I could not limit my literature search to only those articles that were accessible, as many of the most relevant textbooks detailing constructivist methodology were only available in print. Through working with the university librarian, we implemented strategies to convert these inaccessible materials into an accessible format. However, with limited resources available, this process was time-consuming and resulted in many delays. The supports provided by the library services also extended to locating books and other resources that could be searched via electronic databases.

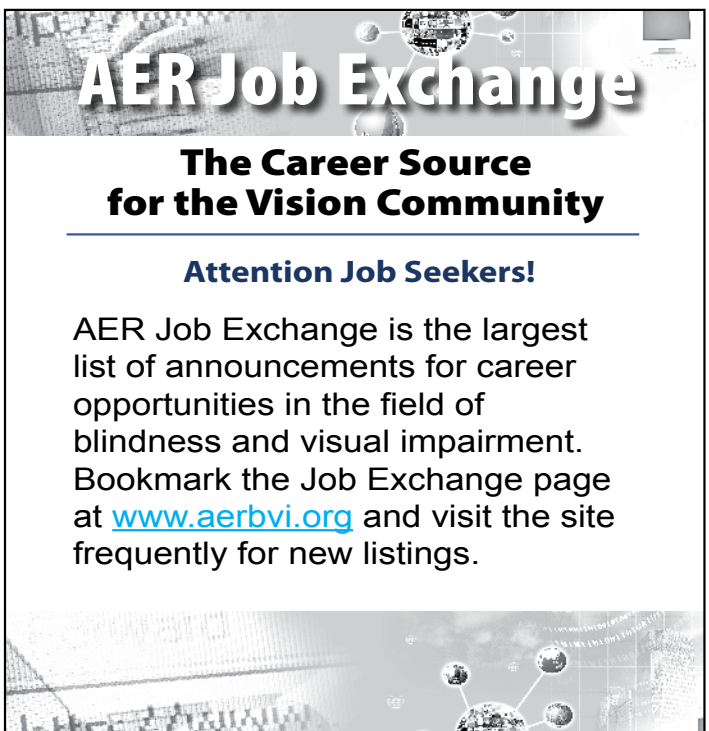
(LK) - We are fortunate to have a librarian who has a strong interest in issues of accessibility for students with disability. The librarian was instrumental in giving Chelsea reasonably rapid access (within a week or two) to the literature she needed. The work of the librarian supplemented the services of the disability office, which has too few resources at its disposal to rapidly scan and convert textbooks and journal articles, given the needs of the university's growing population of students with disabilities.

### Some Final Thoughts

(CM) - In order to successfully complete a research master's degree, I needed to have a clear understanding of what accommodations I would require throughout the process and how these accommodations would impact the timelines of the program. For example, receiving texts in alternate formats often takes more time to produce, and thus, my courses were completed in a three-term period, rather than in the two terms taken by most students. Having a strong sense of the course and degree expectations enabled me to not only manage the timing of my research project, but allowed me to plan how I would acquire the necessary resources to complete my research (e.g.,

a research assistant). As extra costs are incurred throughout the graduate journey, being aware of available bursaries and scholarships was very important and enabled me to secure extra funding.

(LK) - In working with Chelsea, I have learned that in order for students with vision restrictions to be successful at the graduate level, they must be very organized, plan ahead, anticipate barriers, be determined to succeed, and advocate strongly for themselves. As a supervisor, I have had to be supportive, willing to spend some extra time and energy engaged in advocacy, and open to new ways of doing things. The experience of supervising a graduate student with vision restrictions would be much improved if university processes and policies for such students were more specific and based on greater sensitivity to actual barriers, if there was an effective and easily accessible mechanism for students to recover additional expenses incurred as a direct result of the vision restriction, and if accessible versions of books and journal articles were more readily available.



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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](http://www.aerbvi.org) and visit the site frequently for new listings.

# Will the Real Sue Dalton Please Stand Up?

How many of you know an AER member named Susan Dalton, Suzanne Dalton, or Sue Dalton? Because the field of visual impairment is relatively small, when two people who are involved both locally and nationally happen to share the same name, it can often cause confusion.

"Many times I'm introduced to someone new at AER events, and when they hear my name they say, 'I know you! We met at...!' or 'I talked with you about...!' And I often have to say, no, that's the OTHER Sue Dalton!" reports Susan Dalton of Illinois. To help clarify which Sue Dalton is which, we've put together some details about each of these wonderful AER members.

**Suzanne** Dalton is currently supervisor of the Florida Instructional Materials Center for the Visually Impaired (FIMC-VI) in Tampa, Fla. She is also actively involved in the development of the braille version of the Florida Comprehensive Assessment Test (FCAT), the statewide assessment given to students grades 3–10 in mathematics, reading, science, and writing.

Suzanne holds a master's degree in visual disabilities from Florida State University and a bachelor's degree in visual disabilities and elementary education from the Ohio State University.

She is actively involved in several professional organizations including the Florida Association for the Education and Rehabilitation of the Blind and Visually Impaired (FAER); Council for Exceptional Children, Division on Visual Impairments; Coalition for Education of Exceptional Students; and the Phi Delta Kappa Educational Honorary. Suzanne also serves as a national goal leader for the National Agenda for the Education of Children and Youths with Visual Impairments, Including Those With Multiple Disabilities.

Suzanne has been recognized several times for her service to Florida's students: by FAER in 1994, by Florida State Advisory Committee for the Florida Department of Education for service from 1995-1997, and by the Florida Diagnostic and Learning Resource System in 1997.

**Susan** Dalton is a transition specialist with the Illinois Bureau of Blind Services where she directs TransVision, the state transition program for youth who are blind or visually impaired.

She earned a bachelor's degree in education of visually impaired and master's degree in rehabilitation teaching, both from Northern Illinois University (NIU), where she is a faculty member in the College of Education.

Like Suzanne, Susan is also actively involved with many organizations. She is the current secretary of Illinois AER, secretary-treasurer of AER Vision Rehabilitation Therapy (VRT) Division, and since 2000 she has been treasurer of Mid America Conference of Rehabilitation Teachers (MACRT). Susan also is a member of the NIU Presidential Commission on Persons with Disabilities. She has been active in various leadership roles with NOAH (National Organization for Albinism and Hypopigmentation) and the Union Lioness Club for many years.

Susan has also received several awards recognizing her service to the field: MACRT's Charlyn Allen Award for Outstanding Leadership and Achievement (2005), The Chicago Lighthouse's Centennial Medal (2006); Illinois AER Distinguished Service Award (2007); the NOAH Founders Award (2010); and AER VRT Division's Elizabeth Lennon Meritorious Achievement Award (2010).

So in the future, if you come across either of the Sue Daltons, be sure to say hello. And if it happens to be the wrong one, Sue will be happy to pass your greeting on to the other Sue! Regardless, thanks to BOTH Sue's for their outstanding service to their students and the field.



Pictured on left Susan Dalton from Illinois and on right Suzanne Dalton from Florida. (Or is it the other way around?)



# Welcome New Members!

January 9, 2012 – April 22, 2012

## CANADA

**British Columbia**  
Mary Kay Kennedy

## DENMARK

**Copenhagen**  
Bendt Nygaard Jensen

## ENGLAND

**London**  
Vivienne Brzozowski

## UNITED STATES

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## Connecticut

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Kenny Ratzlaff  
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Amanda Jarosik  
Bryan Moles  
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Jennifer Ettenger  
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Djana Catic  
Samantha Gartland  
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Chantel Ostrem

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Tracy Lynn Hallak  
Laura Jones  
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John Rose

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## Virginia

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Ellen Bernstein  
Mary Bullock  
Ana Cano-Mirabal  
April Gasper  
Leanne Malulani  
Brad Miles  
William Miller  
Eileen Minihan  
Gillian Pilcher  
Susan Ribyat  
Nancy Shareff

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Alaina D'Unger  
Dawn Hooks  
Robin Lowell  
Sean Southworth  
Betty Swenson  
Rahel Tefera  
Pat Wilber

## Wisconsin

Tiffany Kaupla

## West Virginia

Jodi Dowell  
Denise Elliott

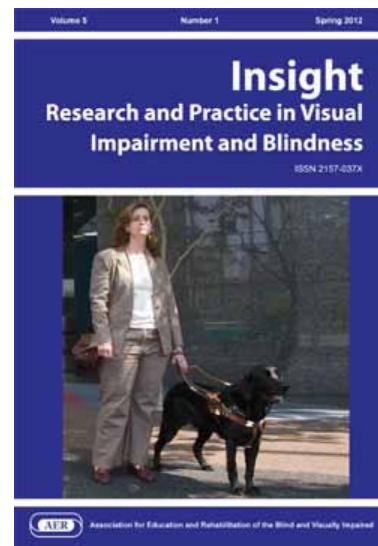
## Articles Appearing in the Spring Issue of

*Insight: Research and Practice in Visual Impairment and Blindness*

are now available online at <http://www.aerbvi.org/modules.php?name=News&file=article&sid=1550>.

The articles, which include original research, practice reports, and a theory paper/thought piece, explore the following topics:

- Supporting Students With Visual Impairments in Physical Education: Needs of Physical Educators
- The Academic Learning Time in Physical Education of Students With Visual Impairments: An Analysis of Two Students
- Evaluating the Effects of Homonymous Hemianopsia on Mobility: Considerations From a Case Series
- Mediating and Moderating Effects on the Association Between Vision Loss and Depression Among an Older Population
- Dog Guides and Deaf-Blindness: The Deaf-Blind Component of the Special Needs Program at Guiding Eyes for the Blind
- Hemianopsia and Falls Prevention
- Mnemonic Devices for Braille Instruction



# In The News

**Amy R. Guerette, AER board member,** was appointed associate dean of academic affairs for the College of Education at Florida State University, beginning June 8, 2012. While performing administrative duties for the college, Guerette will remain active in research and service to the field of visual impairments as well as continue her involvement with AER. She currently serves as chair of the Personnel Preparation Division and chair of the Council of Division Chairs.



**Donna McNear, AER Minnesota member,** spoke on Capitol Hill in Washington, D.C., in March during an anniversary celebration for Bookshare. With her are Sen. Tom Harkin (D-Iowa), left, and Jim Fruchterman, center, Bookshare CEO.

**Gerry Niedermaier, AER Michigan member,** received the Achievement Honor Roll Award in October 2011, from the Michigan Commission for the Blind. He was recognized for his efforts to increase opportunities for people who are blind or visually impaired to achieve independence. Presenting Niedermaier with his award is Christine Pada, vocational rehabilitation counselor, Michigan Commission for the Blind.



## **Joe Sullivan, president of Duxbury Systems, Inc.,**

an AER corporate member, was one of 14 people honored at the White House on May 7, 2012 as a Champion of Change. The Champions of Change program is part of the White House Winning the Future initiative. STEM (Science, Technology, Engineering, and Mathematics) innovators in the disability community were recognized for "...proving that when the playing field is level, people with disabilities can excel in STEM, develop new products, create scientific inventions, open successful businesses, and contribute equally to the economic and educational future of our country." Founded in 1975, Duxbury provides braille translation software for more than 130 languages worldwide. According to a White House news release, "Sullivan believes that braille is the key to literacy for blind persons, that literacy is the key to an informed citizenry, and that an informed citizenry is essential to civilization."

## **AER Report Interactive**



### **videos on vision rehabilitation:**

#### **"I Teach Independence"**

<http://www.youtube.com/watch?v=rChP2dQUFHQ>

#### **"What I Did in Africa"**

<http://www.youtube.com/watch?v=226IBLsk6TQ>

#### **AMD Low Vision Rehabilitation Tips with Dr. Patel, 2011**

<http://www.youtube.com/watch?v=iFPzKShHy84>

# 2012/2013

## Calendar of Events

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

### July

July 18-22: AER International Conference 2012, Bellevue Hyatt, Bellevue, Washington – [Click here to visit the conference Web site!](#)

### August

Aug. 24-25: AER Oklahoma Chapter 2012 Conference, Trade Winds Central, Tulsa, OK - Come join the Oklahoma Association of Education and Rehabilitation of the Blind and Visually Impaired. Convention speakers will be lighting the fire of your personality and temperament and also fueling those intellectual embers of technology like the iPad and those other "I" flames! For more information, contact Conference Chair Jeri Cooper at [jericooper@att.net](mailto:jericooper@att.net) or [jcooper@okdrs.gov](mailto:jcooper@okdrs.gov).

### September

Sept. 30-Oct 2: SOMA/COMA Conference, Crown Plaza Downtown Hotel, Richmond, VA – For more information or to submit a proposal for presentation, please visit their Web site at <https://docs.google.com/spreadsheet/viewform?formkey=dEtTTDdGdDVBRU1WeW5iNzIILXZqUkE6MQ#gid=0>.

### October

Oct. 14-16: Ohio AER Chapter 2012 AERO Conference, Holiday Inn Conference Center, Worthington, OH - For more information, visit their Web site at [www.aerohio.org](http://www.aerohio.org).

Oct. 25-26: Kansas AER Chapter 2012 Annual Conference, Kansas State School for the Blind, Kansas City, KS - Keep a watch for more information!

### November

Nov. 1-2: Arizona AER Chapter Conference, Poco Diablo Resort, Sedona, AZ - For more information, visit their Web site at <http://azaer.aerbvi.org/>.

Nov. 4-6: New York AER Chapter 27th Annual Conference, Crowne Plaza, White Plains, NY – For more information and conference updates, visit their Web site at <http://nysaer.aerbvi.org>.

Nov. 14-16: Northeast AER 2012 Chapter Conference, Hyatt Regency Hotel, Newport, RI - For more information, visit their Web site at <http://www.neaer.umb.edu/?page=conference>.

## 2013

### March

Mar. 21-22: AER DC/MD Chapter Annual Conference, Princess Royale Resort, Ocean City, MD - Watch for more details!!

# 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](http://www.aerbvi.org).

## HELP WANTED

### GEORGIA

#### Orientation & Mobility Specialist New View Adult Rehabilitation Services Center for the Visually Impaired Atlanta, GA

**QUALIFICATIONS:** Master's degree with emphasis in orientation and mobility from an accredited college or university and/or ACVREP certification as an orientation and mobility specialist. Willingness to also obtain ACVREP certification in Vision Rehabilitation Therapy preferred.

**DUTIES:** Responsible for the organization, planning, and direct provision of orientation and mobility services to blind and visually impaired persons.

**SALARY:** Competitive with an additional \$3,000 in salary for the first ACVREP certification and an additional \$1,000 for the second ACVREP certification. Excellent benefits package including health and dental insurance, free life and disability insurance, free parking, participation in 403(b) retirement program, opportunities to participate in conferences and presentations. Assistance with relocation costs.

**CONTACT:** Harvey Clark,  
[hclark@cviga.org](mailto:hclark@cviga.org) (email preferred)  
Center for the Visually Impaired  
739 West Peachtree Street NW  
Atlanta, GA 30308  
Phone: 404-875-9011

**LOCATION:** Atlanta has earned its reputation as the cultural capital of the South. We have award-winning theaters, opera, and museums. Our diverse population guarantees great ethnic restaurants and nightlife. For those with families we have Zoo Atlanta, Fernbank Museum of Natural Science, Center for Puppetry Arts, Children's Museum, and the Georgia Aquarium. Abundant parks and playgrounds can be used virtually year round. Our public transit system includes both bus and rail. Our college and pro sports teams offer excitement

## HELP WANTED

throughout the year. For nature enthusiasts, Atlanta is less than an hour away from the Georgia mountains, and hiking and biking trails are even closer. All this in a city that still has not outgrown its southern charm and hospitality. Atlanta truly has something for everyone. Please find out more about CVI by visiting our website at [www.cviga.org](http://www.cviga.org)

### IOWA

#### Teacher of the Visually Impaired Iowa Braille School Vinton, IA

**QUALIFICATIONS:** Bachelor's degree in education plus experience using a computer and other office equipment required. Candidates must meet State of Iowa teacher licensure requirements with an endorsement in visual impairment by the time of appointment. The ability to travel throughout a designated region within Iowa on a daily basis also required. Master's degree in education preferred. Valid driver's license also preferred. Criminal and other relevant background checks required.

**DUTIES:** In collaboration with area education agencies (AEAs) and local education agencies (LEAs), and using an itinerant model, the teacher of the visually impaired (TVI) provides appropriate support and/or instruction to students with visual impairments, in their local schools and home settings. Support is also provided to parents and local school personnel.

**SALARY:** \$40,666 - \$76,224 commensurate with qualifications/experience, including comprehensive fringe benefit package.

Position will be posted until filled.

**CONTACT:** For additional information, Justin Ruegg: 319-472-5221, ext. 1226  
Send cover letter, resume, official transcripts, and copy of teaching license to:  
Director of Human Resources  
Iowa Braille School  
1002 G Avenue

## HELP WANTED

Vinton, IA 52349  
Email: [jruegg@iowa-braille.k12.ia.us](mailto:jruegg@iowa-braille.k12.ia.us)

Iowa Educational Services for the Blind and Visually Impaired/Iowa Braille School is an equal opportunity employer with a comprehensive plan for affirmative action.

### KENTUCKY

#### Braille Literacy Product Development Project Leader APH Louisville, KY

**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.

**DUTIES:** Under the immediate supervision of the director of research, this position primarily develops, field tests, and produces braille literacy 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,

## HELP WANTED

and the drawing of appropriate conclusions from the 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 the link to current instructional practices, not only in braille reading but reading in general.

### MAJOR DUTIES AND

**RESPONSIBILITIES:** (1) Participates in the product submission process, including, but not limited to, the 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 (PARC). (2) Using project management skills, coordinates multiple projects containing multiple products. (3) Conducts initial research relating to the relevance of proposed projects. (4) Collaborates with APH staff and outside consultants to prepare product content into an appropriate prototype for field testing and/or expert review. (5) Conducts field testing among groups that are representative of the population to be served, and ensures that the field testing meets professional standards for applied or basic research as regards to validity, reliability, and confidentiality of subjects. (6) 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). (7) Represents APH at conferences through attendance, presentations, and support of APH exhibition of products. (8) Provides technical support to consumers of current products, as well as designated APH staff. (9) Prepares scholarly written and oral communications for internal and external audiences. (10) Serves as project leader or co-project leader for APH projects outside the primary area of Braille literacy.

**SALARY:** Negotiable

**TO APPLY:** Please submit resume and cover letter with salary requirements to [hrassistant@aph.org](mailto:hrassistant@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

## HELP WANTED

identity, age, place of birth, or disability, as defined by applicable law. EEO/AA Employer.

### Core Curriculum Product Development Project Leader APH Louisville, KY

**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 the core curriculum areas. Classroom or rehabilitation teaching of core curriculum subjects is preferred. Current or previous state or national certification in teaching or rehabilitation is preferred. Must be able to read braille and also write braille (using Braillewriter, slate/stylus, and/or electronic devices), within one year of hire. 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.

**DUTIES:** Under the immediate supervision of the director of research, this position primarily develops, field tests, and produces core curriculum 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 the 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 core curriculum product development and the link to current instructional practices.

### MAJOR DUTIES AND

**RESPONSIBILITIES:** (1) Participates in the product submission process, including, but not limited to, the 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 (PARC). (2) Using project management skills, coordinates multiple projects containing multiple products. (3) Conducts initial research relating to the relevance of proposed projects. (4) Collaborates with APH staff and outside consultants to prepare product content into an appropriate prototype for field testing and/or expert review. (5) Conducts field testing among

## HELP WANTED

groups that are representative of the population to be served, and ensures that the field testing meets professional standards for applied or basic research as regards to validity, reliability, and confidentiality of subjects. (6) 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). (7) Represents APH at conferences through attendance, presentations, and support of APH exhibition of products. (8) Provides technical support to consumers of current products, as well as designated APH staff. (9) Prepares scholarly written and oral communications for internal and external audiences. (10) Serves as project leader or co-project leader for APH projects outside the primary area of core curriculum.

**SALARY:** Negotiable

**TO APPLY:** Please submit resume and cover letter with salary requirements to [hrassistant@aph.org](mailto:hrassistant@aph.org) or mail to:

APH  
Attn: Human Resources  
1839 Frankfort Ave.  
Louisville, KY 40206

**CONTACT:** Phone: 502-899-2243

## MASSACHUSETTS

### Director of Itinerant and Outreach Programs Perkins School for the Blind Watertown, MA

Perkins School for the Blind was the first school for the blind chartered in the United States in 1829. For over 183 years the staff at Perkins have been providing quality services to students and clients who are blind, visually impaired, deaf-blind and multi-impaired. As the programs and services at Perkins have grown, their focus has evolved and extended beyond our campus and into many different communities throughout the United States and around the world. Located near Boston and Cambridge, our programs provide educational training opportunities for students from birth to 22 years of age and services for adults in residential, day, and community-based programs. All of our programs and services strive to enable each student and client to develop his or her greatest potential and maximum independence. Perkins School for the Blind embraces diversity in ability, thought, culture, and belief. We provide equal education and employment opportunities and value the unique talents and contributions of all of our students and staff.

*Continued on p. 38*

## HELP WANTED

**QUALIFICATIONS:** (1) Master's degree in special education, administration or special education related field. (2) Seven plus (7+) years related experience and/or training or equivalent combination of education and experience. (3) Knowledge of special education legislation and related regulations. (4) Experience with managing the business end of educational services. (5) Preference may be given to candidates with certification in administration (school principal, SPED administrator). (6) Knowledge and understanding of the Massachusetts Curriculum Frameworks and the Massachusetts Special Education system.

**DUTIES:** #849; Department: Community Programs; Schedule: Full-time, 12 months

Under the general supervision of the superintendent, the director of itinerant and outreach programs directs and coordinates activities concerned with administration of special education programs and services for students who are blind, visually impaired, and deaf-blind, who reside in the community outside the Perkins campus. Services are delivered in accordance with Massachusetts Department of Elementary and Secondary Education, the Department of Public Health, and the Department of Early Education Care standards by performing the following duties personally or through subordinate supervisors.

**RESPONSIBILITIES:** (1) Serves as the director for all community programs. (2) Administers, develops, implements, and maintains educational programs and services for students and clients who are blind, visually impaired, deafblind. (3) Expands programs and services where appropriate, according to fiscal viability. This includes the financial and business elements of these programs. (4) Directs the preparation and presentation of community program budgets for approval by the superintendent. (5) Ensures communication and collaboration among and between programs and departments as well as parents, family, and community members. (6) Creates and develops a variety of service delivery models which maximize efficient use of staff and travel time while ensuring continuity in high quality programming. (7) Responds to requests for services quickly and with an eye for ensuring that resources are utilized in the most fiscally responsible way. (8) Works with stakeholders to create and implement a sustainable marketing plan that will allow programs to grow in a way that supports the Perkins mission and maximizes monetary resources. (9) Represents Perkins School at appropriate events and forums. (10) Manages subordinate supervisors who supervise employees in the Educational Partnerships School-Age and Early Intervention programs, as well as Community Living Services, Outreach Services, and Evaluations. (11) Responsible for the overall direction,

## HELP WANTED

coordination, and evaluation of these units. (12) Directly supervises non-supervisory employees who assist in the programs' management. (13) Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. (14) Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems. (15) Performs other related duties and tasks as assigned.

**BENEFITS:** We provide a complete benefits package, which includes vacation time, tuition reimbursement, medical and dental insurance, LTD and life insurance, retirement programs, and staff development and training.

**HOW TO APPLY:** To apply for a position at Perkins School for the Blind, please visit our Web site, <http://www.perkins.org/careers/>.

Perkins seeks to enhance its community of intellectually, culturally, and socially diverse individuals to enrich the educational experience of our students. Applicants who represent a variety of backgrounds and abilities, who are bilingual, or who have life experience are encouraged to apply.

**CONTACT:** Charles Pimlott, email: [Charles.Pimlott@Perkins.org](mailto:Charles.Pimlott@Perkins.org)

### AN EQUAL OPPORTUNITY/ AFFIRMATIVE ACTION EMPLOYER

#### **Project Coordinator/Inclusion Spec.- China/SE Asia (#914) Dept. Perkins School for the Blind Watertown, MA**

Perkins School for the Blind was the first school for the blind chartered in the United States in 1829. For over 182 years the staff at Perkins have been providing quality services to students and clients who are blind, visually impaired, deaf-blind, and multi-impaired. As the programs and services at Perkins have grown, their focus has evolved and extended beyond our campus and into many different communities throughout the United States and around the world. Located near Boston and Cambridge, our programs provide educational training opportunities for students from birth to 22 years of age and services for adults in residential, day, and community-based programs. All of our programs and services strive to enable each student and client to develop his or her greatest potential and maximum independence. Perkins School for the Blind embraces diversity in ability, thought, culture, and belief. We provide equal education and employment opportunities and value the unique talents and contributions of all of our students and staff.

## HELP WANTED

**QUALIFICATIONS:**  
*Minimum qualifications:* (1) Master's degree in special education or related field. (2) Three years of experience in a position of responsibility for consultation to and training of other teachers and personnel. (3) Extensive knowledge of inclusive education, and classroom curriculum needs, instructional methods and techniques, and the full array of communication methods used with students with disabilities. (4) Experience in inclusive education in international settings. (5) Experience in working with teacher training colleges/ universities. Ability to travel independently for periods exceeding two to three weeks at a time, frequently to international destinations. (6) This position requires frequent international travel (primarily China), with on site work, accommodation, and meals in both urban and rural areas of China, including some underdeveloped areas of China. (7) Proven organizational skills to function with a high level of autonomy and flexibility. (8) Ability to handle and prioritize multiple tasks. (9) Excellent time management skills. (10) Intercultural knowledge and sensitivity. (11) Treats others with respect and consideration. (12) Excellent inter-personal skills. (13) Skill in the management/administration of grants, project planning and management, and budget management. (14) Excellent written and verbal communications skills, including experience and skills in cross-cultural communication. (15) Good reporting skills. (16) Demonstrates group presentation skills. (17) Demonstrates skills in effective adult learning methods, and development of effective training materials for adult learners in various formats (including written, video, on-site delivery). (18) Team player and good communicator, including experience and skills in cross-cultural communication. (19) Works with integrity and ethically. (20) Upholds organizational values.

*Preference may be given to candidates with:* (1) Prior experience in international work as a trainer of teachers within the fields of inclusive education and/or education of children with disabilities. (2) Prior experience, whether paid or voluntary, in working for international governmental or non-governmental organizations. (3) Ability to speak Mandarin (preferable, but not required). (4) Experience in program development, special education, or related field in China and/or Asia.

**DUTIES:** Project Coordinator/Inclusion Specialist - China/Southeast Asia (#914); Department: Perkins International; Schedule: Full-time, 12 months

The project coordinator/inclusion specialist China/Southeast Asia provides leadership, coordination, technical expertise, and project management for all aspects of a grant to develop effective inclusive education systems for children with disabilities aged 4-15 in 8 counties of Sichuan and Yunnan Provinces, China.  
**RESPONSIBILITIES:** Coordinate Perkins

## HELP WANTED

International inclusive education grant in China and provide technical assistance to Perkins International education projects in China/Southeast Asia.

*Specifically:* (1) Develop a sustainable system for training teachers to serve children with disabilities in inclusive settings at three universities so that more teachers are better prepared to teach children with disabilities. (2) Ensure quality of project implementation, including training activities and materials development. (3) Ensure project objectives and indicators are met. (4) Oversee and manage the financial resources allocated to the project. (5) Prepare timely written (narrative and financial) reports on the activities and accomplishments of the project. (6) Meet all grant and Perkins International reporting requirements. (7) Maintain documentation on all matters related to the grant. (8) Communicate and coordinate regularly with regional coordinator- Asia/Pacific Programs. (9) Work with regional coordinator and Perkins International Asia team to support project and broader program goals in China and region. (10) Communicate and coordinate effectively with Save the Children China and other project partners. (11) Assign work for the project, including U.S.-based consultants, Asia regional consultants, and local consultants in China. (12) Be the key expert on inclusive education to provide technical assistance to project partners. (13) Perform other duties and tasks as assigned.

SALARY: Based on experience

CONTACT: Charles Pimlott, email:  
[Charles.Pimlott@perkins.org](mailto:Charles.Pimlott@perkins.org)

## NEVADA

**Interpreter Specialist**  
Clark County School District ([www.ccsd.net/jobs](http://www.ccsd.net/jobs))

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 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  
Email: [jpainter@interact.ccsd.net](mailto:jpainter@interact.ccsd.net)

## HELP WANTED

**Itinerant Teacher of the Visually Impaired**  
Clark County School District ([www.ccsd.net/jobs](http://www.ccsd.net/jobs))  
Las Vegas, NV

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: [kimperkins@interact.ccsd.net](mailto:kimperkins@interact.ccsd.net)

**Teacher of Students with Autism**  
Clark County School District ([www.ccsd.net/jobs](http://www.ccsd.net/jobs))  
Las Vegas, NV

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  
Email: [cslamkin@interact.ccsd.net](mailto:cslamkin@interact.ccsd.net)  
Phone: 702-799-7434  
Fax: 702-799-7454

## HELP WANTED

### NEW MEXICO

**Deaf/Blind Consultant**  
The New Mexico School for the Blind and Visually Impaired  
Alamogordo, NM

The New Mexico School for the Blind and Visually Impaired, the New Mexico School for the Deaf, and the New Mexico Project for Deaf-Blind Children and Youth are seeking a deaf/blind consultant. This individual will provide consultative services and technical assistance regarding educational programming in the areas of language and communication, vision, literacy, assistive technology, and quality assessments for students who are deaf-blind. A master's degree or higher in special education as well as Teacher of the Visually Impaired/Interpreter for the Deaf certifications are required. Extensive deaf-blind education experience including ASL fluency, expertise in assistive technology, language, and communication development required. A minimum of five years successful teaching in the classroom and providing direct services to students who are deaf-blind is required. This is a 9-month position. Position available for the 2012-2013 school year. Applications accepted until filled.

Please send resumes to Emily Dianne Starr UNM Project for Children and Youth who are Deaf-Blind  
[estarr@salud.unm.edu](mailto:estarr@salud.unm.edu)  
505-272-0321 or 800-614-4051

**Early Childhood Classroom Teacher**  
New Mexico School for the Blind and Visually Impaired  
Albuquerque, NM

The New Mexico School for the Blind and Visually Impaired Early Childhood Program is seeking an experienced and qualified teacher of the visually impaired for our site-based preschool and kindergarten program. Early Childhood experience is required. Special education and TVI licensure are preferred or willingness to acquire TVI. Teacher would be responsible for teaching, assessing, and monitoring a classroom of VI and/or multiply impaired students. Will be required to become braille proficient. Full-time, 9-month contract. Position available for the 2012-2013 school year. Applications accepted until filled.

New Mexico School for the Blind and Visually Impaired  
Early Childhood Program  
801 Stephen Moody SE  
Albuquerque, NM 87123  
Phone: 505-271-3060, ext. 3062 or 800-437-3505  
Fax: 505-291-5456  
Email: [JPino@nmsbvi.k12.nm.us](mailto:JPino@nmsbvi.k12.nm.us)

# In Memoriam



## Dorothy Ray "Dottie" Ferrell

Dorothy Ray "Dottie" Ferrell, 92, of Merritt Island, Fla., passed away Saturday, March 3, at Cape Canaveral Hospital. She, along with her husband, are best known to AER members as the co-founders of AER's William and Dorothy Ferrell Scholarships. In 1981, the couple decided they wanted to establish a scholarship fund for students who are visually impaired and who wish to pursue careers in the education or rehabilitation of persons who are blind or visually impaired. They contributed startup funds, and the AER board voted to support the effort in 1984. The first scholarships were awarded in 1986.

A native of Chattanooga, Tenn., Mrs. Ferrell was a lifetime member of the Lions Club, co-founder of the Brevard Council of the Blind, and active member of the American Council of the Blind. She received the "Just Bill Award" for her achievements in 2006. She is survived by her nephew, Gareth Matthews and wife, Carmen, of Merritt Island; nieces, Sherry House and Anita Morris; and nephews, Larry Matthews, Trent Matthews, and Lee Goodner.

## Joseph H. Wiggins

Lifetime AER Member **Joseph H. Wiggins** of Richmond, Va., died peacefully on April 5. A longtime employee of the Virginia Department for the Blind and Vision Impaired, he was preceded in death by his wife, Ruby J, and is survived by his son, Chris Wiggins, and daughter, Pam Wiggins. The family requests that donations in his honor be made to Friends of Bandy Field, 602 Ridge Top Road, Richmond, VA 23229.

## Dr. James C. Bliss

**Dr. James C. Bliss**, a prominent technological innovator in California's Silicon Valley, died in January after a long courageous battle with multiple myeloma. He was a pioneer in the development of technology for those who are blind and visually impaired and co-founder of Telesensory Systems. In 2007 he received the Migel Medal—the highest honor in the blindness field—from the American Foundation for the Blind. Donations may be made to the Multiple Myeloma Research Foundation, 383 Main Ave., 5th floor, Norfolk, CT 06851

# Moving?

## Take AER with you!



Update your information  
via email: [aer@aerbvi.org](mailto:aer@aerbvi.org)

## Thank You to our Spring 2012 Advertisers

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212-502-7600

[afbinfo@afb.net](mailto:afbinfo@afb.net)

[www.afb.org](http://www.afb.org)

American Printing House for the  
Blind

502-895-2405

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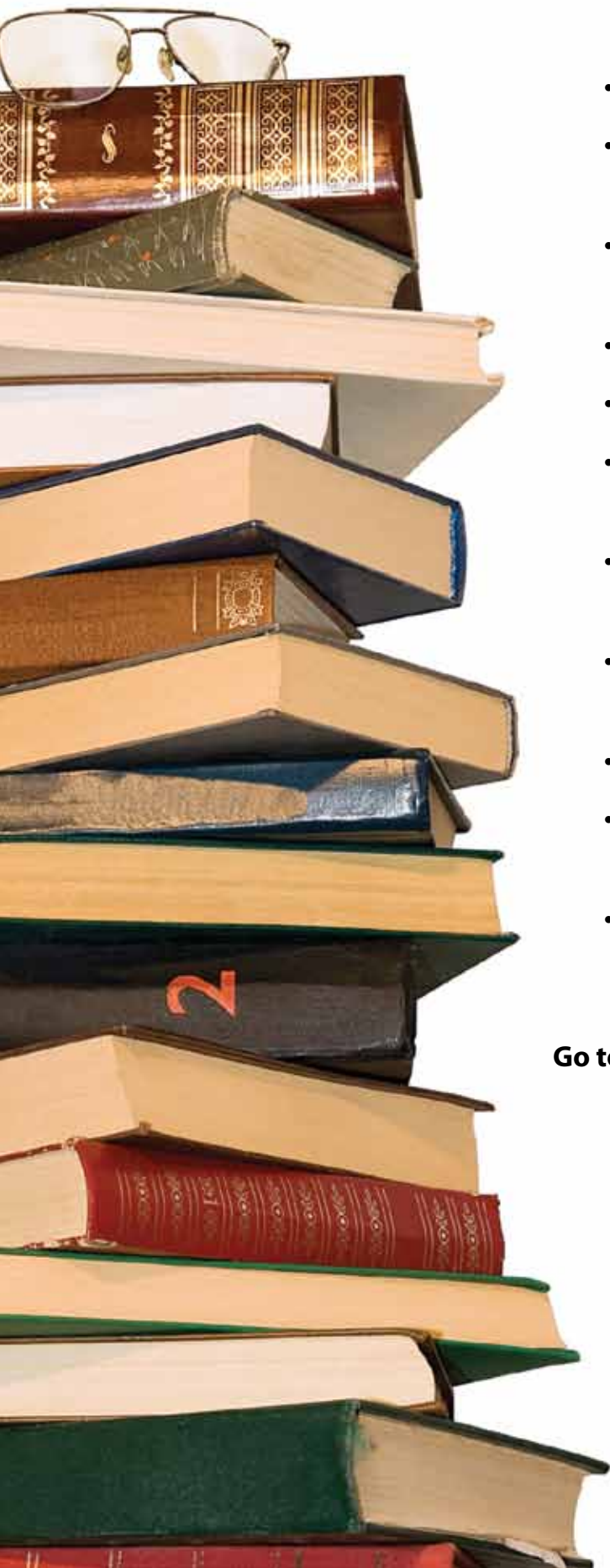


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