



AER Report

Vol. 33 No. 2 Summer 2016

UEB Implementation in the U.S. Adult Braille Readers

The spring 2016 AER Report covered Unified English Braille (UEB) implementation, focusing on its use in K-12 education in the U.S. and Canada. This issue highlights adult braille readers and their experience with accessing and reading materials in UEB. Together, these two issues provide AER members a valuable overview of what the U.S. has done to help its braille readers transition to UEB, as told by those directly involved.

Most adult braille readers in the U.S. use the National Library Service for the Blind and Physically Handicapped (NLS) network of libraries to access books and magazines in braille. In order to ensure continuous service, NLS began working with its braille producers and transcribers to transition to UEB well before the implementation target date of January 4, 2016. While NLS and its partners focused on braille production, the Braille Authority of North America (BANA) focused its semiannual open forums on UEB to meet with consumers and give them first-hand experience reading UEB.

To learn more about these activities, AER spoke with three BANA board members who have been directly involved with these efforts: Kim L. Charlson, executive director, Perkins Braille and Talking Book Library, Perkins representative to BANA and president, American Council of the Blind (ACB); Judith M. Dixon, consumer relations officer, NLS, U.S. Library of Congress and NLS representative to BANA; and Jennifer Dunnam, manager of braille programs, National Federation of the Blind's (NFB) Jernigan Institute, NFB representative to BANA and current BANA chair.

UEB production and distribution

Each year, NLS produces between 500 and 600 titles and 30 magazines in braille and distributes them to its network libraries. Most network libraries, such as the Perkins Library, rely on NLS for the majority of their collection materials, so ensuring a smooth transition to UEB was critical to maintaining continuity of service for consumers' recreational reading.

"Because we [NLS] decided to 'flip a switch' on January 4 and require all our materials to be produced in UEB from that date forward, we knew we had to

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President's Message

by Christy Shepard, 2014-2016 AER president



Well, the time has come for me to bid adieu as president of AER. For the past biennium I have learned a lot and loved every minute of it. I am so proud of my board as they have taken their personal time to attend board meetings, including a special meeting to discuss the bylaws amendments. We have accomplished a lot this biennium: working on the bylaws, passing a Code of Ethics (thanks to Bill Weiner, B.J. LeJeune and Deborah Gold) and establishing a student council with a representative on the board, just to name a few.

I would also like to thank all of the committee and taskforce members, as they worked hard for our organization these past two years.

I encourage any members who are interested to consider joining a committee or taskforce and become involved in the only organization that represents the interests of vision professionals.

Last but not least, I do not have enough words to thank the AER staff for all they have done to help me during these last two years. They have been professional while working their fingers to the bone, sometimes in difficult situations. I think the whole membership owes them a big THANK YOU, as they are the backbone of the organization and keep us up and running. I also want to thank Executive Director Lou Tutt, as he represents AER with other organizations and on Capitol Hill. I feel our weekly meetings have given me deeper insight into the inner workings of AER.

In conclusion, I thank you for the privilege of serving as your president for the past two years and look forward to planning the AER International Conference 2018 in Reno, Nev.

Christy Shepard
2014-2016 AER president



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Executive Director's Message



by **Lou Tutt**

As this summer issue of the *AER Report* is the last issue under the 2014-2016 AER Board of Directors and President Shepard's two-year leadership of AER, I wish to acknowledge my sincere gratitude to President Christy Shepard and her 17 fellow board members for a job well done!! I have enjoyed my weekly telephone meetings with Christy, the monthly meetings with the

Executive Committee, the bi-monthly meetings with the Finance Committee and the quarterly meetings with the AER Board of Directors these last two years, especially the two in-person board meetings.

As I begin my sixth year as AER's executive director, I wish to express my sincere thanks to former AER President Pat Leader and her board for hiring me in April 2011. I owe much to Jim Adams, who succeeded Pat Leader and took on the leadership of our association from 2012-2014. President Adams was the "bridge over troubled waters," and his knowledge of parliamentary procedures and Robert's Rules of Order were impeccable.

Thank you for your service AER Board of Directors 2014-2016

And to those members of the 2014 -2016 AER Board of Directors who are leaving the board, thank you for volunteering your service to AER, the AER board and the AER staff:

- Jim Adams, immediate past president
- Cliff Olstrom, treasurer
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Welcome AER Board of Directors 2016-2018

The AER staff and I welcome and look forward to working with the 2016-2018 AER International Board of Directors:

- Joe Catavero, president
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- Christy Shepard, immediate past president
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- Olga Overbury, related services division representative
- Jill Brown, instructional services division representative
- Chair of Council of Division Chairs (to be elected after the AER Conference 2016)
- Kristi Probst, student representative

Thanks to Jim Adams, chair of the AER International Conference Planning Committee, and the work they have done on the AER International Conference 2016!

During the AER Membership General Business Meeting on July 23, 2016, in Jacksonville, Fla., presided over by President Shepard, the AER Code of Ethics Task Force will give a report, the members will vote on amendments to the AER Bylaws, and the AER Resolutions Committee, chaired by Matt Hogel, will present to the membership any and all resolutions for 2016.

As AER begins its 33rd year as a professional association, let's all work to increase membership, provide the best services to students, clients and adults with vision loss, and carry out the mission and vision of the Association for Education and Rehabilitation of the Blind and Visually Impaired.

Thank you,
Lou



Drop Lou a line

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

Email lou@aerbvi.org

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give our transcribers and producers enough time and training to learn UEB,” said Dixon. “We wanted the printing houses that we work with to be able to charge full-steam ahead with UEB production as soon as January 4 arrived.”

To update the transcriber and proofreader certification courses, NLS turned to the NFB’s Jernigan Institute, which has managed NLS’s braille certification training and testing since 2007. “As soon as the U.S. voted to adopt UEB in 2012, we began working on plans to revise course materials and to create and implement a test that would allow existing transcribers and proofreaders to update their credentials,” explained Dunnam. Transcribers and proofreaders who already hold NLS certification receive a letter of proficiency in UEB upon passing the new test. Since the new test went into effect, 130 individuals have earned a letter of proficiency, and several hundred more are on the waiting list to take the test.

“When we announced the change in 2012, transcribers expressed some trepidation, which was to be expected. They weren’t happy about having to make a switch mid-career,” reported Dunnam. “But once we explained why we changed to UEB and what the actual changes to the code are, most people have gotten on board. In fact, we’ve seen a rise in the number of applications to our literary braille certification program, which I think may have some correlation to the fact that as a country, we have had increased discussions about braille since voting to adopt UEB.”

Because UEB production in the U.S. is just a few months old, most library collections are still primarily in EBAE. For example, the Perkins collection houses 25,000 titles of which about 100 are in UEB. “In a few years, we expect the number of UEB works to increase dramatically since we add about 500 new titles each year,” said Charlson. For now, if a patron requests a book that is not yet available in UEB, Charlson and her staff will still send the EBAE version.

Most magazines, however, are available in UEB because they are time-sensitive. “Magazines have to be produced in a timely fashion in order to be relevant,” explained Charlson. In addition to magazines, student textbooks and children’s books receive high priority in production as they are also time-sensitive.

“For a short time, braille printing houses had both EBAE and UEB materials in the pipeline,” said Dunnam. “Now that most EBAE projects have finished, almost all new materials are being produced in UEB, so the availability of UEB materials will increase going forward.”

As America ramps up its UEB production, transcribing technical and subject-specific materials remains a challenge. “When professionals need something brailled for their jobs, it can be very difficult to get the material in a timely manner,” said

Dixon. “What a lot of people do—and I do this myself—is to produce the document themselves.”

Currently, NLS has revised its literary braille certification course to reflect UEB. “We are in the process of developing a course for UEB technical materials for higher level math,” shared Dixon. “We expect to add that to our transcription courses by early 2017.”

Consumer outreach

During the transition period of 2012-2015, BANA hosted several open forums across the United States. “We invited adult braille readers to meet with us and go over materials written in UEB,” explained Charlson. “These sessions included a variety of samples, like a web article listing 20 tips for using Google, a restaurant menu or the Gettysburg Address. We asked participants to read a sentence or two a piece and then discuss any new symbols they came across. By the end of these forums, we concluded that seasoned braille readers should be able to pick up something written in UEB and read it. They might find something they don’t recognize, but using context clues, they could figure it out.”

BANA eventually compiled the sample materials into the UEB Reader, a hard copy document that helps braille readers transition to UEB. Charlson, who handles the Reader’s distribution for BANA, has sent over 2,000 copies to consumers across the United States and Canada. She said, “The Reader has been out for a few years now, but I continue to get calls from people who want a copy so they can better understand the changes.” At the same time, ACB also conducted several UEB workshops to acquaint braille readers with the code. Said Charlson, “In 2015 we started offering one article in the ACB Braille Forum in UEB, so that people would have some experience reading regular, everyday material in UEB.”

Alongside the BANA forums, many organizations—including AER, NFB and ACB—hosted UEB workshops and discussion groups at their international, national and regional meetings. For example, AER featured UEB at its International Conference 2014 in San Antonio, Texas, and many AER chapter conferences listed UEB among their discussion topics during the transition years. At its 2014 annual conference, the NFB made a bold move in its UEB education efforts. “We decided to print our conference agenda in UEB, and people were fine with it,” said Dunnam. “It was a good way to expose people to UEB and to start explaining the reasons behind the change.” At the same time, ACB also conducted several UEB workshops to acquaint braille readers with the code. Said Charlson, “In 2015 we started offering one article in the ACB Braille Forum in UEB, so that people would have some experience reading regular, everyday material in UEB.”

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Dunnam continued, “We know that change is hard, but what we have found is that the more people understand the reasons for the change and the more they learn about what actually changed in UEB, the more accepting they become. Pretty consistently, we’ve seen acceptance increase after attending a workshop or presentation about UEB.”

Resources for support and education

To support braille readers through the transition to UEB, NLS created a reference sheet listing the commonly found new symbols. “For most people, this sheet covers 99% of what they’ll need to be able to read one of our UEB books or magazines,” explained Dixon. NLS distributed the reference sheet to all its network libraries; it is also available on the NLS website (<http://loc.gov/nls/bds/docs/symbols.brf>).

“We include this reference sheet with anything from our collection that is produced in UEB,” shared Charlson. “It’s a helpful tool for our borrowers because all the information is presented in an easy, concise format.” The Perkins Library staff also includes an explanatory statement in all its UEB materials that says, “This publication is produced in UEB” to alert readers. They have also labeled the spines of newly brailled books with “UEB” to help sighted staff identify these books more easily.

For individuals who want UEB instruction, the Hadley Institute for the Blind and Visually Impaired offers a popular online course called, “Transitioning to UEB,” which is designed for fluent braille readers. (The NFB and American Printing House for the Blind [APH] both offer materials in UEB for teaching new braille readers.) “Taking this course or attending a UEB workshop or presentation can be very helpful for readers who really want to understand UEB,” said Dunnam. “If you already know EBAE, you don’t need formal instruction to read UEB, but it will certainly make switching to UEB easier by explaining the reasons behind the changes.”

Reader experiences

Overall, BANA has received positive feedback from braille readers through reports from its representative organizations and from the open forums. “The actual reading of UEB is not that hard,” said Dixon. “I think we made a mistake in referring to UEB as a ‘new’ code when it was first introduced, because it’s not a new code in the way that braille readers would think of it. If you can read the old code, you can read UEB.”

In fact, most braille readers are used to encountering a mix of familiar and unfamiliar symbols in their reading. “Every braille reader I know has read books produced anywhere from last month to 50 or 60 years ago,” explained Charlson. “Braille readers are used to reading braille in whatever format is available. If we come across something unfamiliar, we either go to the special symbols page or just use context clues to figure it out.”

Anecdotally, most braille readers have been able to code-switch easily between EBAE and UEB, which is helpful right now because UEB materials are not as widely available as EBAE. “I’ve heard that kids are actually having the easiest time switching back and forth,” said Dunnam. “For me, personally, I switched to using UEB exclusively back in 2012. Now, when I encounter something in EBAE, it takes me a little longer, but I can still read it.”

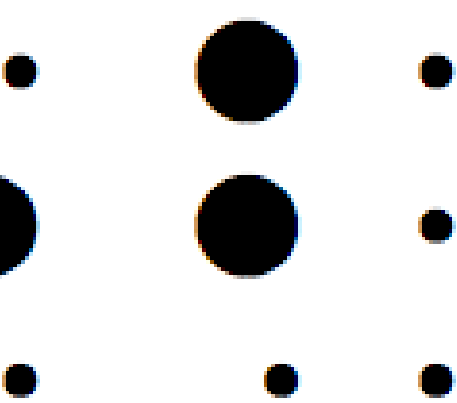
Dunnam recalled a recent conversation with an 80-year old braille reader. “She told me when she was young, she went through several iterations of braille—New York Point and such. She advised us to just make the change to UEB, get over it and everything will be fine,” laughed Dunnam. “Her comment reminded me that it wasn’t that long ago that we had the ‘War of the Dots,’ with multiple, non-compatible braille systems.”

Said Charlson, “I admit there are some elements of UEB that I don’t like, but I have a bigger goal in mind: to make sure braille continues to be a relevant format for blind people in the future. If we don’t do what we can to make it more computable and easier to teach and read, I’m afraid people down the road won’t bother to learn it.”

She continued, “Change isn’t easy but when it happens for a good reason—and we have several good reasons—I think we’ll be fine. People will make the transition. Five years from now, people are going to look back at this and think it was no big deal.”

Next steps

Now that UEB is officially implemented, the priority for both NLS and Perkins is to build their collections. “We will continue to produce all of our books and magazines in UEB,” said Dixon. “For transcribers, we will turn our attention to technical materials and ensure they have the tools to learn to transcribe and proofread technical materials in UEB.” NLS is currently in the process of developing a UEB technical transcription course, which should be available in early 2017.



Perkins will continue to focus on patron support, answering questions about UEB. “We are also working with our transcription staff, getting them up to speed with UEB,” said Charlson. “We are also supporting teachers—getting them opportunities to learn more about UEB and helping them acquire classroom materials for teaching students at all grade levels in UEB.”

Regarding students and learning, Dunnam cautioned, “Not all screen readers using refreshable braille have accurately implemented UEB. While it is not in BANA’s scope to police screen readers, we do want to bring attention to it, so teachers are aware that their students may be seeing errors in braille.”

Among BANA’s upcoming priorities are the revisions of the *Nemeth Code for Mathematics and Science Notation* and the *Guidelines and Standards for Tactile Graphics*. “The Nemeth code and the tactile graphics guidelines need only some small updates unrelated to UEB,” Dunnam said. “The main reason for these revisions is that the books include examples and surrounding text that need to be updated to UEB. We have nearly completed a similar revision to our guidelines for braille formatting and have just released an updated version of the *Music Braille Code*.”

Most importantly, BANA will continue to monitor UEB and advise the International Council on English Braille (ICEB) on any changes that might benefit braille readers. “Braille continues to be a living code,” explained Dunnam. “As a member of ICEB’s code maintenance committee, BANA has a voice on whether to add new symbols to UEB or make changes to the code. Just like all the other braille codes that came before, UEB will be tweaked as language and culture evolve.”

Rationale behind the change to Unified English Braille (UEB)

While an in-depth discussion of the many reasons the U.S. members of the Braille Authority of North America (BANA) voted to adopt UEB is beyond the scope of the AER Report, it is worthwhile to explore some of the main reasons. For more information about the adoption of UEB, go to the BANA website at <http://www.brailleauthority.org/>.

Perhaps the most frequently cited reason for the switch to UEB is that it simplifies the rules of braille. “When the UEB Code Research Project of the International Council on English Braille (ICEB) looked at EBAE (English Braille American Edition), they found that nine contractions conflicted with other symbols, so they eliminated them,” explained Kim L. Charlson, executive director, Perkins Braille and Talking Book Library, Perkins representative to BANA, and president, American Council of the Blind (ACB). “In UEB each symbol means one thing.” As a result, UEB is easier for new braille readers to learn. “Simplifying the rules is a good thing, especially for adults,” she continued. “Newly blinded adults need to learn so many life skills in a short time. Not every state can afford a 12- or 16-week rehabilitation training program that includes braille. Making braille more readable and easier to teach means these adults have a better chance of learning braille

and discovering its many benefits.”

Eliminating contractions has led some critics to worry that UEB will add unnecessary cells to text. “Remember that when braille was first developed, paper was expensive and time was cheap,” said Judith M. Dixon, consumer relations officer, National Library Service for the Blind and Physically Handicapped (NLS), Library of Congress and NLS representative to BANA. “The world has changed—paper is not an issue anymore, especially with the technology available today. Yet we continued to live with a complex braille code.” Old space-saving techniques, such as removing spaces around words like “and” and “the,” are no longer necessary in UEB. The resulting text more closely follows the print, which can provide meaningful information to the braille reader. In practice UEB’s changes to contractions and spacing rules have increased text length by only 1-2%.

Another benefit of UEB is its adaptability to reflect changes in language. “Tweaking EBAE was like the end of a Scrabble game when the board is almost full,” said Jennifer Dunnam, manager of braille programs, National Federation of the Blind (NFB) Jernigan Institute, NFB representative to BANA and

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current BANA chair. “Whenever we tried to change something in the code, it created a conflict somewhere else. Because UEB uses fewer contractions, we have more capacity to adapt the code as written language changes.” A good example is the rise in email and web addresses. The old braille system required changing to a special braille code to handle characters like the underscore symbol (); there was no such symbol in EBAE. UEB encompasses these characters as well as basic math.

Using UEB also broadens access to braille materials of the other ICEB countries. “Under the old system, our alphabets were the same, but we each had different contractions and rules of usage,” explained Charlson. “I could pick up a book and tell that it was British, and it might be a bit challenging to read. Producing materials in UEB changes all that—it will have a significant impact on resource sharing among the ICEB countries.”

Another reason for the switch is UEB’s computability, which offers many benefits for individuals who use braille to write in collaborative settings. Explained Charlson, “Computability is taking braille code and making sure it makes sense and that it lands as English text on a print page.” Using UEB, individuals can write in braille on their braille devices and easily produce output in print for non-braille reading colleagues. This

computability is especially useful in school settings where students might write their work in braille and then print it in English for their teachers. “Learning to write in UEB has a bit of a learning curve,” said Dunnam. “If you plan to use braille as your means of written communication, you need to know the rules so the software can properly translate the code.” As long as writers follow UEB rules, though, back-translations to print should take less time and human intervention than current back-translations from EBAE.

Ultimately, the switch to UEB boils down to making braille more user-friendly. “The question I come back to is, ‘Is braille relevant today?’ and I believe it is,” said Charlson. “It’s even more relevant now that we have technology that enables us to go between print and braille so easily. We need to be able to teach newly blinded individuals braille so they can incorporate it into their lives with the technology that’s available. Voiceover and screen readers are great for accessing many kinds of print, but there are still areas of our lives where only braille will get the job done—like being able to label items in your home or read signage in public venues. Reading braille gives you independence, and UEB makes the road easier for those who need to learn it.”



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ASSOCIATION FOR EDUCATION
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July 20-24, 2016
Jacksonville, Florida, USA

The biennial AER International Conference begins next week in sunny Jacksonville, Florida, and AER is looking forward to another spectacular educational and networking event. With hundreds of members and others from around the world in attendance, this is one of the largest gatherings of professionals who serve individuals who are blind and visually impaired.

More than 160 hours of programming will augment attendees' qualifications and help them gain a competitive edge. AER is scheduling the recording of 60 hours of these educational sessions, which will be available online after the conference in the AER Knowledge Center (<http://aerbvi.sclivelearningcenter.com/>). Conference attendees may purchase a CE Pass that provides access to all of the recorded sessions anytime, anywhere. Following the conference, those who were unable to attend may purchase the pass at a higher fee for a limited time.

AER would be unable to produce this event without the assistance of volunteers and presenters who give their valuable time to share their knowledge with colleagues. We extend a sincere thank you to them for their support.

With grateful appreciation, AER acknowledges the hard work of the AER International Conference 2016 Program Committee under the able guidance of Jim Adams.

Jim Adams, chair
Consultant

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A Special Thanks to the AER Florida Chapter

The AER Board of Directors, program committee and staff would like to extend a heartfelt THANK YOU to the AER Florida Chapter, Jeanne Prickett, and Host Co-Chairs Nancy Berger and Amy Johnson for their invaluable support for this event.



AER International Conference 2016

Thank You Exhibitors

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www.fsdb.k12.fl.us

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www.freedomscientific.com

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www.hadley.edu

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Vanda Pharmaceuticals Inc. is a biopharmaceutical company focused on the development and commercialization of medicines to address unmet medical needs. Vanda is committed to providing education and awareness for schizophrenia and Non-24-Hour Sleep-Wake Disorder (Non-24), a chronic circadian rhythm disorder.

AFB American Foundation™ for the Blind

Expanding possibilities for people with vision loss
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New York, NY 10121 USA
800-232-5463
adurham@afb.net, www.afb.org

The American Foundation for the Blind (AFB) is a national nonprofit that expands possibilities for people with vision loss. AFB's priorities include broadening access to technology, elevating the quality of information and tools for the professionals who serve people with vision loss, and promoting independent and healthy living for people with vision loss by providing them and their families with relevant and timely resources.



American Printing House for the Blind, Inc.

1839 Frankfort Ave.
Louisville, KY 40206 USA
800-223-1839
info@aph.org, www.aph.org

American Printing House for the Blind (APH) is the world's largest nonprofit organization creating educational, workplace and independent living products and services for people who are blind and visually impaired.



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Hadley Institute for the Blind & Visually Impaired

700 Elm St.
Winnetka, IL 60093 USA
847-446-8111
info@hadley.edu, www.hadley.edu

Hadley Institute for the Blind and Visually Impaired, formerly

the Hadley School, offers distance education courses and services for you, your clients, students and their families. Whether it's learning UEB, braille music, independent living skills, employment readiness or the vision accessibility features in iOS, with more than 100 courses, Seminars@Hadley and new instructional videos, there is something for everyone. Hadley – Educating for Life!

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HumanWare just successfully launched the new BrailleNote Touch, the first-ever Google-certified braille tablet. Other popular products include the BrailleNote Apex, with its powerful Nemeth tutorial and Dictionary-Thesaurus, Brailliant braille displays compatible with computers and iPads, the very portable Prodigy Connect 12 with OCR and distant viewing, Victor Stream and Trekker Breeze, the all-in-one talking GPS. Leading innovation and Touch the future!



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Perkins is a progressive, multi-faceted organization committed to improving the lives of people with

blindness and deafblindness all around the world. Collaborating on local, national and global levels that work together every day to change what it means to be blind, Perkins consists of five distinct lines of business including Perkins School for the Blind, Perkins International, Perkins Solutions, Perkins eLearning and the Perkins Library.



National Industries for the Blind
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703-310-0500
businessdev@nib.org, www.nib.org

The National Industries for the Blind (NIB) enhances opportunities for economic and personal independence of persons who are blind, primarily through creating, sustaining and improving employment. NIB and its associated agencies serve as the largest program responsible for the employment of people who are blind through the Javits-Wagner- O'Day Act.



**ASSOCIATION FOR EDUCATION
AND REHABILITATION OF THE BLIND
AND VISUALLY IMPAIRED**

July 20-24, 2016
Jacksonville, Florida, USA

Announces Inductees for 2016

The Hall of Fame is dedicated to preserving the tradition of excellence manifested by specific individuals through the history of outstanding services provided to people who are blind or visually impaired in North America. Although housed at the American Printing House for the Blind (APH) in Louisville, Kentucky, it belongs to the entire field.

Charles Frederick Fraser, 1850-1925



Sir Frederick Fraser was an inspirational, dedicated and innovative educator of the blind. He dedicated his life's work to creating educational and vocational programs and services to allow those with visual impairments to become self-supporting and contributing citizens. In 1873, at age 22, Fraser became the first superintendent of the "Halifax Asylum for the Blind" in Nova Scotia,

Canada. Due to his efforts, the school was later renamed the Halifax School for the Blind to reflect its emphasis on education. The school provided comprehensive programs in primary through high school education, physical education, music, and vocational and career skills and education to students from four Atlantic provinces.

Fraser established a provincial circulating library of braille books in 1881, and in 1898 successfully persuaded the Canadian Post Office to handle braille books postage-free, which is still in effect today. In 1883, Fraser expanded a financial assistance program for graduates embarking on careers or further training. He also founded the Canadian Printing House for the Blind, which was housed at the school. In June 1914 he was knighted and referred to as the "the blind Knight of Nova Scotia."

Randall T. Jose, 1943-



Dr. Randy Jose is the founding chairman of the Diplomate of the Low Vision Section of the American Academy of Optometry. He received his doctorate from UC Berkley in 1969 and taught there as well as at the University of Alabama and the Pennsylvania College of Optometry before settling at the University of Houston, where he was awarded

tenure in 1982. Jose served as the clinical director at the Lighthouse of Houston and in 1989, he became the director of clinical services for the Tulsa Low Vision Center, which followed a new concept in the delivery of low vision services in the private sector. Later he returned to the University of Houston to serve as the director of clinical services for its Center for Sight Enhancement.

The author of over 50 articles, Jose authored the low vision text, *Understanding Low Vision*, which received the American Association of Workers for the Blind's (AAWB) Bledsoe Award. He also co-authored *The Art and Practice of Low Vision*. Jose has received AER's MacFarland Award, the AER Texas Chapter Award, the AER Low Vision Rehabilitation Division (7) Award and the American Optometric Association's Vision Care Award.

These two remarkable figures join the 56 outstanding legends previously inducted. Their stories of accomplishment are powerful, and the results of their efforts have been life-changing.

The ceremony to induct Fraser and Jose will take place on Friday, October 7, 2016, in conjunction with APH's 148th Annual Meeting of Ex Officio Trustees and Special Guests, at the Hyatt Regency Hotel in Louisville, Ky. For more information about the 2016 Hall of Fame Induction Ceremony, visit the APH website, <http://www.aph.org/>. For information about the Hall of Fame and those inducted, visit <http://www.aph.org/hall>.

Canada Becomes 20th Nation to Ratify Marrakesh Treaty

Treaty will go into effect September 30, 2016

On June 30, 2016, Canada became the 20th country to ratify the Marrakesh Treaty to Facilitate Access to Published Works by Visually Impaired Persons and Persons with Print Disabilities, a groundbreaking international agreement to address the “book famine” for people who are blind or print-disabled. The agreement requires countries to allow the reproduction and distribution of accessible e-books by limiting the scope of copyright restrictions.

The Marrakesh Treaty [takes aim at the global shortage of e-books available in suitable formats](#) for the print disabled, which in some regions is as low as 1% of published books. At the time of its completion in 2013, only 57 of the 184 member countries of the World Intellectual Property Organization (WIPO) had copyright exceptions for this purpose, and inconsistencies between them made sharing books between countries nearly impossible.

The treaty was signed by more than 75 countries, but just signing a treaty does not make it law; it needed 20 ratifications or accessions before going into force. India became the first to ratify exactly two years ago, and [Canada’s recent accession is the crucial twentieth](#). According to WIPO, that sets in motion a process to bring the Marrakesh Treaty into force on September 30 of this year.

That’s another significant step for a treaty that has already made some important breakthroughs as the first international treaty focused exclusively on the rights of users of copyrighted material. Typically, if user’s rights are considered at all, they’re relegated to a section on “limitations and exceptions” or even as non-binding introductory text. In the Marrakesh Treaty, they are front and center.

That focus, and the prospect that it could set a precedent for future WIPO agreements, led groups like the Motion Picture Association of America to [oppose the treaty throughout its decade-long negotiation](#). Although the WIPO negotiation process is far from perfect, its transparency and openness allow public interest organizations to push back on industry group positions.

Despite this victory, the work is far from over. Much remains to be done to ensure that all 75 countries that signed the agreement also ratify it and enact its provisions into local law. In particular, Europe’s ratification will be needed to unlock the

huge stock of books in European languages such as French, Spanish and Portuguese that cannot yet be legally shared with poorer countries that also speak those languages.

United States law is already compliant with the treaty, but the government has [not yet ratified it](#). To do so requires a two-thirds vote from the Senate, and then a formal ratification from the president. Even at a time when passing legislation has proven exceedingly difficult, the Marrakesh Treaty would be a relatively easy and uncontroversial way to demonstrate leadership internationally and help bring books to millions of blind, visually impaired and print-disabled people around the world.

Source: [“With Canada’s Entry, Treaty for the Blind Will Come Into Force”](#) by Parker Higgins, available under a [Creative Commons Attribution 3.0 License](#)/revised from original.





WANTED: JVIB peer reviewers and practice authors!

by **Jane N. Erin, Ph.D.,**

associate editor for practice, *JVIB* jerin@u.arizona.edu

You may have heard people describe the *Journal of Visual Impairment and Blindness* as a peer-reviewed journal. In fact, *JVIB* is the only peer-reviewed journal in our professional field. This means that all submitted articles are read and evaluated by professionals who make recommendations about whether they should be published. Peer review makes it more likely that the articles will be of high quality and will address topics that are important to the field.

If an article is a full-length research piece, the editors select a reviewer who has academic knowledge of the subject and the research methods. However, if the article is a practice article (either a Practice Perspectives or Practice Report), we ask professionals who work directly with people with visual impairments to review. As associate editor for practice, I seek reviewers who are practicing professionals with experience related to the subject of the article. At *JVIB*, we want the opinions of people whose knowledge comes from working every day with people who are blind or have low vision.

If you enjoy thinking, reading and writing about your profession, I encourage you to help in developing the literature of the field. Please consider participating as a peer reviewer or submitting an original article as a practice author. The following titles illustrate the range of topics on which expert practitioners have written in the past:

- *Designing for people with visual impairments* (Susan Foxlin, Massachusetts, 2014)
- *Putting it together: Musical theater and literacy for children with visual impairments* (Lisa Okikawa, California, 2012)
- *Radio broadcasting and schools for the blind: Existing programs and fledging student-run station at the Arizona State Schools for the Deaf and the Blind* (Diane Shifflett, Arizona, 2013)
- *The marker is empty: Lessons learned from the student teaching experience of an individual who is visually impaired* (Thomas Oren and Maria McLeod, North Carolina, 2011)
- *Using a group approach to motivate adults to read braille* (Kendra Farrow, Mississippi, 2015)

Since Practice Perspectives began in 2008, we have published more than 30 articles by practicing professionals who have become authors.

Becoming a peer reviewer

Each article that *JVIB* receives must be read by two people who are practicing professionals. When I receive a new submission, I select peer reviewers with expertise in the topic. Sometimes it is difficult to find reviewers, especially in specialized areas such as music, daily living skills or working with children who have multiple disabilities.

The review process begins when I send an email with the title of the submitted article to a potential reviewer. The reviewer can then accept or decline the opportunity. If she or he agrees, I send the reviewer the article and a list of seven questions to answer. Reviewers do not know who the authors of the article are. Anonymous feedback from the two reviewers is then sent to the author, along with my own summary comments.

Sometimes I accept an article for publication after some minor changes, or I may turn it down but suggest how the author might revise it for resubmission. Reviewer comments help me decide how the article can be improved and whether it should be published. Once in a while reviewers have different opinions, but most of the time they note similar strengths and weaknesses. I try to ask individual reviewers to read only once a year, even though the process only takes about one hour. I also offer to acknowledge the reviewer's work to a professional supervisor if a reviewer wants me to do this.

Becoming a practice author

If you have a teaching strategy that worked or a unique idea for instruction, please consider writing a practice article. Have you developed a unique way of teaching an adult with low vision to use a magnifier, a new method for organizing and visually identifying files on a desktop, or a motivating approach to teach braille to classmates of a braille-reading student? Original solutions to day-to-day problems may be helpful to others, and they may be even more effective if you can involve a colleague as a co-author and collaborator. Although practice articles should emphasize evidence of success, they do not need to include a literature review or complex quantitative data.

The following links can help you develop your article:

- **Examples of past articles:** <http://www.afb.org/info/publications/jvib/practice-perspectives/125>
- **Tips for developing articles:** <http://www.afb.org/info/publications/jvib/for-jvib-authors/guidelines-for-new-jvib-authors/1235>
- **Guidelines for contributors:** <http://www.afb.org/info/publications/jvib/for-jvib-authors/guidelines-for-contributors/1235>

Practice Perspectives are about strategies for instruction, and they should include a specific description of what you did and what evidence of success you had. They are from 500-2,000 words long.

Practice Reports may include data or systematic, focused investigation of a topic. They may be 1,000 to 2,500 words long.

Next steps

If you'd like to volunteer as either a peer reviewer or practice author, please email me at jerin@u.arizona.edu.

For **peer reviewers**, please send the following information:

- Your name, affiliation and email address
- Your professional role (VRT, TVI, O&M specialist or a related role)
- Your areas of special expertise in visual impairment (e.g., students with multiple disabilities, braille, music, social skills).

I will add your name to the list of reviewers so that I can contact you when I receive an article that requires your special expertise.

If you want to become an author and have an idea for an article, please email me your idea. I am glad to give feedback by phone or email while you are preparing your article. Your experiences and ideas can enrich the learning experiences of people with visual impairments who live thousands of miles away from you!



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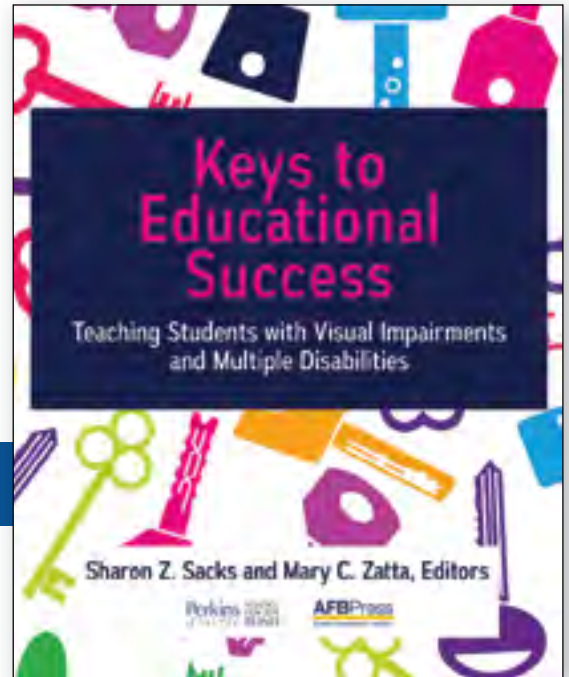
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Keys to Educational Success

Teaching Students with Visual Impairments and Multiple Disabilities

Sharon Z. Sacks and Mary C. Zatta, Editors

The comprehensive guide on visual impairment and multiple disabilities that teachers have been looking for!



Every student has unique learning needs, but addressing the diverse needs of students who have visual impairments and multiple disabilities can be particularly challenging for teachers. ***Keys to Educational Success*** helps educators unlock the learning potential of their students by providing key program strategies that can be directly applied to classroom learning routines.

The book includes information about:

- » Assessment basics
- » IEP development
- » Instructional planning and design
- » The role of the teacher

Keys to Educational Success provides specific strategies for instruction including:

- » Communication
- » Literacy
- » Orientation and mobility
- » Behavior intervention
- » Social skills
- » Assistive technology
- » Independent living skills
- » Early intervention
- » Life transitions after school

Keys to Educational Success is also an important reference for special education teachers, educational team members, and administrators.

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



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Names in the News:

Julie S. Tye Named New President of Hadley Institute



Hadley Institute for the Blind and Visually Impaired, the largest provider of distance education worldwide for people who are blind or visually impaired, announced May 23 the election of Julie S. Tye as its next president, following the 10-year tenure of retiring President Charles E. Young.

Tye's career began in hospital administration, but she spent the past 23 years serving as president and CEO of Evanston-based adoption agency, The Cradle. Like Hadley, The Cradle has a significant online education component. Through Adoption Learning Partners, 60 adoption courses and recorded webcasts are offered, reaching 8,000-10,000 people each year. More than 100 adoption agencies throughout the United States now require clients to complete The Cradle's courses.

"Julie's leadership experience in running an organization with a comparable number of students enrolled to Hadley, and the fact that she oversaw the development and implementation of a similarly sized distance education program to Hadley's, elevated her above the other candidates," said Dewey B. Crawford, chair, Hadley Board of Trustees.

"I have had the very good fortune of spending my career with human service providers that are considered best in class in their fields: Lutheran General, Parkside Medical Services and The Cradle. Hadley has a well-deserved standing as a similarly exceptional organization making a critical impact on the people it touches. Hadley's brand promise of 'Educating — For Life' is extremely energizing, and playing a role in delivering on that promise will be so personally fulfilling," Tye said.

More Names in the News



Annette Reichman was named superintendent of the Arizona State Schools for the Deaf and the Blind (ASDB) on May 2, 2016.

Reichman's 30+ year career has been devoted to supporting children and adults who are deaf or hard-of-hearing. For the past 11 years her professional focus has also extended to supporting children and adults who are blind or visually impaired. She has served as the director of the Office of Special Institutions within the U.S. Department of Education for the past 11 years. In this role, she has conducted monitoring and oversight of federally funded special institutions, including the American Printing House for the Blind, Gallaudet University, the Laurent Clerc National Deaf Education Center and the National Technical Institute for the Deaf. She assumes her role at ASDB July 25.

The National Park Service notified **Craig Phillips** this spring that his proposal to create a GPS system for the Tallgrass Prairie Preserve in Oklahoma was approved. He will walk 40 miles of trails with the Breeze+ in August and September to create data that will allow travelers with visual impairments to experience the preserve independently.

Research to Prevent Blindness (RPB), in partnership with the Lions Clubs International Foundation (LCIF) and Reader's Digest Partners for Sight Foundation (RDPFS), announced in the spring the first grantees in its \$1.2 million, two-pronged research initiative to address urgent needs in understanding and treating low vision.

The recipient of the group's first Low Vision Research Award, which targets how the brain adapts to degraded visual input, is **Lotfi B. Merabet**, O.D., Ph.D., MPH, Department of Ophthalmology, Harvard Medical School/MEEI, who will combine behavioral and neuroimaging approaches to characterize inadequate brain development in an under-studied population of children with cortical visual impairment. Dr. Merabet was a speaker at an AER conference in 2011 and contributor to AER's former journal, *Insight*.

The group's Innovations in Technology Low Vision Research Award will go to **Roberto Manduchi**, Ph.D., Department of Computer Engineering, University of California, Santa Cruz. Dr. Manduchi is developing an economical and easy-to-use low vision screen magnifier that will enable scrolling control by means of the viewer's own gaze, rather than by using a mouse or trackpad.



Info Bytes

Well It's About Time!

by Chris Tabb, M.A., COMS, AER Information & Technology Division

No really, it's about time; this whole article is about time. Time is one of those universally recognized pieces of information that affects all of us. We want to know when to wake, when it will get dark, when the movie will start, how long the drive will be, how much longer we can stay at the park, and so on. But is time accessible? Are we able to easily access time throughout our day? In this edition of InfoBytes, I consider the various tools professionals can introduce to clients to tell time, from "no tech" to "high tech."

Knowing the sun's position in the sky or feeling dew on the grass are both "no tech" forms of telling time. Similar to what orientation and mobility specialists often refer to as *time and distance estimation*, these methods give consumers a "sense" of time. "Low tech" methods move us into the mechanical world, with chiming clocks—from as small as a mantle clock to as grand as London's Big Ben. The tactile sense of the sun and dew and the auditory alerts of clocks and watches provide access to information about the passage of time.



Mantle clock



Tissot Silen-T wristwatch

Through the years, innovations to clocks and watches have provided greater levels of accessibility and increased the precision of time-telling. Vibrating watches can provide alerts every quarter-hour, and timepieces with tactile markings allow users to read the position of the hour and minute hands on the clockface. Various models have come and

gone, such as the Tissot Silen-T, which featured vibration patterns corresponding to the hour and minute hands. Feeling the watch crystal and a bezel with raised dots, users would feel vibrations when their fingers passed over each hand—a long pulse for the hour hand and short pulses for the minute hand.

Many models remain on the market and are available for purchase. For example, the Meteor from Alexandravisio (<http://www.alexandravisio.com/>), relays time through vibrations. Three buttons on its surface, when pressed, provide pulses for the hour, the minutes in tens (i.e., :10, :20, etc.), and the minutes in ones, so 3:51 would yield three pulses with the first button, five with the second and one with the third, or 3-5-1. Another option is the Bradley wristwatch from Eone Timepieces (<https://www.eone-time.com/>), which uses ball bearings in tracks—one on the face for the minutes and one on the watch rim for the hour—and raised markings to relay the time.



Meteor from Alexandravisio
(Photo courtesy of Alexandravisio)



Bradley Wristwatch from Eone Timepieces

In recent years, cell phones and smartphones have moved time-telling into the “high tech” realm. Because most people carry their phones with them everywhere and because the time displayed is synchronized with the atomic clock, phones are increasingly becoming the default time-telling tool for many consumers. These phones have the added convenience of adjusting automatically to changes in time zone, and they run on rechargeable batteries with impressive battery lives. Furthermore, phones can do more than tell time; they can also serve as stopwatch, alarm clock and timer. As a result, many have gone bare-wristed for years, preferring to get their time from their phone or other smart device, such as an iPad or other tablet.

The most recent entry in the “high tech” accessible time-telling arena is the wearable device, such as the Apple Watch, which besides telling time, also alerts users to incoming texts, emails and phone calls. The Apple Watch can run some apps without the presence of an iPhone. One such app is TimeBuzz, which allows users to access time using audible or haptic alerts or both. Indeed, haptics are offering many individuals with dual sensory loss an increasing array of options for accessing information of all kinds, including time.

Another new entry into the world of consumer electronics are devices that respond to voice commands, such as iOS’s Siri and Google’s Google Now. A third option is Echo from Amazon. When connected to WiFi, Echo responds to questions about the time and can also set alarms for you. Echo can even tell you what time it is in Zimbabwe, what time the sun will rise in Quebec, and how long the commute to work will be.

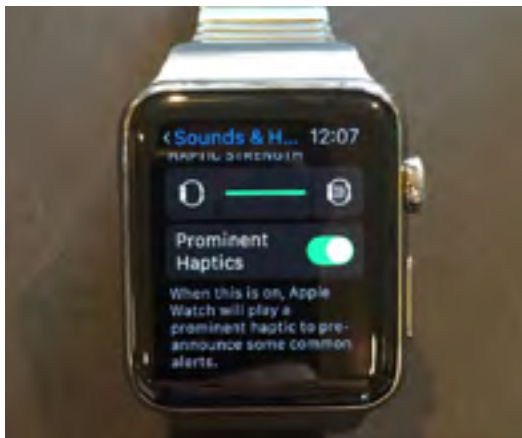


Amazon Echo

The “internet of things”—everyday objects that have network connectivity—has changed how we access time in many ways, and it has certainly made information more accessible. Thank you for taking the time to think about how we access time. Maybe you will spend some time today thinking about what time will look like in the future...



Apple Watch with TimeBuzz app launched



Apple Watch with settings screen for sounds and haptics





Tech Links

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

Apple previews new accessibility features set to come later this year in iOS, watchOS, tvOS and macOS

<http://www.applevis.com/blog/apple-apple-tv-apple-watch-assistive-technology-ios-mac-os-x-news/apple-previews-new>

Conversant Labs' quest to make smartphone apps usable for the visually impaired

<http://www.fastcompany.com/3058436/startup-report/conversant-labs-quest-to-make-smartphone-apps-usable-for-the-visually-impaired>

WhiteNote app helps visually impaired learn music

<http://en.mehrnews.com/news/117367/WhiteNote-app-helps-visually-impaired-learn-music>

Developed for the visually impaired, app aims to get you closer to the bus stop

<http://www.wbur.org/bostonmix/2016/05/23/bus-stop-app-blind>

Students' concept for mobility app for the blind wins national challenge from Toyota and Net Impact

<http://www.cbs8.com/story/32059911/students-concept-for-mobility-app-for-the-blind-wins-national-challenge-from-toyota-and-net-impact>

People see color for the first time with glasses that fix colorblindness (video)

<https://www.youtube.com/watch?v=o6QuYiY1EJg>

The seeing AI glasses of Microsoft

<http://www.innovationexcellence.com/blog/2016/06/24/the-seeing-ai-glasses-of-microsoft/>

Parsee 3D printed smart glasses help the blind to identify objects, text, faces, colors

<http://www.3ders.org/articles/20160513-parsee-3d-printed-smart-glasses-help-blind-to-identify-objects-text-faces-colors.html>

3D printed teaching aids enhance education for visually impaired students

<http://www.3ders.org/articles/20160605-3d-printed-teaching-aids-enhance-education-for-visually-impaired-students.html>

Getting started with a 3-D pen

<https://www.youtube.com/watch?v=iiFfh9ONjb4&feature=youtu.be&noredirect=1>

The blind leading the blind: Designing an inclusive world

<http://alumni.berkeley.edu/california-magazine/just-in/2016-06-01/blind-leading-blind-designing-inclusive-world>

Artificial intelligence is helping the blind to recognize objects

<http://www.fastcoexist.com/3060413/world-changing-ideas/artificial-intelligence-is-helping-the-blind-to-recognize-objects>

Kaleidoscope launches 'world first' Apple training centre for the blind

<http://www.sagoodnews.co.za/categories/31-health-and-hiv-aids/7366-kaleidoscope-launches-world-first-apple-training-centre-for-the-blind.html>



New from AFB Press

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Burns Braille Guide

A Quick Reference to Unified English Braille, Second Ed.

By Mary F. Burns

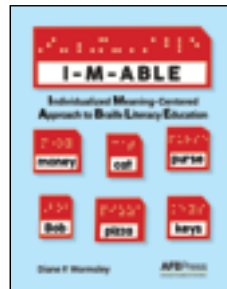


This easy-to-read reference includes common braille-to-print and print-to-braille conversions, as well as punctuation, new UEB contractions, and general rules and terminology.

I-M-ABLE

Individualized Meaning-Centered Approach to Braille Literacy Education

By Diane P. Wormsley



A practice guide that discusses the I-M-ABLE approach, a student-centered method for teaching braille and making it exciting for children who have difficulties learning braille.

Beginning with Braille

Firsthand Experiences with a Balanced Approach to Literacy, Second Edition

By Anna M. Swenson

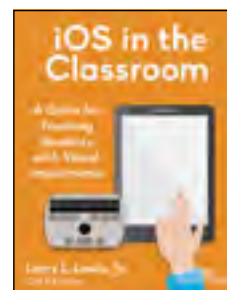


The second edition of this go-to resource for educators teaching early braille literacy has been updated using UEB and includes new teaching materials and activities.

iOS in the Classroom

A Guide for Teaching Students with Visual Impairments

By Larry L. Lewis, Jr.

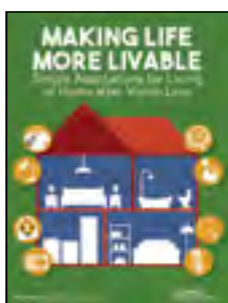


A fully illustrated step-by-step guide to teaching the use of the iPad running iOS9 to students with visual impairments that explores the extensive accessibility options available.

Making Life More Livable

Simple Adaptations for Living at Home after Vision Loss

By Maureen A. Duffy

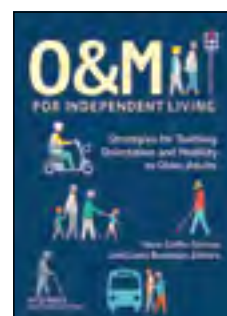


This resource for older adults losing their vision and their family members provides tips and easy modifications that improve the safety and security of the home and encourage independence.

O&M for Independent Living

Strategies for Teaching Orientation and Mobility to Older Adults

Edited by Nora Griffin-Shirley and Laura Bozeman



The impact of aging on mobility can be profound. This guide for professionals who work with adults who may be new to vision loss provides insights for helping them remain independent and self-reliant.

AFB Press

American Foundation for the Blind

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1-800-232-3044

2016-2018 Calendar of Events

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

2016

July

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

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

September

Sept. 17: AER Tennessee Chapter Fall Conference, Tennessee School for the Blind, TN — For more information, visit <http://tn.aerbvi.org/index.htm>.

October

Oct. 19-20: AER Northern Rockies Chapter Fall Conference, Spring Creek Ranch, Jackson, WY — For more information, visit <http://nraer.aerbvi.org/events.htm>.

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

November

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

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

Nov. 7: AER Missouri Chapter 2016 Fall Conference and Business Meeting, Hilton Garden Inn-Columbia, Columbia, MO — For more information, visit <http://mo.aerbvi.org/events.htm>.

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

2017

March

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

July

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

2018

July

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

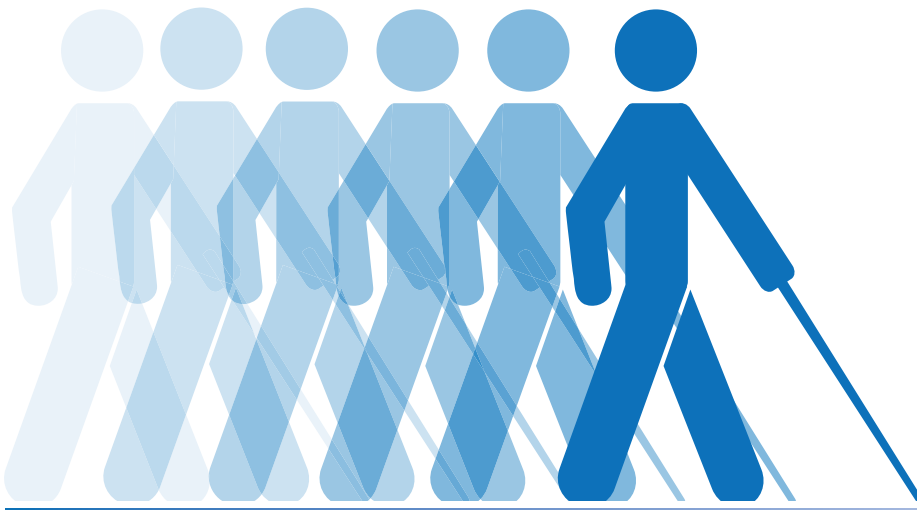
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Vanda Pharmaceuticals, Inc.
855-856-2424
www.non-24.com/



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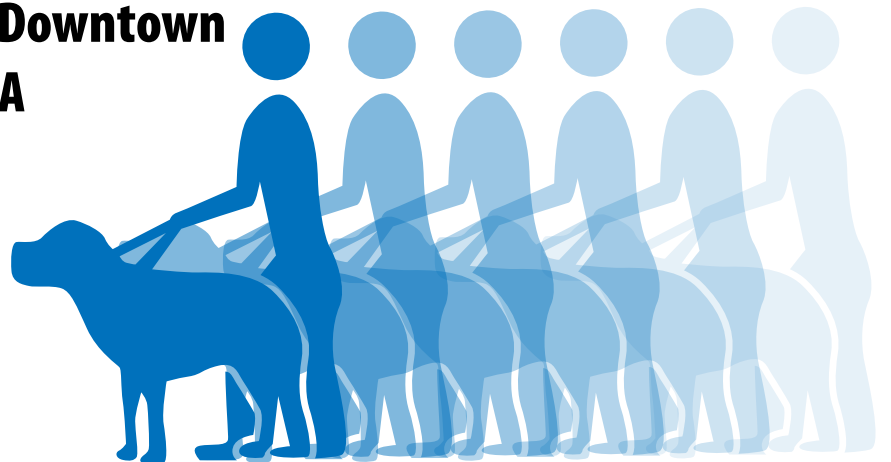
AER International Orientation & Mobility Conference

2017



July 19-22, 2017

**Wyndham Grand Pittsburgh Downtown
Pittsburgh, Pennsylvania USA**



Welcome New Members! May 1 – June 30, 2016

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Christina Kovacs
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In Memoriam

Dr. Ralph Peabody

Dr. Ralph Peabody, 88, a leader and pioneer in the vision field, passed away on May 23, 2016, in Cranberry Township, Pa. He is survived by his brother, Alford (Bettie); and nieces and nephews, Barbara (Bernier), Ronald, Gary, Susan (Klienfelt), Sandra, Bruce and Russell. He was married for 47 years to Delores "Del" Stevenson, who predeceased him.



Peabody greets students at the 50th anniversary celebration of the University of Pittsburgh's Vision Studies Program in 2014. Courtesy AER Penn-Del Chapter

Born January 30, 1928, Peabody received his bachelor's degree in education from Michigan State University and his master's and doctorate degrees in education from Wayne State University. A lifetime AER member, Peabody also served for two years in the United States Army.

Peabody and his wife started the first preschool exclusively for blind children in a public school in River Rouge, Mich. In 1963 they moved to Pittsburgh, where Peabody began and coordinated the program for the professional preparation of

teachers of the visually impaired at the University of Pittsburgh, a position he held for the next 25 years. In 1991 he retired and, with his wife, moved to Sherwood Oaks Retirement Community. Memorial donations may be made to the Sherwood Oaks Employee Scholarship Fund.



Deborah B. Armbruster

Deborah "Deb" Armbruster, 66, of Mt. Lebanon, Pa., passed away on May 19, 2016. She is survived by her father, Robert Balmer; siblings, Donna (Jim) Klimas and Robert (Madeline Niewodowski) Balmer, Jr.; daughter, Emily (Jesse) Sukman; and grandchildren, Elijah and Carly Sukman.

Deb served for years as a respected administrator of the Pennsylvania Bureau of Blindness and Visual Services and was a loyal and contributing leader of the AER Penn-Del Chapter. After her retirement, she continued to support and participate in AER Penn-Del events. Memorial contributions may be made to the Christopher Reeve Society (<http://www.christopherreeve.org/>) or the American Cancer Society (<http://donate.cancer.org>).



George Moses Ball

George Moses Ball, 67, a longtime AER member, passed away unexpectedly at home on May 25, 2016. He is survived by his wife, Anne (Cocivera) Ball; children, David (Andrea Warchol) Ball, Steven (Emily Byam) Ball and Cara (William Saw); and grandchildren, Wesley and Abigail Ball.

George received his bachelor's degree in physical education from the University of Massachusetts at Amherst and his master's degree in special education from Boston State College. He also attended Boston College where he earned a certificate in orientation and mobility. George devoted his life to working with both children and adults with visual and multiple impairments.

A longtime employee of Perkins School for the Blind in Watertown, Mass., George also worked for Newton Public Schools before retiring in 2015. He worked as a physical education and swimming teacher, wrestling coach and O&M instructor. Donations in his memory can be made to the Wakefield Interfaith Food Pantry, 467 Main St, Wakefield, MA, 01880 or the Mission of Deeds, 6 Chapin Ave, Reading, MA, 01867.



Karen Dutkowsky

Karen Lynn Sluder Dutkowsky, 59, passed away March 5, 2016, in New York City. She is survived by her husband of 36 years, Joseph P. Dutkowsky, M.D.; their daughters, Kendra (Stephen) Zaborowski, Allison (Austin) Lipari and Christen Dutkowsky; grandchildren, Joseph, Ann Rose and Augustine Lipari and Frances Zaborowski; her parents, Lawrence "Lefty" and Mary Sluder;

and brother, Kevin (Stephanie) Sluder and their daughters, Rachael and Emily.

Karen was a teacher of the blind and visually impaired through BOCES (Board of Cooperative Educational Services of New York State) and was recognized in the field of disabilities as an international expert, conducting academic workshops in the United States, Canada and Peru.

For 12 years Karen and her husband taught junior ballroom dance for Cooperstown seventh and eighth graders. Donations in Karen's memory can be made to Holy Cross Family Ministries, 518 Washington Street, North Easton, MA 02536-1200, or the Sisters of Life, 38 Montebello Road, Suffern, NY 10901.



Kenneth Neve

Kenneth "Ken" Neve, 55, passed away June 25, 2016, in North Platte, Neb. He is survived by his wife, Deseire Neve; sons, Travis and Dylan Neve; step-daughter, Nicole Sandoval (Tanner Pickett); step-son, A.J. Makowka; father, Wayne Neve; siblings, Doug (Becky) Neve and Cindy (Doug) Haefner;

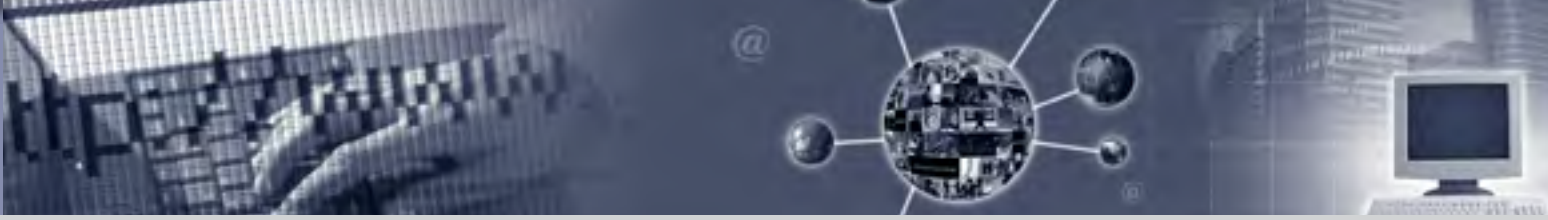
and nieces and nephews, Drew (Heather) Haefner, Kristin (Christian) Klein, Brian (Michelle) Neve and Casey Neve.

Ken worked as a mobility instructor for the State of Colorado for 29 years. "He came in every day like it was his first day on the job. He would work with people whose entire world had narrowed down to the size of their house," said Susan Emmerling, a longtime friend and co-worker. "They literally wouldn't leave their house ... and he gave them their world back."



AER Job Exchange

The Vision Community's Most Active Job Bank



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

HELP WANTED

DELAWARE

Principal Delaware Division for the Visually Impaired New Castle

Qualifications

1. A master's degree in educational leadership (K-12) from a regionally accredited college, or a master's degree in education from a regionally accredited college and current and valid principal or assistant principal certificate from another state, or a master's degree in any field from a regionally accredited college and successful completion of a Delaware-approved alternative routes to certification program for school leaders.
2. Minimum of five (5) years teaching experience with students who are visually impaired OR a minimum of three (3) years teaching experience with students who are visually impaired AND two (2) additional years teaching experience with students who have special education needs.

Job description: This position reports to the director for the Division for the Visually Impaired (DVI) and is responsible for the development and management of DVI's education unit, including teachers for the visually impaired, paraprofessionals and administrative support.

Duties include: interpreting and implementing educational laws (i.e., Individuals with Disabilities Education Improvement Act [IDEA]) and state regulations, and serving as lead liaison to the Delaware Department of Education and local education agencies for technical assistance and programming.

Essential functions: Essential functions are fundamental, core functions common to all positions in the class series and are not intended to be an exhaustive list of all job duties for any one position in the class. Since class specifications are descriptive and not restrictive, incumbents can complete job duties of similar kind not specifically listed here.

- Coordinate special education services statewide for all blind & visually impaired students through an itinerant program.
- Develop and provide oversight to the implementation of policies and procedures of education of exceptional and

HELP WANTED

disabled students as required by state and federal laws; e.g., IDEA and Section 504 of the Rehabilitation Act.

- Provide technical assistance and training to education and other division professionals in the application of relevant regulations/policy to the education of visually impaired.
- Serve as liaison with Department of Public Instruction, school districts and other agencies on matters of exception children, etc.
- Write reports, develop grant proposals and analyze/evaluate programs, materials and policies, as required.
- Provide direct supervision of educational personnel and programs in division itinerant program.
- Assume overall management and accountability for budget as related to areas of responsibility.

License, registrations and certifications: Applicant will submit the following at time of interview:

1. Copy of Professional Status Certificate or License
2. Copy of unofficial transcripts
3. Documentation of Praxis-1 Scores

Selection process: The application and resume are evaluated based upon a rating of your education, training and experience as they relate to the job requirements of the position. It is essential that you provide complete and accurate information on your application and the resume to include dates of employment, job title and job duties. For education and training, list name of educational provider, training course titles and summary of course content. Narrative information supplied in response to the questions must be supported by the information supplied on the application, including your employment, education and training history as it relates to the job requirements.

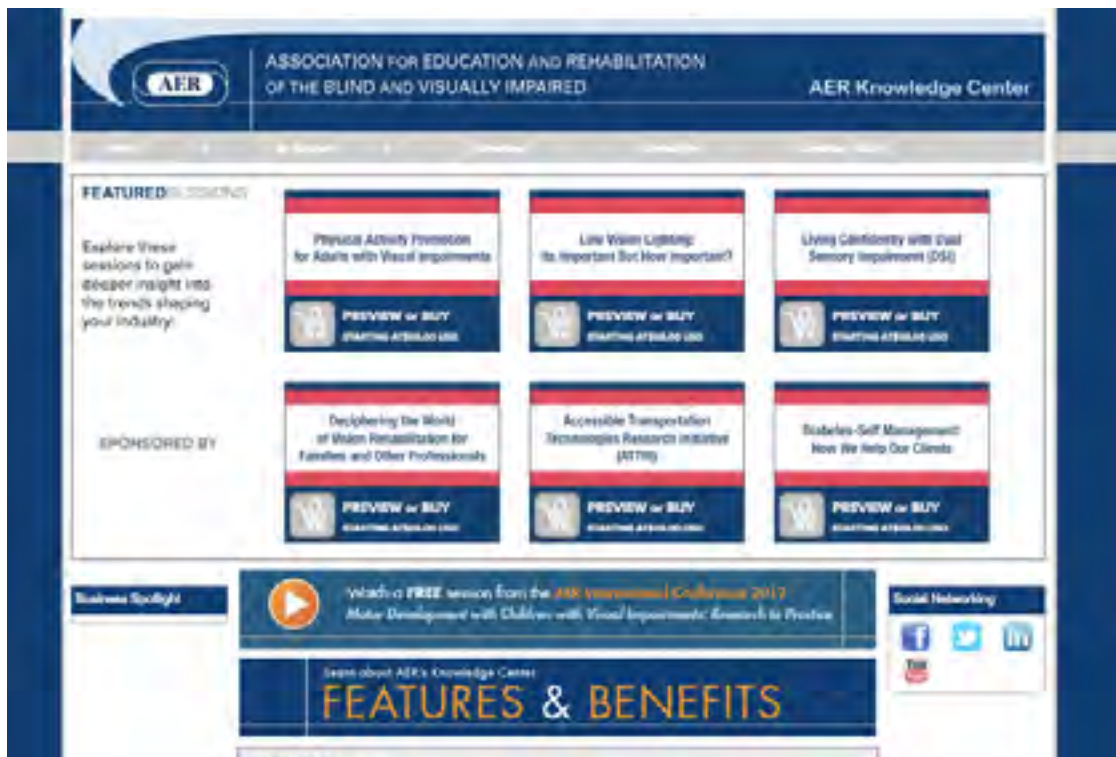
Once you have submitted your application online, all future correspondence related to your application will be sent via email. Please keep your contact information current. You may also view all correspondence sent to you by the State of Delaware in the "My Applications" tab at www.delawarestatejobs.com.

Continued on p. 34

The education you need — the resource you trust!

AER Knowledge Center

- ♦ Almost 200 hours of programming for Orientation & Mobility Specialists, Teachers of the Visually Impaired, Vision Rehabilitation Therapists, and Low Vision Therapists from the:
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 - ♦ AER Conference on Vision Loss in Older Adults & Veterans 2015
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Conditions of hire: A satisfactory criminal background check is required as a condition of hire. The recruiting agency may require the applicant to pay for the criminal background check as part of the conditional offer of hire.

Benefits: To learn more about the comprehensive benefit package, please visit our website at <http://ben.omb.delaware.gov/>.

Salary: Salary determined by Delaware Department of Education pay scale

Contact: Dept. of Health & Social Services (DHSS)
Applicant Services

Phone: 302-255-9100

FLORIDA

Orientation & Mobility Specialist Lighthouse Central Florida Orlando

Qualifications: Must hold a bachelor's or master's degree in visual disabilities, orientation & mobility (O&M), vision rehabilitation services or related field and have successfully completed an approved O&M program which includes study in such areas as the history of O&M, psychological effects of blindness, identification of common eye diseases and sensory devices and travel techniques. Experience with early intervention preferred. ACVREP Orientation and Mobility Certification (COMS) or eligible for certification. Position requires the ability to pass a Level II criminal background check. Bilingual in English/Spanish preferred and must have a valid driver's license and means of reliable transportation.

Job description: Orientation & mobility specialists (FT) needed by Lighthouse Central Florida, Inc., a reputable, local, private, nonprofit agency located in beautiful Orlando, Florida, that serves individuals with blindness and visual impairments and their families. We offer a great benefit package, including health, dental, life insurance, paid holidays, vacation time off, sick time off and 401(k) plan.

Salary: Compensation based upon experience. Relocation assistance and sign-on bonus.

Contact: Lighthouse Central Florida
2500 Kunze Ave
Orlando FL 32806
407-992-8456
kdillon@lighthousecfl.org

HELP WANTED

Teacher of the Visually Impaired Lighthouse of Central Florida Orlando

Qualifications: TVI certification required and ACVREP Certified Orientation & Mobility Specialist a plus. 1+ year experience working with young children with vision impairment and additional disability preferred. Position requires the ability to pass a Level II criminal background check. Bilingual in English/Spanish preferred and must have a valid driver's license and means of reliable transportation.

Job description: Teacher of visually impaired (FT) needed by Lighthouse Central Florida, Inc., a reputable, local, private, nonprofit agency located in beautiful Orlando, Florida, that serves individuals with blindness and visual impairments and their families. The goal is to provide comprehensive Expanded Core Curriculum based assessment, lesson planning and developmental interventions to children ages 6-13 who are blind or severely visually impaired and who may experience additional disability and to provide consult to families to ensure the carryover of learned skills into daily routines at home and in the community. We offer a great benefit package, including health, dental, life insurance, paid holidays, vacation time off, sick time off and 401(k) plan.

Salary: Compensation based upon experience. Relocation assistance and sign-on bonus.

Contact: Lighthouse Central Florida
2500 Kunze Ave
Orlando FL 32806
407-992-8456
kdillon@lighthousecfl.org

2018

July 25-29, 2018

AER

INTERNATIONAL CONFERENCE

Peppermill Resort • Reno Nevada USA



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



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

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

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

Mark Your Calendar

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

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



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

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