

# AZ AER Spring Workshop

## April 6, 2018

Welcome to your AZ AER Spring Workshop!  
We hope you enjoy this workshop. If there is any assistance we can provide, please look for a Board Member!

### **Your Board:**

Tamara Bishop-Amavilah, Past-President

Spencer Churchill, Board Member

Danielle Cummings, Secretary

Cody Franklin, Vice-President

Chris Hawk, Board Member

Sunggye Hong, Board Member

Jared Leslie, Board Member

Cecilia Onaiyekan, Board Member

Julie Rock, Treasurer

Garrison Tsinajinie, Board Member

Jenny Wheeler, President

## **8:00-8:30: Registration**

Foundation for Blind Children, Front Lobby

## **8:30-8:45: Welcome**

Pulliam Gymnasium

## **9:00-9:45: Concurrent Sessions (1)**

**Deep Dive! Unpacking and Analyzing the Dynamics Affecting the Role and Function of the Teacher of Students with Visual Impairments**

**William Koehler: Mofford Multi-Purpose Room**

In 2011, Dr. Kay Ferrell presented to AZ AER her research: "Expanded Core Curriculum: National Longitudinal Transition Study." Conference attendees listened and many were observed to be surprised and shocked by the apparent outcomes. Since then, Dr. Ferrell has presented this information in multiple locations. However, her 2016 presentation at the ICEVH conference offered three (3) compelling questions. This presentation will unpack those questions and dynamics associated with educating students with visual impairments; and examine long held, well entrenched thinking in our field. It will challenge that thinking and our field with specific recommendations for immediate action.

**Finding Hope with Vision Loss**

**Deborah MacIlroy: Pulliam Gymnasium**

Every day adults are diagnosed with an eye condition that will lead to vision loss or blindness. If one of your parents or adult siblings or friends was diagnosed with an eye condition leading to vision loss, what would you recommend to them? Would you think of rehabilitation services to help them learn how to live independently with their vision loss? This presentation will discuss blind rehabilitation services available to adults in the state of Arizona for individuals who want to be employed or those who have retired and just want to maintain their independence. It will also cover other organizations in Arizona which offer services for adults with vision loss, plus national resources.

## **Relevance in the New Age of Education**

**Sandra Stirnweis: Don Tapia Boardroom**

With the ever-increasing emphasis on “educational relevance” how do you educate those you work with and in your administration to understand the relevance of what you teach and how do you document the ties you have to the general education curriculum to prove your relevance?

## **Diving into Arizona’s Mathematics Standards**

**Oran Tkatchov: Mark Dewane Conference Room**

This interactive presentation will provide an overview of the Arizona Mathematics Standards and focus on the implementation of higher-order thinking skills for all students.

## **10:00-10:45: Concurrent Sessions (2)**

### **Who, Where, and How is the Decision Made to Determine Low Vision Services?**

**Carolyn Chenault, Katie Mataboro, and Pam Mohn:**

**Don Tapia Boardroom**

This discussion outlines the specific requirements that are needed to determine whether a student needs specialized instruction through an IEP, or whether accommodations would be best under a 504 plan. We will share information from a variety of programs, including whose specialty is meeting the needs of our Low Vision school-aged children. The discussion will include a focus on the responsibilities and roles of team members.

### **Breaking Down and Examining the Diverse Groups of Students and Learners Called “Blind/Visually Impaired” – Does One Size Fit All? Taking a Look at Who We See (follow-up to “Deep Dive”**

**William Koehler: Mofford Multi-Purpose Room**

“Blind kids;” “blind/visually impaired kids” ... one global category describes an incredibly diverse group of students? Let’s change this now! This session will examine and analyze the nature of the populations we report to serve, including identification of the multiple and varied combinations of vision conditions. By understanding this student group, teachers will be able to more accurately assess time needed for student skill training in areas where the TVI has targeted training and demonstrated support. Administrators and teacher

preparation programs will be able to accurately pinpoint training needed at the in-service and pre-service level respectively.

### **What Strategies can TVIs & O&M Specialists Use to Enable Physical Education Teachers to Include Students with Visual Impairments in Their General Education Classes?**

**Angie Caruso, Kartar Khalsa, and Jay Taska: Pulliam Gymnasium**

Ensuring that our students with visual impairments are included in their physical education classes to the fullest extent possible can be a challenge! This fun and interactive session provides ideas and strategies for working with general education classes and physical education teachers to develop meaningfully adapted activities and create inclusive settings.

## **11:00-12:00: Group Session (1)**

**How Do Others Know That You've Made a Difference?**

**Jane Erin: Pulliam Gymnasium**

This special full-group discussion session focuses on how professionals in visual impairment can support the need for specialized services. Participants will have an opportunity to identify types of evidence that shows how students' or clients' learning is directly related to visual impairment educational services and instruction, as well as how to demonstrate a need for increased service time and how agencies or individual professionals can collaborate in information-gathering about the results of their services.

## **12:00-1:00: Lunch**

**Pulliam Gymnasium**

## **1:00-1:30: Business**

**Pulliam Gymnasium**

## **1:30-2:30: Group Session (2)**

**Personnel Preparation of Teachers of Students with Visual Impairments: Identified Challenges and New Ideas Ahead**

**Sunggye Hong: Pulliam Gymnasium**

This special full-group discussion session focuses on how professionals in visual impairment can support the need for specialized services. Participants will have an opportunity to identify types of evidence that shows how students' or clients' learning is directly related to visual impairment educational services and instruction, as well as how to demonstrate a need for increased service time and how agencies or individual professionals can collaborate in information-gathering about the results of their services.

## **2:45-3:30: Concurrent Sessions (3)**

**Creative Multi-Sensory Adaptations to Encourage Literacy and Concept Development for Students with Visual Impairments**

**Meg Amster, Deb Duby, Robin Giordano, and Lynda Nollmeyer:  
Pulliam Gymnasium**

This session showcases unique, creative, multi-sensory approaches to adapting literacy, learning, and concept-building materials for students with visual impairments, including those with multiple disabilities.

**Talking Transition: A Group Discussion on Service Models for High School Students**

**Spencer Churchill: Don Tapia Boardroom**

This interactive group discussion will focus on the area of transition services from High School to College. Discussion topics include: (1) What is a transition plan within an IEP? (2) Services provided by VR, and (3) Ways to improve collaboration from the IEP team to the IPE team.

## **New Braille Transcriptions: Print Copies and Common Challenges**

**Discussion led by \_\_\_\_: Conference Room B**

This panel discussion will guide participants in how best to collaborate with all parties involved to make sure that your braille reading students are prepared for each school year! Topics will include securing a print copy, establishing timelines, and collaborating with elementary and secondary teachers.

## **Early Intervention – Orientation and Mobility**

**Amber Veater: Mark Dewane Conference Room**

This presentation will talk about the key points in the process of providing Orientation and Mobility Services in the Arizona Early Intervention Program. We will also touch on different techniques and strategies for teaching O&M concepts to children ages 0-3, and go into depth about working with parents with infants with visual impairments. We will also talk about the evaluation process, different strategies for providing direct services and how different that looks for each specific child, and the transition process into pre-school.

## **3:45-4:30: Concurrent Sessions (4)**

### **Mindfulness**

**Dan Brown: Pulliam Gymnasium**

Mindfulness, the simple act of paying attention in the present moment, is making inroads in habit change, stress reduction and self-care. To learn and apply the principles and values of the effective and affective characteristics of being mindful please join us for a transformative session.

### **iPads and Apps for the Visually Impaired**

**Chris Hawk: Don Tapia Boardroom**

As iPads are becoming more prevalent in schools, it is important to look at how these devices can be a powerful tool for blind and visually impaired students. This presentation will cover both built in accessibility features as well as third party apps designed for blind and visually impaired users. We will specifically look at how this technology can be used in the educational setting.

## **Orientation and Adjustment to Vision Loss – How Learning New Technology and Daily Living Skills Promote Confidence and Build Resiliency**

**Julie Rock and Mary Wilson: Conference Room B**

After initial vision loss, often a person has lost confidence and resiliency and develops a misconception that he or she will not be able to accomplish tasks that were once easily completed. With new skills and devices in both technology and daily living skills, adjustment is demonstrated. This discussion will focus on the role of new knowledge and skills, specifically technology and daily living skills, in promoting a person's adjustment to vision loss by increasing confidence and resiliency.

## **Music Braille for the TVI**

**Jenny Wheeler: Mark Dewane Conference Room**

Few subjects engage, challenge, refresh, and delight our students more than music. A universal language that transcends all barriers, music also plays an important part in encouraging literacy development for children. For those with severe visual impairments, braille music provides an invaluable literacy connection that enriches both education and life. This session provides an introduction to braille music for the TVI, including a brief overview of print music and how it applies to braille music learning. Participants will enjoy a hands-on demonstration and discussion that will give them practice with the code and guidance for future exploration and learning.