

Getting in Touch with Literacy 2019

Seattle, Washington

November 13-16, 2019

Conference Program and Information Guide



**This conference is held in partnership with
Pacific Northwest AER**

Program is available online at: www.gettingintouchwithliteracy.org

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Conference Notes

Conference Handouts:

[Session handouts that have been made available prior to the conference are available on the conference website.](#)

Professional Development Credit:

ACVREP credit is available for the conference through the Pacific Northwest chapter of AER. Completed forms must be submitted prior to leaving the conference venue. You may submit forms at the GITWL registration desk. *Once the forms have been reviewed and validated, you will receive a certificate via email.*

Event Locations:

All Getting In Touch With Literacy events will take place on the third floor of the Sheraton Grand Seattle. Please refer to this guide for locations of specific presentations and meetings.

Exhibit Hours:

Wednesday, Nov. 13	8:00 pm – 10:00 pm
Thursday, Nov. 14	9:30 am – 5:30 pm
Friday, Nov. 15	9:30 am – 5:00 pm

Acknowledgments

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American Printing House for the Blind

Sponsorship of conference bags

Bill Bonk

Website Support

British Columbia Provincial Resource Centre for the Visually Impaired

Special Education Technology-British Columbia

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Poster Session Sponsor

Local Arrangements Committee: Michael Dickneite, Elizabeth Umphress and Sara Zachariah

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Pacific Northwest AER

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Portland State University

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Washington State School for the Blind

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Thanks to all of our conference volunteers for your support and assistance!

A Very Special Thank You to:

Portland State University

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Bruce McClanahan

For the loan of equipment and AV technical support

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**Texas School for the
Blind and Visually Impaired**



Getting In Touch With Literacy 2019

Agenda at a Glance

Wednesday, November 13

8:30 am – 6:00 pm	Registration
10:00 am - 5:00 pm	Pre-Conference Workshops <i>(some workshops will only be half day, some may be entire day)</i>
6:30 pm – 8:00 pm	Opening and Keynote Address
8:00 pm – 10:00 pm	Welcome Reception/Exhibits Open

Thursday, November 14

8:00 am – 4:00 pm	Registration
8:30 am – 9:30 am	Showcase Session #1
9:30 am – 5:00 pm	Exhibits Open
9:30 am – 9:45 am	Break
9:45 am – 10:45 am	Concurrent Sessions
10:45 am – 11:00 am	Break
11:00 am – 12:00 pm	Concurrent Sessions
12:00 pm – 1:45 pm	Lunch and Poster Sessions
2:00 pm – 3:00 pm	Concurrent Sessions
3:00 pm - 3:15 pm	Break
3:15 pm – 4:15 pm	Concurrent Sessions

Friday, November 15

8:00 am – 3:00 pm	Registration
8:00 am – 9:30 am	Awards Brunch
9:30 am – 4:00 pm	Exhibits Open
9:45 am – 10:45 am	Concurrent Sessions
10:45 am – 11:00 am	Break
11:00 am - 12:00 pm	Concurrent Sessions
12:00 pm – 1:30 pm	Lunch
1:30 pm – 2:30 pm	Showcase Session #2
2:30 pm – 2:45 pm	Break
2:45 pm – 3:45 pm	Concurrent Sessions
3:45 pm – 4:00 pm	Break
4:00 pm – 5:00 pm	Concurrent Sessions

Saturday, November 16

9:00 am – 10:00 am	Concurrent Sessions
10:00 am – 10:15 am	Break
10:15 am – 11:15 am	Concurrent Sessions
11:15 am – 11:45 am	Break
11:45 am – 12:45 pm	Showcase Session #3 / Closing Session

Conference Agenda

Wednesday, November 13

8:30 am – 6:00 pm **Registration Open**
Metropolitan Pre-function Area

10:00 am - 4:30 pm **Pre-Conference Workshop**
Issaquah AB Room **NOTE: SEPARATE REGISTRATION IS REQUIRED**

Developing the Essential Early Life Experiences Which Underpin the Development of Literacy

Gwyneth McCormack, Director, Positive Eye, Ltd.

- The understanding necessary to participate in stories like Harry Potter or Frozen requires a solid foundation of early concepts embedded in essential experiences which underpin the development of literacy and meaningful participation in stories. In this practice-oriented workshop, a holistic theme-based approach will be used to look at how experiences can be included in early literacy development. Come experience a visit to the seaside with Marvin, our lovable character, find out how Crazy Crab Craig saves the day and what color ice cream Princess Peggy sells, at a multi-sensory performance of 'Marvin's Seaside Adventure and the rescue of Super Sparkle.' Enjoy the opportunity to plan your own multi-sensory story and be inspired by the wealth of rich creative resources on display. Share in the joy of creating meaningful literacy experiences for children with vision impairments.

10:00 am - 4:30 pm **Pre-Conference Workshop**
Ravenna ABC Room **NOTE: SEPARATE REGISTRATION IS REQUIRED**

Literacy and Communication for Students with Complex Multiple Disabilities Including Visual Impairments or Deaf-blindness

Sofia Benson-Goldberg, Speech-Language Pathologist, doctoral student, University of North Carolina, Chapel Hill
Karen A. Erickson, Yoder Distinguished Professor, Director-Center for Literacy and Disability Studies, University of North Carolina, Chapel Hill

-Students with the most complex multiple disabilities are often excluded from literacy and communication research, especially when their disabilities include significant vision impairments. When included, the focus is often on teaching individual symbolic referents or isolated communication acts or literacy skills. This session will focus on strategies for building early symbolic communication and emergent literacy

understandings among students with complex multiple disabilities including visual impairments and deaf-blindness.

1:30 pm – 4:30 pm
Medina Room

Pre-Conference Workshop

NOTE: SEPARATE REGISTRATION IS REQUIRED

Linking Logic with Literacy: Using Code Jumper to Construct Narratives

Michelle Cundiff, Education and Outreach Specialist,
American Printing House for the Blind

Robin Lowell, Teacher of Students with Visual
Impairments, Issaquah School District

Li Zhou, Core Curriculum Project Leader, American
Printing House for the Blind

-Substantial effort has gone into creating tools to teach young students to program. Most tools are highly visual in nature, both in how code is manipulated and how the code behaves. In this workshop, participants will be given an in-depth introduction to Code Jumper materials, some basic coding vocabulary, as well as concrete examples and cross-disciplinary ideas for ways to implement Code Jumper into any classroom

6:30 pm – 8:00 pm
Metropolitan Ballroom

Opening Session and Keynote Address

Welcome and Opening Remarks

Janie Blome and Cay Holbrook, Co-Founders, Getting In Touch With Literacy

Braille Authority of North America Awards Presentation

Introduction of Keynote Speaker

Cay Holbrook

Keynote Address

Why Can I Read This? Dyslexia 101

Laura Rogan, Creator and Author, Wired for Reading

-What is Dyslexia? How does it impact reading, spelling, and math and at its core, the working memory? What are the red flags teachers and parents can look for to spot Dyslexia?

8:00 pm – 10:00 pm
Metropolitan Ballroom
Pre-Function Area

Exhibit Opening and Welcome Reception

Please join us to meet and greet friends old and new, presenters, vendors, and guests during this reception.

Thursday, November 14, 2019

8:00 am – 4:00 pm Registration

Metropolitan Pre-function Area

8:30 am - 9:30 am

Metropolitan Ballroom

Showcase Session I

Speed Networking

-This session will set the stage for networking that often happens during the Getting In Touch with Literacy conference. Attendees will participate in a fast-paced “getting to know you” activity and have the opportunity to meet conference speakers and other attendees who share a professional commitment to developing literacy skills for individuals with visual impairments.

9:30 am - 5:00pm

Metropolitan Pre-Function Area

Exhibits Open

9:30 am - 9:45 am

Break/Transition

9:45 am - 10:45 am

Greenwood Room

Concurrent Sessions

Turning on Touch Thinking: From Tactile Discrimination to Braille Letter Identification

Donna McNear, McNear Consulting

-This session focuses on strategies to develop tactile discrimination skills for beginning braille reading with students who previously made limited progress in tactile reading skills. “Turning on Touch Thinking” is a road map to use hands for learning to make sense of a braille symbol under a finger.

Issaquah A Room

Developing and Submitting a Book Proposal

Larry Marotta, APH Press, American Printing House for the Blind

-Turning an idea into an engaging and informative book is challenging. This presentation focuses on the manuscript proposal guidelines of APH Press, although much of the information can apply to manuscript proposals in general. There will also be an overview of the publishing process from manuscript to printer.

Issaquah B Room

***Developing Language and Literacy Skills:
Outcomes and Best Practices for Preschool/
Elementary School Children with CVI Who Use
AAC***

Aileen Arai, The Bridge School

Sarah Blackstone, The Bridge School

-Using case examples to describe positive reading and writing outcomes for children with CVI and severe speech and physical impairments (SSPI) who rely on AAC, presenters will share and discuss research revealing positive gains over time and across domains for children at The Bridge School.

Kirkland Room

***Best Practices for Conducting the Learning
Media Assessment: Tips from the Trenches***

Kathleen Stanfa, Kutztown University

Nicole Johnson, Kutztown University

Julia Stitch, Kutztown University

-The Learning Media Assessment (LMA) is required by law to determine what kind of literacy and functional learning materials are appropriate for students with visual impairments. This presentation will examine key sections to include in the LMA and will share multiple resources to utilize when conducting the assessment.

Leschi Room

***Supporting Students to Build Skills to Access
and Interpret Information in Graphics and Maps
at the Middle School Level: Lessons Learned
from AnimalWatch***

L. Penny Rosenblum, University of Arizona

Kim Zebehazy, University of British Columbia

-Skills to locate and interpret information in graphs and maps are important for success in school and work. The AnimalWatch Vi: Building Graphics Literacy team developed 10 instructional units that were used by 5th-10th grade students in 2018-2019. Come see the app, the materials, and videos of the students!

Ravenna A Room

***Tools for Success: Low-Tech and High-Tech
Solutions for Literacy Across the ECC***

Loana Mason, New Mexico State University

Michelle Chacon, New Mexico School for the Blind and Visually Impaired

-Two career women with visual impairments who live independently will showcase their "essential" high-tech and low-tech tools. Visual, tactual, and auditory tools will be shared from the perspectives of functional blindness and low vision. Pros and cons of essential tools for each area of the ECC will also be discussed.

Ravenna B Room

From Scribbling to Sentences: Teaching Writing in Braille to Young Children

Mary Filicetti, Fairfax County Public Schools
Rebecca Peek, Fairfax County Public Schools
Anna Swenson, Fairfax County Public Schools

-This presentation will address writing instruction for braille learners in late preschool through first grade as they transition from emergent writing skills to invented spelling. It will include not just the mechanics of writing, but also ways to increase children's motivation and ability to share their ideas in writing.

Ravenna C Room

Early Literacy with a Multi-Sensory Storytelling Approach: Evaluating its Effectiveness

Cheryl Kamei-Hannan, California State University, Los Angeles

-The presenter will share experiences and research using a multisensory approach where tactile objects (e.g., items from the story) and sensory supports (e.g., sounds, smells, and textures) are included during storytelling with young children. Preliminary research shows favorable results when using a multisensory approach, as compared to no supports.

10:45 - 11:00 am

Break/Transition

11:00 am - 12:00 pm

Concurrent Sessions

Greenwood Room

Braille, Low Vision, and Speech Access in the Chromebook

Bruce McClanahan, Washington State School for the Blind

-This session will include a demonstration of TypingClub accessibility and using the IPEVO video magnifier with the Chromebook. In addition, using the Chromebook and ChromeVox with speech and Braille with Google Calendar, Chrome, Docs, Drive, Files, Mail & Slides, Voice Typing with Google Docs & ChromeVox will be discussed.

Issaquah A Room

Access to the General Education ELA Curriculum for Students with Visual and Multiple Impairments

Tammy Reisman, University of Massachusetts Boston
-This presentation addresses the trends of literacy education for students with visual and multiple impairments. The importance of ensuring these students have access to grade level material regardless of diagnosis or perceived abilities will be discussed. Case studies will be presented along with strategies for modifying and adapting curriculum.

Issaquah B Room

The Literacy Skills of Dual-Media Learners

Fabian Winter, University of Education Heidelberg,
Germany

-This lecture addresses the unique situation of dual-media learners who use print and braille together and provides an overview of the reading, listening, and spelling competency of 42 dual-media students in comparison to 148 sole-braille readers. Based on a case study, the results will be illustrated and discussed in terms of their practical implications.

Kirkland Room

"I Want to Learn Braille": Enhancing Braille Literacy for Children in Inclusive Settings in Kindergartens in Norway

Gro Aasen, Department of Visual Impairment,
Statped, Norway

Astrid Vik, Department of Visual Impairment,
Statped, Norway

Silje Benonisen, Department of Visual Impairment,
Statped, Norway

-This presentation will focus on experiences from various interventions for emergent literacy, including use of digital tools. We will concentrate on how interventions can motivate and stimulate children who will be learning braille to achieve literacy.

Leschi Room

Literacy Across the ECC

Andrea Dasch, Overbrook School for the Blind

Evangeline Worsley, Overbrook School for the Blind

-Integrating the ECC into educational activities is imperative for the success of students with VI, but it can be challenging to find the time. This presentation examines ways to incorporate the ECC into literacy instruction for students ages 12-21, including considerations for TVIs, content area teachers, and families.

Ravenna A Room

Preparing TVIs to Teach Braille with Peer Teaching Experiences

Susan Yarbrough, Florida State University

Sandra Lewis, Florida State University

Nicholas Trotter, Florida State University

-We will share methods and challenges related to preparing pre-service teachers to teach braille, discuss how the process has evolved over time and been impacted by state-level changes, and facilitate discussion about local challenges in TVI preparation.

Ravenna B Room

Modified Letter Name Instruction for Students with CVI: A Case Study

Mackenzie Savaiano, University of Nebraska-Lincoln

- Presenting a case study on a 5th grade student diagnosed with cortical visual impairment (CVI), named 'Alice'. We will review the systematic approach to teaching letter names and letter sounds through instruction adapted from an evidence-based instructional program called Peer Assisted Learning Strategies (PALS).

Ravenna C Room

***The Link Between the LMA and Literacy:
Resources at the Tips of Our Fingers***

Rachel Anne Schles, University of Pittsburgh
Karen Blankenship, Tennessee School for the Blind
-The braille law in IDEA requires that data be used to determine the learning/literacy media for all students with visual impairments. However, many professionals are still not conducting learning media assessments. This session will share standards of practice and resources to assist professionals to make data-driven decisions.

12:00 – 2:00 pm
Metropolitan Ballroom

Lunch and Poster Sessions

-Light Lunch Included

Adapting a Higher Education Statistics Course for a Braille Reader and Perspectives on Accessing Literacy in Higher Education

Rachel Anne Schles

Better Together: Using Best Practices to Connect Reading and Braille to Create Quality Literacy Instruction

Morgan Foreman and Maura Guimon-Warren

Building Literacy, Building Community

Karen Carl

Communication in Action: A Communication Based Guide to Intervention for Learners with Complex Communication Needs

Jessica Mount Matney

Development of a PolyPad Braille Display

Cheryl Kamei-Hannan, Erin Askounis, Roshan Plamthottam, Qibing Pei, Yu Qiu, and Zihang Zhang

ELLs with Visual Impairments: A Literature Review

Mackenzie Savaiano and Jessica Schultz

Engaging Students with Severe Disabilities and Vision Loss Through the Use of Multi-Sensory Books

Taylor Brown and Julia Stich

Integrating SCIVIS (Space Camp for Interested Visually Impaired Students), STEM Skills and Literacy

Trina Britcher

Introducing Project INSPIRE: Increasing the STEM Potential of Individuals who Read Braille

Tina Herzberg and L. Penny Rosenblum

Introduction to UEB Changes Using Unified English Braille Practice Sentences

Roberta Becker

Strategies for Developing Literacy Skills for Students with English as a Second Language Combined with Vision Loss

Kendall Graff and Janine Loessl

Using Self-Regulated Learning to Evaluate and Support the education and the inclusion experience of Students with Visual Impairments (VI)

Kim Zebehazy

What's Hiding on Paths to Literacy?

Charlotte Cushman

2:00 pm - 2:15 pm

Break/Transition

2:15 pm - 3:15 pm

Concurrent Sessions

Greenwood Room

Early Emergent Literacy for Infants and Toddlers with Deafblindness

Marina McCormick, Region 4 Education Service Center
-Literacy begins with the first bedtime story for most children. However, for families with little ones with deafblindness, reading and writing in the home may not come as naturally. Attend this workshop to learn of issues and evidence-based strategies for literacy to support families and their little ones with deafblindness.

Issaquah A Room

Teaching Literacy Skills Through Personalized Social Story Context

Gloria Cha-Gardiner, Georgia Academy for the Blind
-Students become more engaged learners when the lesson is more meaningful to their personal lives. Teaching Literacy can be implemented through various context such as social story reading and writing activities. The students can practice reading, writing, listening, and speaking skills in their own ways. This presentation will focus how teachers can implement social story context to teach literacy skills for the students with visual impairments.

Issaquah B Room

Exploring Literacy Opportunities for Children with Visual Impairment and Additional Disabilities at a Specialized Preschool

Susan Pope, University of Nebraska-Lincoln

-Observations of naturally occurring literacy opportunities provided to children with visual impairment at a specialized preschool was captured via video recordings, teacher interviews, and parent questionnaires in order to define early literacy for this population. Information was analyzed for general knowledge to assist in quality planning of future literacy activities.

Kirkland Room

Production Process and Guidelines for Pedagogical Adaption of Mainstream Educational Materials in Sweden

Catarina Hägg, National Agency for Special Needs Education and Schools, Stockholm, Sweden

Petter Lille, National Agency for Special Needs Education and Schools, Stockholm, Sweden

Gun Olsson, National Agency for Special Needs Education and Schools, Stockholm, Sweden

-The National Agency for Special Needs Education and Schools in Sweden has developed a process to pedagogically adapt and technically adjust mainstream publishing into e-books or printed braille with images described or transmitted into swell paper. We describe the process and share the guidelines for steps in the production.

Leschi Room

TMAP as a Tool for Tactile Graphicacy

BJ Dietz Epstein, Senior Designer, LightHouse for the Blind and Visually Impaired, San Francisco

Caitlin O'Mailor, LightHouse for the Blind and Visually Impaired, San Francisco

Frank Welte, LightHouse for the Blind and Visually Impaired, San Francisco

-Through hands-on experiences, we will teach graphicacy (tactile graphics literacy) skills to educators of people who are blind or low vision, and introduce TMAP (Tactile Maps Automated Production) as a simple, powerful, and inexpensive tool to promote this end.

Ravenna A Room

BrailleBlaster: Breaking Barriers

William Freeman, American Printing House for the Blind

-BrailleBlaster is a free braille-transcription program from APH! Please join us for a hands-on workshop where we will learn how to use BrailleBlaster by transcribing an entire novel. Participants should bring a charged laptop with the latest version of BrailleBlaster already installed. Available for PC, Mac, and Linux at brailleblaster.org.

Ravenna B Room

Evidence Based Practices to Build Literacy Skills in Students with Cortical Visual Impairments

Nicole Johnson, Kutztown University
Amy Parker, Portland State University
Kathleen Stanfa, Kutztown University

-This session will describe practices that have been demonstrated through research to increase literacy skills in children with Cortical Visual Impairment (CVI). This presentation will review strategies to engage learners with CVI at all ability and visual levels. Ways to meaningful include students with their peers and progress monitoring activities will be shared.

Ravenna C Room

The Whats, Whys, and Hows of Digital Literacy for Professionals and Students

Yue-Ting Siu, San Francisco State University
-What does digital literacy mean for professionals and students in the VI field? How do we advocate for equity? Come learn the newest digital literacy standards and practices that benefit everyone in a community. Bring a case study and enhance students' proficiencies in k-12 and higher education classrooms!

3:15 pm – 3:30 pm Break/Transition

3:30 pm – 4:30 pm Concurrent Sessions

Greenwood Room

Supporting the Literacy Needs of Elementary Students Through Professional Development for Their General Education Teachers

Tina Herzberg, University of South Carolina Upstate
L. Penny Rosenblum, University of Arizona
-An 11 section PD was offered, with five of the 11 sections focused on literacy topics. Teachers completed a pre/posttest in addition to two assignments they selected. We will: show parts of the PD, discuss pre-post finding, and how this type of training can support our students' classroom teachers.

Issaquah A Room

Literacy for Students with Visual Impairment & Complex Needs, Including Deafblindness: Where Do I Start?

Peggy Sinclair-Morris, Kentucky Deafblind Project
Donna Carpenter, Kentucky Deafblind Project
-This session will focus on the website Literacy for Children with Combined Vision and Hearing Loss and how to determine where a student is on the literacy continuum using the Literacy Skills Checklist. Focusing on a learner with visual impairment and complex needs, including

deafblindness, participants will complete a Literacy Skills Checklist during the session. Using videos and interactive discussion, participants will learn strategies to help build a literacy foundation.

Issaquah B Room

Teaching English to Blind Students in Brazil: Literacy Practices and Inclusion

Betânia Passos Medrado, Universidade Federal da Paraíba, Brazil

Rosyclea Dantas, Universidade Federal da Paraíba, Brazil

-This presentation aims at sharing teaching practices in the context of English as a foreign language in Brazil. The activities, based on the idea of recycling and assistive technology, provided blind students with alternative ways of representing language in order to expand their accessibility to the learning of English.

Kirkland Room

Relationships of Variables in Reading Modalities of Students with Optic Nerve Hypoplasia

Amber Kahn, University of Northern Colorado

Paula Conroy, University of Northern Colorado

-This presentation will provide an overview and synthesis of the current literature on Optic Nerve Hypoplasia for practitioners and families. Results of a survey research study on reading modalities of Colorado students with Optic Nerve Hypoplasia will be shared.

Leschi Room

Early Literacy Skills and Activities: What's a Phoneme Got to Do with It?

Mary Beth Wagner, Columbia Regional Program

Darlene Daniels, Columbia Regional Program

-A fun and engaging session that will increase participants' knowledge and skills in teaching phonological and phonemic awareness skills for early and beginning readers with vision impairments. Activities will be presented that focus on popular children's books. Participants will leave with materials for immediate use with their students with visual impairments, including CVI.

Ravenna A Room

Get on Your Feet! Leap Into Braille with the Hop-A-Dot Mat

Karen J. Poppe, American Printing House for the Blind

-This interactive session will highlight the versatility of the Hop-A-Dot Mat for building braille awareness through active movement. Audience members will receive fun challenges to demonstrate their own knowledge of the braille cell, braille alphabet, and braille numbers during a variety of individual and group games using the mat.

Ravenna B Room

GoBraille: The Game Changer App to Teach and Reinforce Braille

Betsy Flener, Green River Regional Educational Cooperative

Joni Nygard, The Attainment Company

-Currently, our country is experiencing a braille crisis. This session will focus on GoBraille, a new engaging and interactive app using tactile overlays with voice output to teach braille. GoBraille teaches braille in a format mirroring the reading instruction of typically developing peers.

Ravenna C Room

An Alternate Path to Braille Literacy

Ann Adkins, Texas School for the Blind and Visually Impaired

Sherry Airhart, Independent School District

-Come see the exciting progress made by Aidan, the subject of Ann and Sherry's 2017 GITWL presentations about a student with ONH who had struggled with traditional methods and materials of braille instruction. He has continued on his "path to braille literacy" and is now reading contracted braille!

Friday, November 15, 2019

8:00 am – 3:00 pm Registration

Metropolitan Pre-Function Area

**8:00 am – 9:30 am Getting In Touch With Literacy 2019 Awards
Metropolitan Ballroom Brunch**

9:30 am – 4:00 pm Exhibits Open

Metropolitan Pre-Function Area

9:30 am - 9:45 am Break/Transition

9:45 am - 10:45 am Concurrent Sessions

Greenwood Room

When Your Student's Learning Media is Symbols

Gerald Abner, University of Kentucky

Jasamyn Nichols DeGrant, Clark County Public Schools

-We are all familiar with students whose learning media is print and braille. What if your student's learning media is symbols? This session will focus on hierarchy and progression of learning media from object to symbols to print. Join in discussion, as showcase examples for symbol assessment and implementation.

Issaquah A Room

A Pathway for Literacy Learners with Multiple Disabilities and Visual Impairments

Taan Shapiro, San Mateo County of Education

-Students who are visually impaired with multiple disabilities have the ability to be literary learners. Through a case study, participants will identify a student's literary starting point, develop a plan, and discuss next steps. With consistency and routines, a student can learn literacy.

Issaquah B Room

Access Solutions for Visually Impaired Students with Significant Additional Impairments

Bruce McClanahan, Washington State School for the Blind

Kathryn Kier, Washington State School for the Blind

Annie Stockton, Washington State School for the Blind

-Switch interfaces and switch apps for the Chromebook and iPad, including discussion of switch progression.

Demonstration of AbiliPad and switch options for blind students with physical impairments. Tactually labelling a Bluetooth keyboard. Demonstration of Google Forms with switch access.

Kirkland Room

Adapting a Curriculum Based Measure for Braille Writers

Mackenzie Savaiano, University of Nebraska-Lincoln

Michael Hebert, University of Nebraska-Lincoln

-Curriculum-based measurement (CBM) is commonly used to monitor student progress in writing. This presentation describes an adapted CBM called correct braille writing sequences and presents data from 40 braille writing samples to highlight the pros and cons of using this type of CBM to monitor braille writing progress.

Leschi Room

<h1>Using Inclusive Design to Support Digital Literacy for Students with Visual Impairments</h1>

Adam Wilton, Provincial Resource Centre for the Visually Impaired (PRCVI)

Jennifer Jesso, PRCVI

Colton McClafflin, PRCVI

Flo Wong, PRCVI

-Current curricula emphasize digital literacy for all learners. Classroom teachers are creating and sharing literacy materials in digital formats that include word processing documents, presentation files, and web-based content. This workshop will provide educators with strategies to promote the Universal Design for Learning Materials and inclusive design.

Ravenna A Room

All Things Tactile for Inspiring Enjoyment and Interpretation of Raised-Line Graphics

Karen Poppe, APH

-This interactive session will demonstrate materials to cultivate tactile literacy skills within recreational contexts. Important tactile skills such as systematic scanning, shape and texture discrimination, and independent creation of tactile graphics will be addressed. Audience members will have the opportunity to experience graphics from a tactile perspective via hands-on activities.

Ravenna B Room

Emergent Literacy for Learners with Multiple Disabilities and/or CVI

Tristan Pierce, American Printing House for the Blind
Susan Sullivan, American Printing House for the Blind

-There is a progression of skills to be mastered in order to learn to read. These important skills are stressed for typically developing children. Are we setting up learners with multiple disabilities and/or CVI for failure by not stressing these important steps? Join us as we address the alphabetic phases that support the journey to literacy.

Ravenna C Room

Unified English Braille: Exploring the Code and Implementation Strategies

Josie Howse, RIDBC Renwick Centre, Royal Institute for Deaf and Blind Children

Frances Gentle, RIDBC Renwick Centre, Royal Institute for Deaf and Blind Children

-This interactive workshop will introduce participants to the intricacies of Unified English Braille (UEB), with code examples drawn from Australia's online UEB training program. Participants will critically explore the phases of UEB implementation adopted in NSW schools, and areas of relevance to the USA education context.

10:45 am - 11:00 am

Break/Transition

11:00 am - 12:00 pm

Concurrent Sessions

Greenwood Room

Braille, Print, Speech: Teaching Strategies for Dual Media Learners in Inclusive Settings

Annette Hallenberger, Landesförderzentrum Sehen, Schleswig, Germany

(NOTE: The theoretical basis for this workshop is provided by Fabian Winter earlier in this conference.)

-This session will focus on three questions: How can "dual media learners" learn Braille and develop their skills in using their tools? How can listening strategies be learned? And how can the families, teachers of mainstream schools and TVI's support "dual media learners"? Using case studies, participants will work on specific questions in small groups.

Issaquah A Room

From Seed to Blossom: The Life Cycle of Growing a Tactile Learner Using Functional Approaches

Pam Winters, Special Education District of Lake County
-From Seed to Blossom highlights strategies for learners who require functional approaches to academic instruction. This program outlines how the PCI reading curriculum was adapted to accommodate non-visual learners. It highlights activities and games developed for the I-M-ABLE braille literacy program. Functional math strategies will also be covered.

Issaquah B Room

Promoting Literacy with Adapted Osmo Games for Students with Visual Impairments

Bryan Moles, University of Illinois at Chicago/Chicago Public Schools
Samantha Zauner, Wilmette School District
-The Osmo games provide a novel way for students to interact with touchscreen devices-using physical pieces and writing with pens to control the game. This way of interacting with the screen is not only fun and engaging for students, it is a research-backed practice for practitioners to use.

Kirkland Room

Enhancing Reading and Writing Success with Divergent Thinking for Students with Visual Impairments

Kim Zebehazy, The University of British Columbia
Rachel Weber, University of British Columbia
-This presentation will share the results of a divergent thinking study conducted with students who were blind and visually impaired. Discussion will focus on activities and strategies for promoting divergent thinking to enhance reading and writing skills.

Ravenna A Room

Meaningful Literacy: Promoting Early Language, Play and the ECC Through Thematic Storybook Units

Kitty Edstrand, New Mexico School for the Blind and Visually Impaired
Jessica Mount Matney, New Mexico School for the Blind and Visually Impaired
-This presentation will describe a preschool classroom project that compared language, literacy, and play skills outcomes based on a story read without props and a story read with props and related hands-on experiences. Resources for thematic planning, embedding the ECC, book selection, and data collection will be shared.

Ravenna B Room

What's New in Reading Research?

Frances Mary D'Andrea, University of Pittsburgh
-There are hundreds of research articles published every year related to reading. What are some important trends that we should pay attention to? What research will have an impact on instruction of students with visual impairments?

Ravenna C Room

Uniting Literacy Instruction and Expanded Core Curriculum: Creating Student Portfolio with IEP Goals and Teacher Rubrics

Rachel Anne Schles, University of Pittsburgh
-This session provides a framework for implementing ECC and literacy infused instruction. Sample case studies involve students with VI, including deafblindness or mild/moderate additional disabilities, plus practical tips for IEP goal development. This is a follow up to the 2015 GITWL session "Student Portfolios and Project Based Learning."

12:00 pm - 1:30 pm

Lunch On Your Own

1:30 pm – 2:30 pm

Metropolitan Ballroom

Showcase Session II

Being Deliberate: Thinking Through Literacy for Students with Visual Impairments

Kim Zebehazy, UBC
-Becoming mature readers and writers requires all students to use sophisticated cognitive skills to interact with a wide variety of texts. This session will address how students who are blind or visually impaired use thinking skills and problem-solving within a reading and writing context. The focus will be on how teachers can be deliberate in providing thinking opportunities.

2:30 pm – 2:45 pm

Break/Transition

2:45 pm – 3:45 pm

Concurrent Sessions

Greenwood Room

Supporting Families in Providing Literacy Rich Experiences for Infants and Toddlers

Chrissy Cowan, Texas School for the Blind and Visually Impaired Outreach Programs
K. Renee Ellis, Texas School for the Blind and Visually Impaired Outreach Programs
-Providing literacy rich activities in the home for children birth to 3 is both challenging and fun! Literacy begins at birth but isn't just books. This session will help VI professionals empower parents to create and use materials found in the home to support language and literacy development.

Issaquah A Room

Interventions for Struggling Readers with BVI: Literature Review and Action Research Project

Jesse Bolt, Washington State School for the Blind
Stephanie Face, Washington State School for the Blind
-Literature review regarding the process of learning to read and diagnosing Learning Disabilities in students with Visual Impairments. And a description of an action research project centered around teaching middle school and high school students who have visual impairments and whose reading performance is significantly below grade level.

Issaquah B Room

Making the Connection Between Literacy Instruction and Braille: Make Collaboration Count for Braille Readers, Dual-Media Learners, and Early Learners

Maura Guimon-Warren, Naperville CUSD 203
Morgan Foreman, Naperville CUSD 203
-Now that you understand the connection between literacy instruction and braille instruction, HOW do we facilitate successful instruction/learning?? This presentation focuses collaboration with stakeholders to ensure braille readers receive quality literacy (not JUST braille mechanics) instruction. This presentation also focuses on students who are dual-media learners and early childhood learners.

Kirkland Room

Gamification of Education for BVI Students Based On Core and Expanded Core and Student's IEP

Marty Schultz, ObjectiveEd, Inc
-ObjectiveEd provides games that teach visually impaired pre-K through 12th grade students skills outlined in Core Curriculum & ECC, tied to the goals and objectives of each student's IEP. You will learn why students acquire skills faster and achieve objectives sooner by "gamify-ing" education.

Leschi Room

Culturally Responsive Teaching in Literacy Relevant Instruction with Blind or Visually Impaired Students

Monique Coleman, Founder & President, VISTAS Education Partners
-This workshop will explore the use of culturally relevant pedagogy (CRP) in literacy instruction and learning with visually impaired students. Participants will learn key principles of CRP and strategies for effectively employing CRP to promote critical literacy learning and engagement while sustaining their students' culture and family backgrounds.

Ravenna A Room

***Reading, Writing and Self-Regulating:
Mindfulness and Movement Activities as a
Context for Language and Literacy Learning***

Linda Hagood, Washington State School for the Blind,
Portland State University

Amy Parker, PSU

-Teachers, therapists, and COMS share an interest in helping students identify and regulate their emotions and attention. We will demonstrate and practice mindfulness, movement and yoga activities for students who are visually impaired. Also, we will share examples of integrating reading and writing with self-regulation activities.

Ravenna B Room

***Learning the Braille Code Through Accessible
Games and Electronic Flashcards: A Review of
Online Quiz Platforms***

Jennifer Soltis, Portland State University

Robyn Jones, Portland State University

-Online quiz games and electronic flashcards are widely used to review key knowledge. This presentation provides an overview of commonly used apps, rates their accessibility for screen readers and braille displays, and reviews their application for reinforcing learning of the braille code, such as wordsigns and shortforms.

Ravenna C Room

***Promoting Visual Skills Through Story
Experiences: Frozen and Harry Potter!***

Gwyneth McCormack, Positive Eye

-Building the capacity of class teachers and parents to enable access to visual learning through literacy experiences is important. Practical resources, activities and observation points pertinent to each area of visual skill development will be creatively linked to story elements of Frozen and Harry Potter to demonstrate how to best support teachers and parents to do this.

3:45 pm -4:00 pm

Break/Transition

4:00 pm – 5:00 pm

Concurrent Sessions

Greenwood Room

***TSVIs Describe Their Learning Media
Assessment Practices for Students with Visual
Impairments***

Tina Herzberg, USC Upstate

Gerald Abner, University of Kentucky

Kitty Estrand, NMSBVI

Loana Mason, NMSU

L. Penny Rosenblum, University of Arizona

-As a field, we lack comprehensive information about what tools are used to conduct LMAs, how recommendations

made in LMAs are shared with other team members, and how recommendations are carried out in instruction. Information gathered in 2018 through an online survey will be shared. Time for discussion will occur.

Issaquah A Room

Blindfolds Off: Academic Home Intervention in Support of Learners with Visual Impairments

Calandra Calton-Abdullah, University of Houston
Cody Kavanaugh, Lone Star College

-Sometimes navigating between academic and home support expectations can be daunting for learners with visual impairments and their supporters. Let me share some transferable low-tech strategies to include in your intervention repertoire!

Issaquah B Room

Expanding Ideas for Collaborative Early Literacy Strategies

Callie Bruesgaard, University of Massachusetts Boston

-This session will focus on collaborative early literacy strategies and skills for young children (ages birth to 4) who are blind, have low vision, and have multiple disabilities. Specific strategies will be shared about creating appropriate developmental literacy goals, direct instruction, collaboration with the family, and on-going assessment.

Leschi Room

Grading for Growth

Windee Cottle, College of Marin

Cheryl Kamei-Hannan, CSU, Los Angeles

-What do teachers of students with visual impairments need to know to level up their students' writing skills to meet college level standards? With a diagnostic assessment used at College of Marin, teachers can evaluate grading standards and discuss feedback tools/strategies. Topics discussed include rhetorical strategies, organization and sentence skills.

Ravenna A Room

Using Building on Patterns in a Balanced Literacy Program Within an Inclusive Environment

Cathy Senft-Graves, American Printing House for the Blind

Kristen Buhler, Columbia Regional Program

Jo Ellen Croft, Educational Services for the Visually Impaired

Kate Dilworth, Columbia Regional Program

Mary Filicetti, Fairfax County Public Schools

Cay Holbrook, The University of British Columbia

Rebecca Peek, Fairfax County Public Schools

Anna Swenson, Fairfax County Public Schools

Robin Wingell, Santa Barbara County Education Office

-Teachers of students with visual impairments often have questions related to planning and implementing an instructional reading and writing program for braille learners in inclusive settings. In this session, presenters will provide suggestions for balancing direct instruction using Building on Patterns with a child's participation in general education literacy activities.

Ravenna B Room

State of the United Code: Implementation of UEB for Math and Technical Materials

Tessa McCarthy, University of Pittsburgh

Nicole Johnson, Kutztown University

Amy Campbell, North Carolina Department of Public Instruction

-University faculty and a state administrator in Pennsylvania and North Carolina will discuss how decisions and transitions were made following implementation of Unified English Braille (UEB) code alongside the retained code of Nemeth. We will primarily focus on mathematics and technical materials. Time will be allotted for questions and discussion.

Saturday, November 16, 2019

9:00 am –10:00 am

Concurrent Sessions

Greenwood Room

More Than Meets the Eye: A Detailed Analysis of Braille Hand Movements

Tessa McCarthy, University of Pittsburgh

Rob Wall Emerson, Western Michigan University

-This session will provide an overview of the results of an intensive study of the hand movements of 16 adult braille readers while reading a different types of texts to evaluate the differing characteristics of highly efficient and slower braille readers. Implications for the classroom will be discussed.

Kirkland Room

Dust Off Your PIAF: Using Your Computer to Design Tactile Graphics for Use with Your Thermal Paper Expansion Machine

Donna Brostek Lee, University of Kentucky

-Do you have a thermal paper expansion machine, such as a PIAF or Swell Form Machine, that is underutilized or collecting dust? Learn how to use your computer to design tactile graphics on thermal paper with programs already on your computer such as Microsoft Word, Paint, and a few free add-ons.

Leschi Room

Bridging the Gap: Braille Literacy for Students with Multiple Disabilities

Tracy Fitch, Independent Contractor

A method for teaching a student with multiple disabilities, including an intellectual disability, how to read braille when traditional methods are not working. Based on a Case Study of a previous student.

Ravenna A Room

Pre/Emergent/Early Literacy for Young Children with Blindness/Visual Impairment

Tanni Anthony, Colorado Department of Education
-All young children are on the path to conventional literacy. For children with visual impairment, it is essential to align research/ evidence based practice specific to literacy development with the impact of early onsite blindness/visual impairment. Strategies will be highlighted to support early literacy for our youngest learners.

Ravenna B Room

A Step-by-Step Guide for Creating Multisensory Interactive Story Books

Loana Mason, NMSU
Kara Halley, Metropolitan State University of Denver
-This presentation will provide attendees hands-on experience creating electronic, multisensory, interactive storybooks for learners with visual and multiple impairments who are non-conventional readers/communicators. Using their personal computers/tablets, participants will practice techniques for simplifying both content and imagery using a variety of different software programs, mobile apps, and royalty free websites.

Ravenna C Room

APH Focus Group: The Smart Tablet Magnifier

Robin Lowell, Issaquah School District, Insight2execution
-Come participate in designing the smart tablet of the future. As a group, we will explore and discover how teachers and students are currently using a MATT Connect magnifier and share innovative ideas for the next generation of MATT Connect. Field testing opportunities will also be discussed. The future belongs to everyone!

10:00 am – 10:15 am

Break/Transition

10:15 am – 11:15 am

Concurrent Sessions

Greenwood Room

Accessible Coding and Digital Literacy: Making Connections for Students with Visual Impairments

Adam Wilton, PRCVI
Jennifer Jesso, PRCVI
Colton McClafin, PRCVI
Flo Wong, PRCVI
-By learning to code, students engage and enhance a range of abilities that connect directly to core literacy skills such as

problem solving and procedural thinking. This workshop will introduce the fundamental concepts of coding and outline a series of accessible coding activities for students with visual impairments from kindergarten to post-secondary.

Issaquah A&B Rooms

Implementing I-M-ABLE: A Hands-On Session to Address the Most Important Component of the Approach, Teaching Key Vocabulary Words to Your Students

Diane Wormsley, University of Pittsburgh

-Hands-on presentation will assist teachers who are implementing I-M-ABLE or wish to, with the most important aspect of the program, Introducing the Key Vocabulary Words. Participants will help each other analyze words and determine how best to present them to achieve accurate word recognition and proper hand/finger usage.

Leschi Room

Making the Braille Grade - Classroom Success with Braille Technology

Peter Tucic, HumanWare

-Today's connected Classroom can move at a very fast pace. Braille readers often find themselves using a multitude of tools to communicate with teachers and access important curriculum to keep pace with their peers. This session will focus on common tasks that students encounter every day and how different pieces of refreshable Braille technology may be used to complete assignments. The session will compare/contrast a note taker and braille display to identify the efficiencies, or lack thereof, of each. HumanWare Brand Ambassador of Blindness Products Peter Tucic will demonstrate how a Braille user can facilitate the workflows that can be utilized throughout a typical school day. We will look at power point access, looking up definition of words, copying to a word document and sharing to Google Drive. We will also look at how fast the new BrailleNote can access Chrome and Google Classroom.

Ravenna A Room

AT Classroom: Using Google Classroom to Consult and Collaborate: Promoting AT Inclusion for Students with Visual Impairments

Bryan Moles, University of Illinois at Chicago/Chicago Public Schools

-Assistive technology is the access point to literacy instruction for many students with visual impairments. Supporting the IEP and teaching teams around AT inclusion is imperative for literacy and independence outcomes. As caseloads for TSVIs increase, utilizing technology to consult and collaborate is a viable and evidenced way to support student outcomes.

Ravenna B Room

Springboard to Monday Morning

-Come use this interactive session to connect with other participants to share thoughts, ideas and takeaways resulting from conference sessions. Share what you learned and find out what others will be doing with conference information when they return to their jobs on Monday morning!

11:15– 11:30 am

Break/Transition

11:30 – 12:30 pm

Showcase Session III: Closing Session

Metropolitan Ballroom

Teacher's Heart and Mind: 10 Justice-Based Mindsets Behind Purposeful Literacy Instruction

Donna McNear, McNear Consulting

-I believe we all want to see children with visual impairments literate and living in healthy, meaningful, and kind communities. This session describes ten justice-based mindsets to educate and discern ways to be more helpful, more supportive, more insightful, and more meaningful to get more literacy results for each child.

Closing Remarks

Janie Blome, AER

Cay Holbrook, UBC

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Parent Institute – A full day of sessions to provide support, information, and networking for parents of students in transition.

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703-671-4500
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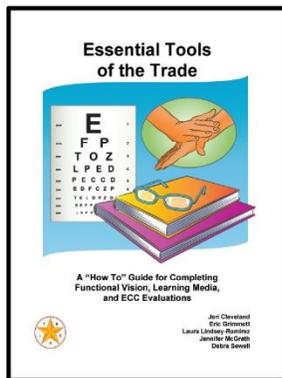
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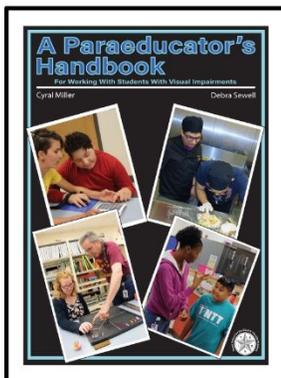
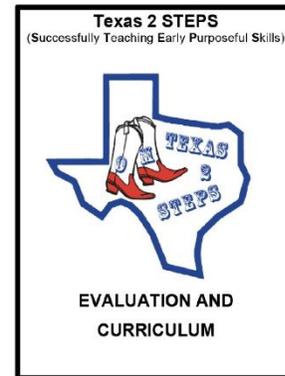
Curricula & Resource Guides to assist the TVI, COMS, and families in assessment, instruction, and adaptations in the Core Curriculum and Expanded Core Curriculum areas.



Essential Tools of the Trade: A "How To" Guide for Completing Functional Vision, Learning Media and ECC Evaluations
Essential Tools of The Trade is a comprehensive, user-friendly guide to assist Teachers of Students with Visual Impairments (TVIs) and Certified Orientation and Mobility Specialists (COMS) in performing legally mandated evaluations for students with visual impairments. This publication will support TVIs and COMS in making informed and deliberate decisions, guiding instruction and identifying strategies for intervention. ETT includes a template for Functional Vision Evaluations, forms to complete the Learning Media Assessments and guidance for conducting ECC evaluations. This publication also comes with a flash drive that includes the template and many of the forms.

Texas 2 STEPS (Successfully Teaching Early Purposeful Skills)

Texas 2 STEPS is an early intervention orientation and mobility evaluation tool and a curriculum of supporting activities and routines. It is specifically designed to determine and address the orientation and mobility needs for students with visual impairments from birth through 5 years of age. Both the evaluation and curriculum are also appropriate for students who have additional disabilities and can be implemented in all settings including home, daycare, school and community.



A Paraeducator's Handbook for Working with Students With Visual Impairments, 2nd Edition

This publication provides information regarding the paraeducator's unique role in educational programming for students with visual impairments. Included are: Chapters addressing Social Interaction and Self-Determination Skills, Independent Living Skills, Orientation and Mobility Skills, Assistive Technology, other areas of the ECC, Adapting Learning Materials and Working with Students with Visual and Multiple Impairments, The paraeducator's role in these areas of instruction, Suggestions for working with students, Resources for Adapted Materials and Equipment, and Print Resources

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