



Texas School for the Blind & Visually Impaired Outreach Programs

2011-2012

Outreach Programs



Figure 1 Dr. Jan van Dijk on the Netherlands presents at the 2011 Texas Symposium on Deafblindness.

Catalog of Services & Supports

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Texas School for the Blind & Visually Impaired Outreach Programs

Overview

Texas School for the Blind and Visually Impaired (TSBVI) is a special public school established and funded by the state of Texas. TSBVI provides specialized and intense services that focus on the unique learning needs of students with visual impairments, including those with additional disabilities.

The Outreach Programs of TSBVI serve as a statewide resource for families and professionals on blindness and/or deafblindness. Outreach staff:

- consults with local districts on student programming, implementation of evidence-based practices, and transition planning, in coordination with regional education service centers;
- supports families of children with visual impairment and/or deafblindness to gain access to resources, connection to other families, and needed training;
- provides local and regional workshops, statewide conferences, a schedule of videoconferences and webinars;
- produces original materials, including a quarterly newsletter - TX SenseAbilities (in print and on the website), instructional modules, blogs and wikis;
- administers a technology loan program, through which local programs may borrow specialized technology for use by individual students for up to one school year;
- coordinates statewide registration of students with visual impairments and the deafblind census;
- distributes specialized materials from the American Printing House for the Blind with federal quota funds; and
- coordinates mentors for new teachers and orientation and mobility specialists, and supports personnel preparation programs.

This year our Outreach Programs are settled into our new building. It includes the Outreach Programs offices and a beautiful Conference Center. This new building provides videoconferencing rooms to expand our use of distance learning approaches and a new studio to improve the quality of our videos that will be shared over the TSBVI website.

To learn more about Outreach Programs you may phone 512-206-9242 or email to outreach@tsbvi.edu . For specific service requests such as family services, school consultation, or training, please go on-line to <http://www.tsbvi.edu/Outreach/request-process.htm>.



Figure 2 Entrance to the new Outreach Programs office space and Conference Center.

Outreach Staff and Contact Information



Director

Cyral Miller,
512-206-9242 or
CyralMiller@tsbvi.edu



Administrative Support Staff Outreach Administrative Coordinator

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Professional Preparation & Mentor Programs

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Visually Impaired Outreach, SWOMA, Texas Focus & Tech Loan

Carrie Keith,
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CarrieKeith@tsbvi.edu



Deafblind Outreach, Deafblind Symposium and Deafblind Census

Brian Sobeck,
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BrianSobeck@tsbvi.edu



Travel and TX SenseAbilities

Beth Bible,
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BethBible@tsbvi.edu



TETN CEU Certificates, APH Requests

Nancy Keck
512-206-9344 or
NancyKeck@tsbvi.edu



Amy Lancaster,
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AmyLancaster@tsbvi.edu

APH Materials, VI Registration & Deafblind Census



Jim Durkel,
512-206-9270 or
JimDurkel@tsbvi.edu

Mentoring and New Teachers



Chrissy Cowan,
(512) 206-9367; or
ChrissyCowan@tsbvi.edu

Orientation and Mobility



Ruth Ann Marsh,
512-206-9203 or
RuthAnnMarsh@tsbvi.edu

Professional Preparation



KC Dignan,
512-206-9156; or
KCDignan@tsbvi.edu

Quality Programs for Students who are Visually Impaired (QPVI)



Nancy Toelle,
512-494-8658 or
nmt10@sbcglobal.net

Statewide Staff Development



Kate Hurst,
512-206-9224 or
KateHurst@tsbvi.edu

Texas Deafblind Project

Early Childhood Training and Support



Gigi Newton,
512-206-9272 or
GigiNewton@tsbvi.edu

Educational Program Training and Support



Robbie Blaha,
512-206-9232 or
Robbieblaha@tsbvi.edu



Holly Cooper,
512-206-9217 or
HollyCooper@tsbvi.edu



Jenny Lace
512-206-9389 or
JennyLace@tsbvi.edu



Chris Montgomery,
512-206-9359 or
ChrisMontgomery@tsbvi.edu

Deafblind Transition Planning and Support



David Wiley,
512-206-9219 or
DavidWiley@tsbvi.edu

Family Training and Support



Edgenie Bellah,
512-206-9423 or
EdgenieBellah@tsbvi.edu

Visually Impaired Outreach

Early Childhood Training and Support



Stacy Shafer,

512-206-9140 or

StacyShafer@tsbvi.edu

Educational Program Training and Support



Ann Adkins,

512-206-9301 or

AnnAdkins@tsbvi.edu



Sara Kitchen,

512-206-9353 or

SaraKitchen@tsbvi.edu



Ann Rash,

512-206-9269 or

AnnRash@tsbvi.edu

Math Training & Support



Susan Osterhaus,

512-206-9305 or

SusanOsterhaus@tsbvi.edu

Technology



Sharon Nichols,

512-206-9342 or

SharonNichols@tsbvi.edu



Patrick Van Geem,

512-206-9464 or

PatVanGeem@tsbvi.edu

Visually Impaired Transition and Support



Eva Thompson Lavigne,
512-206-9271 or
EvaLavigne@tsbvi.edu

Family Training and Support



Jean Robinson,
512-206-9418 or
JeanRobinson@tsbvi.edu

Media and Product Development

Audio/Visual Support



Kendra Dorty,
512-206-9157 or
KendraDorty@tsbvi.edu

Product Development



Mike Bicknell,
512-206-9405 or
bicknellm@tsbvi.edu



Figure 3 Photo of the Outreach Programs staff in the lobby of the new conference center.

Support for Families

Information and Referral

Family members need information and referral to resources. Outreach Programs family consultants are available by phone and email during most business hours to help families find the information they need to support their child with visual impairments or deafblindness. This includes connecting them with other families, agencies, and organizations as well as sharing information about visual impairments, deafblindness, self-advocacy, special education laws, and many other topics. Families may also contact either of our family support specialists to access funding to participate in statewide and national training activities.

For information, contact Edgenie Bellah at 512-206-9423 or EdgenieBellah@tsbvi.edu or Jean Robinson at 512-206-9418 or JeanRobinson@tsbvi.edu.

Family Consultation



Figure 4 A mother holds her young son who is deafblind.

In addition to home visits during a Student Consultation (see bottom of this page), families may request a visit to their home from one of our family support specialists, Edgenie Bellah or Jean Robinson. The focus of these visits may include support in understanding and advocating for services in both educational and rehabilitation settings, resources for support in meeting non-educational needs for the child and family, and training about specific programming and supports for the child. These requests may be made independent of the school, but may also come through the local district.

For information, contact Edgenie Bellah at 512-206-9423 or EdgenieBellah@tsbvi.edu or Jean Robinson at 512-206-9418 or JeanRobinson@tsbvi.edu.

Family Leadership Training

This workshop series is for family members who are interested in learning how to become family leaders in the areas of blindness and deafblindness. Training topics include peer mentorship, parenting a child with visual impairments, quality educational programs for students with visual impairments and deafblindness, and utilizing community resources. Participants complete an action plan and carry out activities related to the information they learn in the training.

For information contact Jean Robinson at 512-206-9418 or JeanRobinson@tsbvi.edu or Edgenie Bellah at 512-206-0423 or EdgenieBellah@tsbvi.edu.

Support for Local Districts

Student Consultation

A Student Consultation is a way to support an individual student in the local setting. Visually impaired and deafblind students are unique. It is not possible for any one professional to know everything about all the many possible ways in which vision (or vision and hearing) loss can impact a particular child's ability to learn. It can also be reassuring to parents and the staff to have an objective review of

a student's progress. At the district's request, and in collaboration with the regional education service center (ESC) consultants, Outreach staff can visit and/or use distance technologies to observe classrooms (including ECI programs, job/community placements, and homes) to offer our assistance in implementing appropriate programming.

Requests for this type of technical assistance may be made on-line at www.tsbvi.edu/Outreach/request-process.htm . Requests will be routed to the appropriate Outreach consultant and a time and date will be set for an in-depth phone call to the designated contact person. Requests are shared with the ESC to see if their resources can help address your questions. The Outreach consultant discusses next steps that might be helpful before or instead of a school visit such as strategies to try, resources, and additional assessment ideas.

We also ask that you submit evaluation information and the specific questions you would like addressed during our visit. A student consultation typically includes observing as much of a school day as possible and also may include a home visit. Typically a meeting is held with the student's educational team including the family, principal, classroom teacher, paraprofessionals, support staff, VI and O&M staff and all other interested parties. This is a time for asking questions, sharing ideas, and developing plans for continued technical assistance.

After the visit, and depending upon your request, you can receive a written report outlining our observations and making recommendations to the educational team. The report may offer a guideline for developing IEPs, suggest program modifications, alternate curricula or assessment, and/or respond to specific questions about the child's unique needs.

The Outreach Programs covers salary costs for TSBVI Outreach Programs staff. We ask for district help with paying all OR ANY PART of our travel costs. In many regions, the Education Service Center consultants have been able to help support these costs. You will find the request form at <http://www.tsbvi.edu/Outreach/request-process.htm> and can fax or email it to Outreach.

Theory to Practice Consultation

What is a Theory to Practice Consultation?



Figure 5 Hand of a student and O&M grip a cane.

As educators we want to use practices that show evidence of positive student outcomes. Research continues to validate practices that have been used with students who are visually impaired or deafblind. Still, both new and seasoned teachers find implementation of educational theory to be challenging in the "real world" classrooms of today.

To address these challenges, Outreach offers "Theory to Practice Consultation". Unlike the Student Consultation, this model provides local teacher training on requested topics rather than a focus on a specific student's program. District and Outreach staff collaborate to custom design the consultation. It may include face-to-face instruction, distance learning, ongoing contact and other forms of support. The goal is to help educational teams implement evidence-based practices for students with visual impairments or deafblindness. The model is initiated with a simple application process. Here are some examples of Theory to Practice Consultations:

Using New Technology in the Classroom

A middle school has two students who are visually impaired. The teachers have learned a lot from seasoned teachers of students with visual impairments, but they continue to struggle with Internet access for these students, a regular part of each class activity. The district TVI contacts the ESC Visual Impairment Consultant to request an Outreach visit. During the visit they meet with the teachers and other staff, and observe the students. One student is unable to utilize a program to access emails and the Internet with his braille device. The other student needs more support to learn to use her screenreader efficiently. Some information the teachers want them to use is on an inaccessible part of the web. A training plan designs a day of hands-on in-service at the school for the teachers and students. The teachers and students phone and email Outreach staff with questions as they arise. With this support the school can now meet student needs.

New Teacher of Students with Visual Impairments Support

A new teacher of students with visual impairments (TVI) tackles her first year with fifteen diverse students. She attended a Mentor Center at TSBVI and receives support from her mentor, but neither of them have release time for job-embedded training. The TVI and mentor identify some specific issues where on-the-job training would be beneficial and contact their ESC Visual Impairment Consultant about technical assistance from Outreach. In advance of the school visit, a set of resources are shared and discussed. At the consultation Outreach staff spends time with the TVI utilizing some of the tools. A plan is made to help the TVI support the classroom teachers and provide direct services to her student. Over the next months, they email, visit over the phone and schedule two follow-up visits. The TVI begins to see real progress for her students. She is more confident in consulting with the educational team and providing direct instruction to her students.

A Challenge for the District

Several teachers and O&M Specialists in a district work with students who are significantly disabled in addition to visual impairment. Incorporating calendar systems and routines for these students proves to be challenging. Their regional ESC consultant requests some additional support and training from Outreach and a plan is developed. Student's calendar routines and activity routines are taped to share with Outreach staff prior to the district visit. A one-day training is developed by Outreach for district teachers utilizing examples from these student tapes. Following the training, Outreach staff visits each classroom to work with the TVI, O&M, and classroom staff. Over the remaining school year, emails, phone calls and visits help to expand the activity routines and create new ones. Ultimately student progress is documented and these teachers and VI professionals share their knowledge with other district staff.

Parents Want What Is Best

An ECI program serves 3 students with CHARGE syndrome in different towns. The parents and the Teacher of Students with Visual Impairments want to do all they can to help these infants. The Teacher of Students with Visual Impairments talks with her ESC Deafblind Consultant and together request a Theory to Practice Consultation. Home and day care visits are scheduled. Outreach sends the TX SenseAbilities newsletter and materials on CHARGE to the teams prior to the visit. In collaboration with the VI professionals, in-service is provided to the day care, ECI teams and families on the developmental impact of vision and hearing loss. Activities are designed to help with communication and sensory integration issues. Family and staff attend the Texas Symposium on

Deafblindness with help from Outreach for their registration and travel costs. With the families and teams now supporting each other, a return visit focuses on expanding activities.

How to Request a Theory to Practice Consultation

If you would like support to implement evidenced-based practices in your district, you may want to request a Theory to Practice Consultation. Please contact your ESC Visual Impairment Consultant or Deafblind Consultant before making this request. All Theory to Practice Consultation requests may be made on-line at <http://www.tsbvi.edu/Outreach/request-process.htm>. An Outreach staff member will contact you and your ESC Vision Consultant or Deafblind Specialist to begin planning a customized technical assistance plan with you and/or your educational team.

Support for Education Service Centers

In Texas we have incredible resources for students with visual impairments and deafblindness. These include the Education Service Center Visual Impairment, Deafblind, Low Incidence and Early Childhood consultants. The Outreach Programs supports and collaborate with the Education Service Centers in a variety of ways including:

- Collaboration to develop and present regional workshops and conferences;
- Support to ESC consultants through joint school consultations to an individual student or group of district staff;
- Involvement in regional planning related to family, professional and paraprofessional training needs;
- Support analyzing demographic information on the VI Registration and Deafblind Census;
- Support in implementing the Quality Programs for Students who are Visually Impaired (QPVI) process

Support for Agencies and Organizations

In addition to collaboration on activities with the Education Service Centers, Outreach is also involved with various agencies and organizations whose activities touch the lives of children who are visually impaired or deafblind and their families. This includes activities with:

- DARS-Division of Blind Services
- DADS- Deaf-Blind Multiple Disabilities Medicaid Waiver providers
- Early Childhood Intervention (ECI)
- Deaf-Blind Mulithandicapped Association of Texas (DBMAT)
- Texas Association for Parents of Students with Visual Impairments (TAPVI)
- Texas Chapter of National Organization of Parents of Blind Children (NOPBC)
- Texas Chargers
- Texas Parent to Parent
- Texas Project First
- Texas School for the Deaf, and
- Other regional, state and national agencies and organizations.

Any of these programs who would like our involvement with the activities they offer to their districts, regions, or for the state in serving students who are visually impaired or deafblind and their families may contact Kate Hurst at katehurst@tsbvi.edu or phone 512-206-9224 or their specific regional contacts on the Outreach team. A complete listing of "Who to Call" is included on the following two pages. Please let us know how we can work with you and your program.

Who to Call

You may always contact Cyral Miller, Director of Outreach Programs, with your requests for information, support or resources. Additionally each education service center region has an assigned staff member as a primary contact for school related issues. These are listed below.

Regional Deafblind and VI Contacts

Region	Deafblind Team Contact	VI Team Contact
ESC 1	Chris Montgomery	Sara Kitchen
ESC 2	Chris Montgomery	Ann Adkins
ESC 3	Chris Montgomery	Ann Adkins
ESC 4	Holly Cooper	Sara Kitchen
ESC 5	Holly Cooper	Ann Rash
ESC 6	Holly Cooper	Sara Kitchen
ESC 7	Holly Cooper	Ann Rash
ESC 8	Jenny Lace	Ann Rash
ESC 9	Holly Cooper	Ann Adkins
ESC 10	Jenny Lace	Ann Rash
ESC 11	Jenny Lace	Ann Adkins
ESC 12	Chris Montgomery	Ann Rash
ESC 13	Holly Cooper	Ann Adkins
ESC 14	Jenny Lace	Ann Adkins
ESC 15	Jenny Lace	Sara Kitchen
ESC 16	Jenny Lace	Sara Kitchen
ESC 17	Chris Montgomery	Ann Rash
ESC 18	Holly Cooper	Ann Adkins
ESC 19	Chris Montgomery	Ann Rash
ESC 20	Chris Montgomery	Sara Kitchen
TSBVI	Chris Montgomery	Sara Kitchen
TSD	Jenny Lace	

Statewide Contacts

Many of our Outreach staff serves statewide. If you need support in these areas please contact:

- APH Products, VI Registration, Deafblind Census – Jim Durkel
- Early Childhood – Gigi Newton (deafblind), Stacy Shafer (visually impaired)
- Family Support and Information – Edgenie Bellah (deafblind), Jean Robinson (visually impaired)
- Mathematics – Susan Osterhaus
- New Teachers & Mentoring – Chrissy Cowan
- Orientation & Mobility – Ruth Ann Marsh
- Personnel Preparation & Recruitment – KC Dignan
- Quality Programs for Students who are Visually Impaired (QPVI) – Nancy Toelle
- Technology – Sharon Nichols, Pat van Geem
- Transition – Eva Thompson-Lavigne (visually impaired), David Wiley (deafblind)

The phone numbers and email addresses for all staff can be found on pages 3-7 of this catalog.

Support for New Teachers

Mentor Center

VI professionals are a small, elite group spread out over the state. Beginners may lack opportunities to observe seasoned VI professionals in the classroom and itinerant settings. Three times this year we will be providing two days of professional observation at TSBVI and in surrounding school districts for TVIs, COMS, and Texas Tech or Stephen F. Austin students enrolled in VI coursework. You will have the opportunity to discuss what you have observed and ask questions of the instructors. The mentor program pays for hotel, meals, partial travel, and substitute teacher expenses. You just show up and learn!



Figure 6 A protege and her mentor review paperwork together.

To be eligible to attend, you must be a student currently working on VI or O&M certification or a VI professional who has entered the field within the last three years. Experienced professionals who are new to Texas are also invited to attend. Your mentor may accompany you to a Mentor Center; she/he is welcome and will receive the same accommodations.

To register go on-line to the TSBVI website (Outreach Pages) and follow the links. Questions? Please contact: Chrissy Cowan, Mentor Coordinator at 512-206-9367 or chrissycowan@tsbvi.edu.

Mentor Center Schedule

This event occurs 3 times during the academic year. Reservations are required.

- October 23-25, 2011
- February 12-14, 2012
- April 15-17, 2012

New TVI Professionals Website

The lot of the new VI professional is difficult. You are often alone in the world with little access to colleagues who can lend support and offer ideas. You have so many things to manage from day one: meeting with teachers, parents and administrators, completing eligibility paperwork, doing assessments, developing IEPs, not to mention teaching! You have students that range in age from birth - 22. Some are only visually impaired and others have additional challenges, including some who are deafblind. You have to be familiar with a wide range of content as well as teaching strategies. You have to learn consulting skills and be able to advocate for your students. You work with everyone on the team as well as the student and parents. Then there is new technology to learn, acquiring and adapting instructional materials, and figuring out what road to take when you are running late getting to your next campus.



Ideally you have a mentor who is working with you. At times though, even the best mentor is unavailable to you when you need support. Figuring out what to do first and what to let go of until later is often your biggest challenge.

This website is meant to supplement the support provided by your mentor. We have organized it to reflect what we think are the most critical aspects of your job during your first three years. Undoubtedly your professional life will not flow according to this proposed progression, but the structure we suggest may help you to find your own workable approach to managing the job you have taken on as a VI professional.

Visit your special spot on the Texas School for the Blind & Visually Impaired website at www.tsbvi.edu/Outreach.

Mentor Training

On December 2-3, 2011 we offer 1-1/2 day training to prepare experienced Teacher of Students with Visual Impairments and Certified Orientation & Mobility Specialists to mentor either new VI professionals or professionals who have recently moved to Texas. Applications are accepted from across the state, with recommendations from VI personnel at your education service center, your supervisor, and a co-worker. COMS applicants will also be required to submit a vita documenting service delivery in school settings. Prior to training, participants will be required to complete an on-line course, found at <http://www.tsbvi.edu/Outreach/course/index.htm>, which requires approximately 2 hours.

For information contact Chrissy Cowan, Mentor Coordinator at 512-206-9367 or chrissycowan@tsbvi.edu.



Figure 7 Participants at an early Mentor Center.

Quality Programs for Students Who Are Visually Impaired (QPVI)

QPVI is a process for schools to develop and/ or improve their services for students with visual impairments. Establishing standards of practice, uniformity of practice and program accountability are all central to QPVI Outcomes. QPVI was developed in Texas with the assistance of the TEA, ESC Visual Impairment Consultants and TSBVI Outreach Programs staff.

Who Participates?

An Education Service Center or TSBVI Outreach Programs Consultant directs the process along with a member of the district or co-op administrative staff. With the VI staff, this comprises the 'work team', who act jointly to complete the process.

Why Participate?

For administrators the program for students with visual impairments becomes process/data driven, rather than personnel driven, resulting in program strength and accountability. For teachers, effectiveness and job satisfaction increase dramatically when outcomes move from perception to data. For students and parents the result is consistency in instruction, improved student outcomes and greater access to the general education curriculum.

How Do We Start?

This service may be available through your local education service center, or the TSBVI Outreach Programs. Contact the developer, Nancy Toelle at (512) 494-8658 (phone/fax), or send her an email at nmt10@sbcglobal.net.

Three Phases of QPVI

- Phase One is a self-study of key program components, including a "master list" of students, student eligibility, staff roles/responsibilities, unique student needs, type and amount of VI service, staff/caseloads, and measuring student results. Data collection and quality standards are priorities.
- Phase Two is a process for documenting program strengths, addressing deficits, and tracking results.
- Phase Three is designing systems to maintain quality programming.

Want More Information?

The Journal of Visual Impairment and Blindness, February 2008 issue, Vol. 102, No. 2, discusses QPVI in the article, "Program Accountability for Students Who Are Visually Impaired" online at <http://www.afb.org/afbpress/pubjvib.asp?docid=jvib020205>. You may also contact Nancy Toelle at (512) 494-8658 or email to nmt10@sbcglobal.net.

Professional Preparation and Recruitment

Professional Preparation

We are experiencing a critical shortage of highly qualified Teachers of Students with Visual Impairments and Certified Orientation & Mobility Specialists. The Outreach Professional Preparation Program, in collaboration with universities and education service centers, has several activities to ensure an adequate supply of VI professionals in Texas. These include the development of informational recruiting materials, participating in career day activities throughout the state, networking and encouraging recruitment of new professionals, and advocating for high teacher training standards.

Texas Fellows Program for Recruitment

Help recruit! As a VI professional you have a role in making sure students have adequate access to a highly qualified VI professional, a role that cannot be overstated! Your influence is HUGE! Become a Texas Fellow and help recruit new professionals to the field of visual impairments.

What candidates want to know:

- VI Professionals complete an interesting array of activities as a regular part of their workday.
- People rarely need to leave their current district because of the professional shortages.
- Tuition can be paid.
- Probationary certification is available.

Good recruiters:

- Know it can take 12-18 months for someone to change careers,
- Share stories of successes, not frustrations,
- Provide encouragement during the application process,
- Tell people the information they want to hear.

As a professional in the field of visual impairments, you have a role to play in ensuring that Texas has highly qualified staff to work with children and adults who are visually impaired or deafblind.

What YOU'LL get:

- Recognized at all TSBVI-sponsored statewide activities for 1 year,
- Acknowledged in TX SenseAbilities for 1 year,
- Registration voucher for use at select TSBVI sponsored conferences, or
- A voucher for one of TSBVI's most popular publications.

Do your part. Contact KC about becoming a Texas Fellow, at 512-206-9156 or kcdignan@tsbvi.edu.



Figure 8 A young visually impaired boy shares a toy with his teacher.

Student Demographics

Annual VI Registration

The TSBVI Outreach Programs conducts the Annual Registration of Students Who Are Visually Impaired for the TEA through a contract with Region XI Education Service Center. This VI Registration is also used as a data source to help Regional Education Service Centers analyze trends and plan services as well as serving as a basis for students to qualify for adapted textbooks. The VI Registration is also used as a basis for drawing Quota Funds into the state, which are used to obtain materials from the American Printing House for the Blind (APH). Forms and online registration for the VI Registration may be found at <http://www.tsbvi.edu/Outreach/aph/vireg.htm>. Contact: Jim Durkel, 512-206-9270 or email: JimDurkel@tsbvi.edu for more information.

Annual Deafblind Census

The Texas Education Agency (TEA), Division of IDEA Coordination, is required to report annually on individuals, 0-21 years of age, who are deafblind in Texas. This report requires a different type of information than the Child Count data mandated under IDEA. The Texas Deafblind Project collects this information for the TEA.

The census provides information that is used for regional and statewide planning to develop funding and appropriate services for infants, children, and youth who are deafblind. Go to <http://www.tsbvi.edu/Outreach/deafblind/census/index.htm> for information about the Texas Deafblind Census. Please contact: Jim Durkel, 512-206-9270 or email:JimDurkel@tsbvi.edu for more information.

APH Materials



The American Printing House for the Blind is a non-profit agency designated by Congress as the official supplier of educational

materials to all students in the U.S. who meet the definition of blindness and are working at less than college level. The Texas Instructional Materials Center for the Visually Impaired (TIMCVI), run by the Texas School for the Blind and Visually Impaired Outreach Programs, coordinates ordering and managing these materials. Specialized equipment and instructional materials may be requested by a local school district for the eligible visually impaired students it serves. Visit APH Products at www.aph.org/products/index.html.

Questions about APH Materials? Contact Jim Durkel, 512-206-9270 or email:JimDurkel@tsbvi.edu or Nancy Keck, 512-206-9344 or email:nancykeck@tsbvi.edu.

TSBVI Website (www.tsbvi.edu)

Family and Professional Resources

Currently there are many resources available on the TSBVI website. These include Resources for the Expanded Core Curriculum (RECC), resources on Math and Science instruction, Tactile Symbols, and many other great resources. More are added constantly, so bookmark our site and visit often! Go to www.tsbvi.edu/outreach.

TSBVI Distance Learning

TSBVI Outreach Programs is adding a number of web-based learning tools to the TSBVI website on a regular basis. These include on-line modules, special topical webpages, and other distance learning materials designed to expand the in-service and informational resources for parents, professionals and paraprofessionals.



Figure 9 Screenshot of one of the online learning tools, *Communication for Children with Deafblindness and Multiple Impairments* found at <http://tsbvideafblindcommunication.org/>

A variety of topics such as CVI assessment and intervention, technology, personal futures planning, new VI professional resources and more are addressed through various web-based media.

This year we will add archived TETN broadcasts and webinars to the mix. This information is available in fully accessible formats. Go to <http://distance.tsbvi.edu/>.

Blogs

This year Outreach Programs introduces three new blogs, the Visual Impairment Blog, the Deafblindness Blog, and the Technology Blog. Staff from Outreach Programs will regularly post tips, information, resources, and their thoughts about a wide range of topics related to students with visual impairments, visual and multiple impairments, and deafblindness. Our Technology Blog offers updates and information on both hardware and software. Go to www.tsbvi.edu/blogs and check them out.

Publications and Products

TSBVI Outreach Programs produce a variety of materials each year. Many are available free on the TSBVI website, and others are available for a modest cost through the TSBVI Curriculum Department. These include *TX SenseAbilities*, a free, quarterly newsletter, and articles on a variety of topics, the Resources for the Expanded Core Curriculum (RECC) database, books, CDs/DVDs and videotapes.



TX SenseAbilities

TSBVI Outreach Programs and the Texas DARS-Division of Blind Services publish *TX SenseAbilities*, a quarterly newsletter with timely information on VI and deafblind topics. It includes articles by family members, strategies for working with young people who are visually impaired or multiply disabled, information about agencies and programs, medical and health information, classified ads and announcements.

Figure 10 Logo for TX SenseAbilities newsletter.

The newsletter is available in electronic formats emailed directly to you. No more waiting for the mail to come! To sign up for this newsletter or to view current and archived editions, go to <http://www.tsbvi.edu/Outreach/newsletter/index.htm> to sign-up now!

Products

Outreach staff and many others have developed products that are available through the TSBVI Curriculum Department. The products include a DVD on Interaction, a special packet on transition, titled Deafblind Transition Stories, and a variety of books and videotapes. Go to <http://www.tsbvi.edu/publications/index.htm> to learn more.

We also have developed a variety of products that can be downloaded for free from the web. These include such items as *Teaching Math to Visually Impaired Students*, *Educating Students with Visual Impairments in Texas: Guidelines and Standards*, and *Determining the Need for an Intervener*. By simply searching a topic on the TSBVI website, you will locate many of these products.

Have an idea for a new product you would like to see developed? Simply contact KateHurst@tsbvi.edu to offer us suggestions.

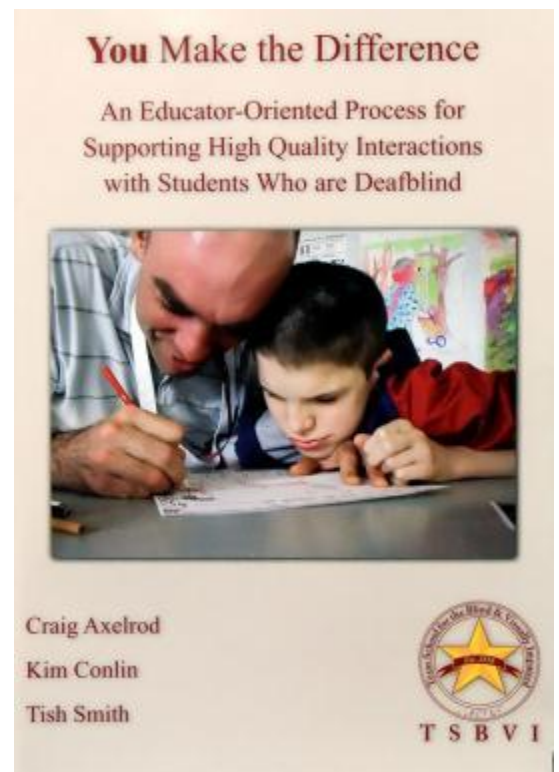


Figure 11 Photo of the cover of the interactive DVD, *You Make the Difference: An Educator-Oriented Process for Supporting High Quality Interactions with Students Who Are Deafblind*.

Technology Loans

Technology Loan Program is designed to loan specialized equipment to students with visual impairments to help them realize their educational potential. Examples of the technology available are: BrailleNote, Pac Mate, Flipper CCTV, Mountbatten Brailier, Extreme Reader, MyReader, Tiger Braille Printer, Switches and Switch Accessible Software, and Intellitools Products.



Figure 12 A young man accesses the computer with screen-reading software.

The program provides transitional equipment that will enable students to receive necessary instruction. The educational service centers and TSBVI will assist students, teachers, and parents with training to ensure that the student is able to benefit from the loan device(s). When application for the equipment is made, a plan for local equipment procurement and loan duration is defined. A typical loan is for 6 to 12 months. All loan items must be returned annually.

All equipment loans will be made only after an individualized technology evaluation is submitted. The evaluation should include an assessment of the student's short-term and long-term technology needs. In the event that the technology loan is for the purpose of a technology evaluation, a letter is required outlining: 1) a statement of the student's current education program, 2) statement of current educational or instructional needs, 3) current level of competency in utilizing recommended equipment, and 4) short and long-term technology goals. A training plan must include initial training and plans for ongoing support for the student, family, and instructional personnel.

Go to <http://www.tsbvi.edu/Outreach/techloan/index.htm> to learn more about the program, to download a catalog or download a request form. Please contact Carrie Keith at carriekeith@tsbvi.edu or 512-206-9314 to make a request.

TETN Broadcasts

Outreach Programs produce a large number of training events each year for broadcast over the Texas Education Training Network (TETN). This year a few of these events will be archived for "viewing on demand" on the TSBVI website.

All TETN broadcasts will provide 1 ¾ hours of continuing education credit pending approval from the SBEC and ACVREP. Most broadcasts are scheduled on Wednesdays from 1:30-3:30 PM.

If you would like to join us for any of these broadcasts, please contact your local education service center several days before the broadcast. Handouts for these sessions are posted on-line approximately a week prior to the broadcast and may be found by going to www.tsbvi.edu/Outreach and following the links to the TETN page.

TETN Broadcast Schedule for 2011-12

TETN #10096 Accessing E-books: Finding Books in the 21st Century

Date and Time of Broadcast: October 12, 2011 from 1:30-3:30 PM

This TETN will show internet sites where teachers and students can find electronic books in a variety of formats (both audio and text). This includes sources such as Bookshare and Learning Ally (Formerly Recording for the Blind & Dyslexic®) as well as American Printing House for the Blind. It will discuss how to get the files onto some of the new technology such as iPads and MP3 players and make them accessible in braille, e-text, DAISY files and audio files.

TETN #10097 Vision and Students who are Deaf and Hard of Hearing

Date and Time of Broadcast: November 16, 2011 from 1:30-3:30PM

Students with hearing loss or deafness, frequently experience problems with vision. In fact many of the causes of hearing impairment also result in vision problems. For an individual with deafness, vision is their primary distance sense. This broadcast will discuss the need for good vision screening for students who are deaf and hard of hearing. The implications of vision problems on education for these students will be discussed.

TETN #10098 TAPS Curriculum Update

Date and Time of Broadcast: November 30, 2011 from 1:30-3:30 PM

This broadcast takes a look at the newly updated TAPS curriculum from the Texas School for the Blind and Visually Impaired. Originally published in 1995, this edition has been updated and more information added to cover a broader range of students.

TETN #10099 Abacus: Getting Started with the Counting Method

Date and Time of Broadcast: December 14, 2011 from 1:30-3:30 PM

This TETN will emphasize the importance of the Crammer Abacus for students with visual impairments and introduce TVIs to ways to use the Counting Method. It will explore prerequisite skills for students, provide an overview of reading, setting and clearing numbers, and provide practice in the exchanges involved in using the abacus for addition and subtraction. Suggestions and resources will also be given for using the abacus for multiplication, division, fractions, and decimals.

TETN #10372 CSCOPE and Students with Visual Impairments

Date and Time of Broadcast: January 18, 2012 from 1:30-3:30 PM

CSCOPE is described as a comprehensive, customized, user-friendly curriculum support system. This system has been introduced into many Texas School Districts. There are some challenges to successful implementation of this program with students who have visual impairments. Vicki Rainwater will provide an overall introduction to CSCOPE as well as adaptations and strategies for effective use of CSCOPE with you visually impaired students.

TETN #10100 TVI and O&M Collaboration: A Great Experience

Date and Time of Broadcast: February 15, 2012 from 1:30-3:30 PM

Who wants to work as an island? This session is geared towards O&Ms and TVIs who want to learn to better collaborate for student success. Participants will learn to develop, create and utilize experience books to address both VI and O&M goals and objectives. They will also have the opportunity to view video of a collaborative O&M and VI session in which experience books are used.

TETN #10101 Why Parent Organizations Matter

Date and Time of Broadcast: March 7, 2012 from 1:30-3:30 PM

Texas is fortunate to have a strong network of family organizations that provide information, family connections and leadership specifically to parents of children with sensory losses. A panel of representatives from Texas Association of Parents of Children with Visual Impairments (TAPVI), Deaf-Blind Multihandicapped Association of Texas (DBMAT), Texas Chargers, National Organization for Albinism and Hypopigmentation, and others will share the importance of these organizations to families and the impact they have on public policy.

TETN #10102 EXIT (Experiences in Transition) Program

Date and Time of Broadcast: May 2, 2012 from 1:30-3:30 PM

This presentation will share information about the Experiences in Transition (EXIT) Program at TSBVI. Designed to focus on transitioning young adults from school to the adult world, this course of study provides programming for Practical Academic students ages 18-22 in an environment that more closely replicates the adult environment in which they will be living.

TETN #10374 Portfolios for Students with Visual and Visual and Multiple Impairments

Date and Time of Broadcast: May 16, 2012 from 1:30-3:30 PM

Portfolios are more than just notebooks, files or a collection of student performance. Portfolios are excellent self-advocacy tools that can document student strengths and abilities, interests, use of adaptive equipment, levels of independence, strategies for being successful, etc. This TETN will examine introduction portfolios as an effective communication tool to assist others in getting to know the student for who he/she is and not just for his/her disability. We will also look at elements of a self-advocacy portfolio including sections researching and learning more about the student's eye condition and being able to explain it to others in their own language, including how they best learn, and what they need to be successful in different environments. The TETN will also cover the elements and use of transition portfolios as an excellent basis for IEP development and transition planning focusing on career information including interests; strengths and preferences, vocational, post-secondary and daily living goals.

Webinars

This year we will be hosting a number of webinars scheduled throughout the year. The details about these events will be announced on our website since many of these are not yet scheduled.

We will also share more information about these events with the ESC consultants for visual impairments, deafblindness, deafness and low incidence disabilities as dates and topics are scheduled. Visit the TSBVI website periodically to see what is being offered.

To find out how to join our webinars, contact Kate Hurst at katehurst@tsbvi.edu. You may also contact her with your suggestions for webinar topics!

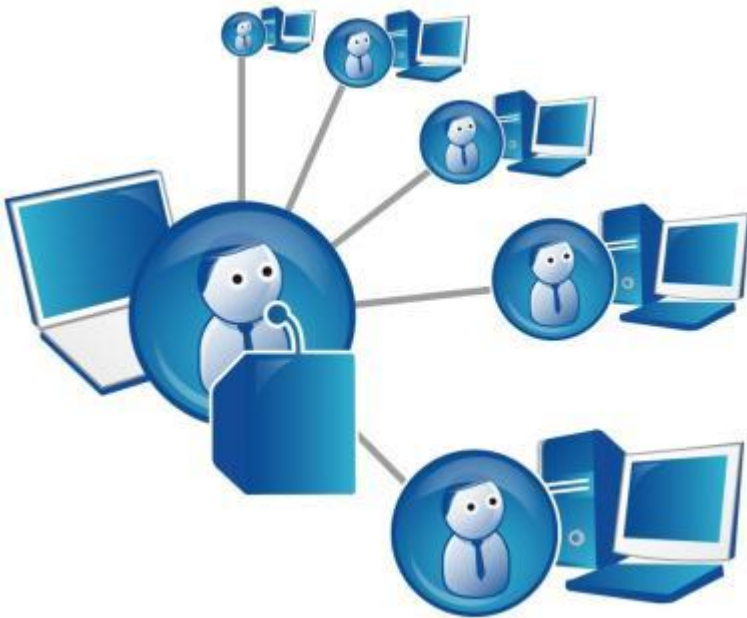


Figure 13 Clipart depicting a webinar.

Our first webinar takes place in September and will be presented by staff from the Texas Deafblind Project staff and Jim Durkel. Information about this event is listed below.

Utilizing Data from the Deafblind Census to Do Data-Driven Planning

September 22, 2011 – 9:00 AM – 12:00 PM

This webinar targets Deafblind Consultants from the twenty Education Service Centers and is co-hosted by Region 3 ESC Low Incidence Program. Data-driven planning is a requirement for staff at the ESCs in planning for services each year. In this session participants will learn a systematic approach to reviewing their Deafblind Census data and how to use the data to assess needs for the region.



Figure 14 Outreach staff, newly appointed teachers of students with deafblindness, and other professionals who are participating in special pilot projects focusing on developing certified teachers of students with deafblindness in Texas.

Outreach Programs Sponsored or Co-Sponsored Conferences

2011 Introduction to the Intervener Team Model

September 23-24, 2011, TSBVI Conference Center, Austin, TX

Presenters: Texas Deafblind Project Staff

Interveners need specialized skills related to deafblindness, in order to provide one-on-one instructional support to students who are deafblind. They need appropriate supervision and support from the IEP team. To help meet the needs of interveners in Texas, the Texas Deafblind Project at Texas School for the Blind and Visually Impaired is pleased to announce the 2011 Introduction to the Intervener Team Model.

This conference is for those individuals who are newly assigned in the role as an Intervener or for current Interveners who have not yet had the opportunity to attend this introductory training. Each intervener should attend this training with a professional member of the educational team (ideally the classroom teacher, but this could also be a teacher for the deaf and hard of hearing or teacher for students with visual impairments or another professional regularly involved with the deafblind student). Family members (parents or guardians) of the student are welcomed to attend, as well.

Training Areas Include:

- Experiencing the World of Deafblindness
- Deafblindness: Impact & Implications
- Intervener Competencies & Training Updates
- Intervener and Team Roles & Responsibilities
- The Five Components of Quality Intervention
- Intervention Issues & Considerations in the areas of:
- Identification of Tools and Strategies to Support the Student Profile

Breakout sessions have been designed to meet the needs of individuals. We have organized these breakout sessions by student communication levels: Pre-Symbolic Communicator, Emerging Symbolic Communicator, Intermediate Symbolic Communicator and Advanced Symbolic Communicator.

Go to <http://www.certain.com/system/profile/web/index.cfm?PKwebID=0x256254b3ee> for information and to register on-line.

Hotel

Rooms are available at the Crowne Plaza for \$115.00 per night. The deadline for room reservations is September 2nd, 2010

Financial Assistance

Limited financial assistance funds are available for family, interveners, and their team members from Outreach Programs, please contact: Brian Sobek, (512) 206-9225 or briansobek@tsbvi.edu.

Early Registration Fee

Professionals & family members: \$35
Interveners/ Paraprofessionals: Free:

Late Registration Fee:

Professionals & family members: \$50
Interveners/ Paraprofessionals: \$50

Deaf-Blind Multihandicapped Association of Texas (DBMAT) Family Conference

October 14th, 2011, Camp John Marc, Meridian, TX

Every October DBMAT holds an annual conference. Families of people with deafblindness come from all parts of Texas. The Conference is held at Camp John Marc, a totally accessible environment located one hour west of Waco. Parents are offered lectures relating to best practices in the field of deafblindness. Topics change each year. Presentations are made by both professionals and parents. People find that they also learn a great deal in the spaces of time between the lectures. Informal sharing helps people emotionally and can provide special tips which can't be orchestrated in a lecture. Lifelong friendships for adults and children have resulted from the DBMAT conference. While the parents are involved in training, their children are involved in a full camping experience. This includes such activities as ropes course, archery, fishing, hiking, arts and crafts, campfire, etc.

To learn more about this event go to the DBMAT website at www.dbmat-tx.org.

6th Annual Texas Chargers Family Retreat

November 4-5, 2011, Camp Allen, Navasota Texas

The Texas Chargers, Inc. is a group of Texas families, friend, and professionals who are dedicated to helping children and young adults who live with Charge Syndrome. The primary function of this organization is to support the emotional and educational needs of the people with Charge Syndrome and the families and professionals working with them, to provide them



with a better quality of life. Once a year this organization hosts a family retreat. For information about the 6th annual event, go to the Texas Chargers website at <http://texaschargers.org/index.htm> .

SWOMA Conference

November 10-12, 2011, TSBVI Conference Center, Austin, TX

The Southwest Orientation and Mobility Association hosts the 2011-12 conference at the new TSBVI Conference Center. This year the event takes a look at orientation and mobility needs and challenges for a wide range of individuals including the elderly, returning military personnel, infants, individuals in wheelchairs, individuals with cognitive challenges and others. Planned each year by a committee of professionals currently working as orientation and mobility specialists, this conference delivers practical information about best practice and innovation in instruction and technology. For more information about this year's event, go to <http://www.tsbvi.edu/workshops> . Special reduced rate for early bird registration, so register now. Early bird registration ends September 23rd.

TAER/Texas Focus

Mark Your Calendars Now!



Back-to-Back

March 29-30 and 30-31, 2012

Omni West, Houston, TX

In these tough economic times, we need to find ways to save money, and few of us have much release time to attend conferences. This year, in an effort to make both events more convenient and cost effective for individuals to attend, TAER and Texas Focus have decided to collaborate to host our first combined conference at the Omni Houston Westside (www.omni.com) 13210 Katy Freeway, Houston, TX 77079.

These two events will be held back-to-back over three days in March. TAER runs from Thursday morning until Friday afternoon. Texas Focus begins Friday evening with a keynote and runs through Saturday afternoon. A single registration site is established so you may opt to attend all or part of the event and pay accordingly. We have done everything we can to keep the registration costs as low as possible to make it easier for you to attend.

Texas AER is currently in the planning stages and the format for that portion of the Back-to-Back will remain very similar to previous TAER conferences. For more details or questions about this year's TAER, please contact Julie Prause at julprause@hotmail.com. TAER Presentation Call for Papers opens October 1, 2011, so please consider sharing your expertise with your colleagues.

The Texas Focus portion of the agenda begins with a keynote on Friday evening. There will be multiple breakout sessions throughout the day on Saturday. Professionals, paraprofessionals and parents will find great topic options no matter where their individual interests lie.

Limited stipends will be available to family members wishing to attend this combined event. These stipends will be awarded on a first-come-first-served basis to family members who do not have other resources available to cover the cost of participating in this event. Information about requesting these stipends will be available on the Outreach Programs website in the early fall months.

Please visit either the TAER or Outreach Programs websites to get more information about this special conference. Details about the registration costs and agenda will be available in the early fall.

Workshops at the TSBVI Conference Center

This year we are sponsoring a number of topical workshops at the new TSBVI Conference Center. Go online to the Outreach pages to get more information about registration (www.tsbvi.edu/outreach). Most of these events are provided at little or no cost to registrants. We have applied for both ACVREP and SBEC continuing education hours for all of these events.

Collaborations Skills: Meeting the Needs of Students with Visual Impairments in General Education Classes

Date and Location of Training: September 29, 2011, TSBVI Conference Center

Presented by Ann Adkins, VI Outreach Consultant and Outreach Staff

This workshop will examine the roles of itinerant teachers of the visually impaired (TVIs), orientation and mobility specialists (COMS), and general education teachers in order to identify effective ways to meet the needs of students who are visually impaired and served in general education classrooms. We will stress the importance of developing good collaboration skills and provide suggestions and strategies to help teachers support students who are visually impaired in inclusive settings.

Audience: COMS, TVI, ECI professionals, parents

Length of Training: 1 day

Using Routines with Non-Ambulatory Infants & Preschoolers to Encourage the Development of Purposeful Movement

Date and Location of Training: October 6, 2011, TSBVI Conference Center

Presenter: Marjie Wood, COMS, AER Chair Division 9, Austin, TX

This session will share routines that have motivated infants and preschoolers to start moving and develop purposeful movement. This session is highly interactive and will include activities with baby dolls carried out on the floor, so be sure to wear comfortable clothing. Participants will be able to develop specialized routines for their students after the discussion on effective methods, materials and goals. This session is limited to 20 participants

Audience: COMS, TVI, ECI professionals, parents

Length of Training: 1 day



Figure 15 A visually impaired student and sighted partner ride a tandem bike.

Adaptive PE for Students with Visual and Multiple Impairments

Date and Location of Training: October 27, 2011, TSBVI Conference Center

Presenter: Elina Mullen Ed.D. CAPE, Adapted Physical Education Teacher, Texas School for the Blind and Visually Impaired

Like their peers, students with visual impairments, including those with significant additional impairments benefit greatly from learning recreational skills and fitness activities. Elina will share information about the impact of visual impairments and other disabilities on these students

access to physical education and discuss strategies for including them in a variety of physical activities. She will emphasize adapting commercial products and modifying sports to allow for participation.

Audience: APE instructors, teachers of the visually impaired, teachers of the deaf, COMS, parents

Length of Training: 1 day

Teaching Braille Music

Date and Location: December 1, 2011, TSBVI Conference Center

Presenters: Sharon Nichols, Outreach Technology Consultant, and Brian Sobeck, BA in Music Composition

Want to help your student learn to read braille music? This hands-on workshop will provide you with strategies and resources for doing just that.

Audience: TVI, Music Teachers

Length of Training: 1 day

Mentor Training

Date and Location: December 2-3, 2011, TSBVI Conference Center

Presenters: Chrissy Cowan, Mentor Coordinator, Jim Durkel, Outreach Teacher, and Cyral Mentor, Outreach Director, TSBVI Outreach Programs

This training will prepare experienced teachers of students with visual impairments and certified orientation and mobility specialists to mentor an individual who is either new to the VI profession or has recently moved to Texas. Applications are accepted from across the state with recommendations made by VI personnel at your education service center, your supervisor, and a co-worker. As a precursor to this training, participants will be required to complete an on-line course <http://www.tsbvi.edu/Outreach/course/index.htm> that requires approximately 2 hours. For more information contact Chrissy Cowan at 12-206-9367 or chrissycowan@tsbvi.edu.

Audience: Experienced teachers of students with visual impairments, certified orientation and mobility specialists

Length of Training: 1 ½ days

Interesting Facts About Skin and The Importance of Good and Safe Touch in Brain Development

Date and Location of Training: January 13, 2011, TSBVI Conference Center

Presenters: Gigi Newton, Early Childhood Consultants, TSBVI Outreach Programs

Studies have shown how important good and safe touch is for an infant's survival, growth, and development both emotionally and physically. Information will be shared why good and safe touch is vital for all human beings and what techniques can be done to promote this type of touch.

Audience: Early childhood instructors, teachers of the visually impaired, teachers of the deaf, COMS, parents

Length of Training: 1 day

Assessment of Students with Visual Impairments: New Tools, Successful Strategies

Date and Location of Training: January 20, 2011, TSBVI Conference Center

Presenter: Marnee Loftin, Psychologist, Texas School for the Blind and Visually Impaired

Blindness is a very low incidence disability area, and most evaluation staff have irregular opportunities for assessing students with visual impairments. Time-tested tips and strategies will be shared. A new braille edition of the Woodcock Johnson and a new tool from Dr. Joan Chase offer improved options.

Audience: School psychologists, diagnosticians, teachers of students with visual impairments

Length of Training: 1 day

Transition Weekend for Parents of Student with Deafblindness and Visual and Multiple Impairments

Date and Location of Training: April 20-22, 2012 TSBVI Conference Center

Presenters: David Wiley and Eva Lavigne, Transition Consultants, TSBVI Outreach

This workshop will address how to take a more active role in Transition Planning to help move learners with visual and multiple impairments or deafblindness toward a personally satisfying adult life in the community. Transition Planning is based on setting personal goals for a meaningful and productive life, taking steps toward realizing those goals, and making connections with allies who can help. This weekend workshop is designed for families of children who have visual impairments or deafblindness, as well as additional disabilities which limit their independence and create a need for ongoing support, supervision, and assistance as they move into adulthood. Participants will learn effective strategies to make the most of the secondary school years by being prepared to set clear and realistic goals that reflect the student's preferences and abilities. Though primarily designed for parents, professionals and paraprofessionals involved with the participating families may attend.

Audience: Parents of students with deafblindness or visual and multiple impairments, their invited educational team members

Length of Training: Friday evening, Saturday and Sunday until noon

Build Your Own Workshops



Figure 16 A woman participates in a simulation activity at a workshop.

TSBVI Outreach Programs in collaboration with other agencies and organizations provides workshops around the state on a variety of topics.

A list of workshops we can bring to your region is included on pages 53-63. These can be tailored to meet your specific in-service training needs. Your school district, education service center, parent group or other organization may go on-line to complete a request at <http://www.tsbvi.edu/Outreach/training-request.doc>. Once we receive your request, we will contact you to discuss your needs in detail and make plans for the training. There are typically no charges for Outreach staff time for local districts, but we do ask your agency or organization to assist with travel costs if possible.

We can also custom-build a workshop to meet your specific needs. Below is a partial listing of broad topical areas around which we can develop training:

- Assessment and Developing the IEP
- Access to the General Education Curriculum (including Math, Science, Social Studies, Geography, Literacy)
- Accommodations and Modifications
- Braille Reading and Instruction
- Curriculum & Alignment to State Standards
- Educational Strategies for Infants and Toddlers Who Are Visually Impaired or Deafblind
- Educational Strategies for Elementary Age Students Who Are Visually Impaired or Deafblind

- Educational and Transition Strategies for Adolescents and Young Adults Who Are Visually Impaired or Deafblind
- Expanded Core Curriculum (Assistive Tech, Compensatory Skills, Career Education, Recreation and Leisure, O&M, Social Interaction Skills, Self-Determination, Sensory Efficiency Skills, Independent Living)
- Identification and Completion of the APH Registry and Deafblind Census
- Low Vision Devices, Strategies for Students who have Low Vision
- Paraprofessionals Working with VI Students
- Parenting a Child with Visual Impairment or Deafblindness
- Sexuality Education and Social Skills
- Technology
- Vision Conditions
- And TSBVI curriculum products!

We can design a workshop to meet your specific needs related to working with school-aged individuals who are visually impaired, blind, have additional disabilities or deafblindness. We also have a number of workshops already developed and ready to take on the road. Below is a listing of these topical training events that you may request by going to www.tsbvi.edu/Outreach.

Deafblindness and Visual and Multiple Impairments

Assessing the Impact of Vision Loss on the Acquisition and Use of Sign and Fingerspelling



Figure 17 An interpreter signs to two students who are deafblind.

Presenter: Robbie Blaha, Deafblind Consultant, TSBVI Outreach Programs

Students with deafblindness who use manual communication systems typically require IEP accommodations and strategies that may be unfamiliar to teachers of students with visual impairments and teachers of the deaf and hard of hearing. This training will provide information on an appropriate assessment to determine the student's needs in learning and using sign language and fingerspelling. Instructors will provide explanations and demonstrations of typical techniques.

Participants will engage in activities that allow use of these techniques and will receive a copy of the Assessment of Deafblind Access to Manual Language Systems (ADAMLS).

Audience: Teams serving a student who is using a manual communication system as part of their communication program.

Length of Training: ½ -1day

Considering the Influences of Deafblindness When Supporting Students with Challenging Behavior

Presenter: David Wiley, Transition Consultant, TSBVI Outreach Programs

When planning strategies to support a student with deafblindness who engages in challenging behavior, it is important to understand how the effects of deafblindness may be influencing the

situation. Deafblindness has numerous effects, including the way a person gathers information, communicates, and understands the world. Knowing these influences helps us do a better job of assessing the function of behaviors, and planning strategies to decrease the likelihood of behaviors such as aggression directed toward self, others, and property.

Audience: Families, Educators, and Community Service Providers of with students who are deafblind.

Length of Training: 1-hour minimum up to ½ day

Deafblindness: An Overview and Regional Needs Assessment

Presenters: Staff from the Texas Deafblind Outreach

This learning and sharing opportunity on deafblindness can be offered during a scheduled VI/O&M and/or deaf education regional network meeting or as a separate event. This workshop provides an opportunity to bring together key stakeholders together for regional and local needs assessment related to their students with deafblindness where ever they are served. Agency sharing, resource packets, training updates, as well as state and national trends are shared. A facilitated discussion of the unique areas of consideration for students with deafblindness helps staff identify training and support needs in their region for students with deafblindness, their families and the staff who support both educational and rehabilitation needs. This includes a thorough examination of the regions deafblind census data. Through this process participants will be able to identify actions and activities that are working well for this group of students and provide an opportunity to brainstorm ideas for areas of identified need for the region.

Audience: Educators, Rehabilitation Staff, and Parents involved with students with deafblindness

Length of Training: ½-1 day

Deafblindness: An Overview for Working with Young Adults

Presenter: David Wiley, Transition Consultant, TSBVI Outreach Programs

Both education and human service providers may lack experience in working with and supporting individuals with deafblindness. Understanding some of the basics about individuals who are identified as having dual sensory impairments is critical to providing quality services. This 2-day workshop covers topics such as the causes of deafblindness, the basics of vision and hearing loss, travel modifications, communication, active participation, behavioral issues and intervention strategies. Participants will learn strategies to improve the quality of interactions and support they provide to young adults who are deafblind.

Audience: Education and Human Service Providers, Interveners and Paraprofessionals working with individuals who are deafblind.

Length of training: 2 days



Figure 18 A young woman with deafblindness uses her hand to "see" a stone sculpture of a family.

Meaningful Programming for Students with Visual and Multiple Impairments Which May Include Deafblindness

Presenters: Outreach Consultants, TSBVI Outreach Programs

Communication is the foundation for meaningful programming for students with visual and multiple impairments, which may include deafblindness. In this workshop participants will learn methods for developing communication systems using a holistic approach to interaction, routine development, and calendar systems.

Presenters will share tips and strategies for developing functional and individualized communication systems that can serve as life-long tools for learning.

Target Audience: Teachers of the Deaf and Hard of Hearing, Teachers of Students with Visual Impairments, Occupational Therapists, Physical Therapists, Special Education Staff (limited to 30)

Length of Training: 1 ½ -2 days

Preparing Student with Deafblindness to Make Decisions and be Responsible Adults

Presenter: David Wiley, Transition Consultant, TSBVI Outreach Programs

During the ten years, students with deafblindness should be preparing for adult life by discovering skills and interests, becoming more independent, and making plans for the future. However, many have led sheltered lives with limited expectations. Many students have few opportunities to take on responsibilities and make meaningful decisions. This presentation will cover how to prepare students for transition to adult life by creating opportunities for independence and self-determination.

Target Audience: Teachers of the Deaf and Hard of Hearing, Teachers of Students with Visual Impairments, Special Education Staff, and Parents

Length of Training: 1 day

Infants and Toddlers

An Introduction to Dr. Lilli Nielsen's Active Learning, Including the Use of the "Little Room"

Presenters: Gigi Newton and Stacy Shafer, Early Childhood Consultants, TSBVI Outreach Programs

Young children with multiple disabilities often lack the opportunity to actively explore their environment. They also have limited opportunities to develop independent play skills and to fully explore objects. For any child, critical learning takes place through play. Children must have the opportunity to experience the properties of objects, to compare different objects, and try out different things to do with the object on their own without adults interpreting that experience for them. Dr. Nielsen researched and developed many "perceptualizing aids" to facilitate this type of learning, among them the "Little Room". Information will be shared about Dr. Nielsen's Active Learning theory and strategies, the types of objects to use with a child, and guidelines for use and possible benefits of using a "Little Room" with a young child.

Audience: ECI and PPCD Staff, Teacher of Students with Visual Impairments, Certified Orientation & Mobility Specialists, and Family Members

Length of Training: 1 day

B.A.R.T. (Bonding and Relaxation Techniques) Instructors' Training

Presenters: Gigi Newton and Stacy Shafer, Early Childhood Consultants, TSBVI Outreach Programs

Evelyn Guyer, RN, BSN developed BART (Bonding and Relaxation Techniques) in the late 1980s. It is based on Vimala McClure's parent education program on Infant Massage. BART is specifically designed to address the needs of infants and children with special needs. The BART Instructors Training is for professionals who work with families of children with developmental disabilities. A desired outcome of BART is parent/child bonding, so parents are the ones who use the BART strokes on the child. The professional attending this event learns how to teach the practice to families. Upon completion of this training, participants will be able to conduct parent education courses within his/her current agency, school, or hospital that serves individuals who are developmentally disabled, or work individually with families in the home.

Audience: ECI and PPCD Staff, Teacher of Students with Visual Impairments, Parent Infant Advisors for Children with Hearing Impairments, Certified Orientation & Mobility Specialists, and Family Members

Length of Training: 2 days

Developmental Implications and Strategies for Infants, Toddlers and Preschoolers with Sensory Impairments

Presenters: Stacy Shafer and Gigi Newton, Early Childhood Consultants, TSBVI Outreach Programs

Information will be shared about the implications of vision and hearing loss on a child's development. Some of the teaching strategies that will be shared include use of hand-under-hand, the importance of using real objects to facilitate concept development, the importance of bonding, ways to facilitate movement, "tummy time", exploration of the environment, and transitional movements. Teachers and others can learn how to include activities to provide vestibular and proprioceptive input into the child's day. Presenters will emphasize the importance of routines and having a child practice skills with a wide variety of objects, with different people, in different locations, and in different positions to facilitate generalization of basic concepts and skills.

Audience: ECI and PPCD Staff, Teachers of Students with Visual Impairments, Teachers of the Deaf and Hard of Hearing, Certified Orientation & Mobility Specialists, and Family Members

Length of Training: 1 day



Figure 19 A toddler sits in the adults lap and plays with a toy.

What Does Communication Look Like for Your Baby?

Presenters: TSBVI Outreach Programs Consultants

Babies with visual impairments and additional disabilities such as hearing loss or motor problems may have delays in developing formal language. Nevertheless they come into this world communicating. The focus of this workshop is to help parents identify how their child is communicating currently and how to help them achieve the next level in their language development. They will also learn ideas for sharing that information with professionals in a way that can guide the educational programming.

Audience: Parents of children with visual and multiple impairments that may include hearing loss

Length of training: 1 day

Math and Tactile Graphics



Figure 20 Susan Osterhaus sits in front of a banner that reads, "I really dig math."

The Audio Graphing Calculator (AGC): Let's See and Hear What This Self-Voicing Graphing Calculator Can and Cannot Do!

Presenter: Susan Osterhaus, Math Consultant, TSBVI Outreach Programs

Want to know what an Audio Graphing Calculator (AGC) can and cannot do? In this workshop you will learn how to navigate the various screen pages and understand what each feature permits. You will have opportunities to graph a few functions by inserting equations and plotting points, listen to their audiowaves, and print/emboss the resulting graphs. We will also work with matrices and explore the evaluator screen.

Finally, we will test the usefulness of the AGC in solving sample algebra problems. This training requires access to computers with AGC installed on them; Susan can help workshop hosts who need help in providing this set-up for the workshop.

Audience: Math Instructors, Teachers of the Visually Impaired, Paraprofessionals

Length of Training: 1 day

Computer Generated Tactile Graphics Using MS Word for Hardcopy Production on Tiger Embosser or by Encapsulated Paper Devices (TIE or PIAF)

Presenter: Patrick Van Geem, Technology Consultant, TSBVI Outreach Programs

Do you need support in creating computer generated tactile graphics? This is a hands-on training where participants will learn how to produce graphics by using MS Word 2003 or 2007 drawing features.

Audience: Teachers of Students with Visual Impairments, Brailleists

Length of Training: ½ -1 day

Creating Math Graphics Manually, as Your Student Would Do

Presenters: Susan Osterhaus, Math Consultant, TSBVI Outreach Programs

Participants in this hands-on workshop will have the opportunity to learn to create 2- and 3-dimensional figures, draw and measure angles, create number-line graphs, graph on the coordinate planes, create a pictograph, and draw circles and a Venn diagram just as their student with low vision or blindness would do. This workshop is ideal for a small group (6-10 individuals) of math teachers, teachers of students with visual impairments, paraprofessionals and/ or parents, to help them in supporting the student with visual impairments in math classes.

Audience: Math Teacher, Teacher of Students with Visual Impairments, Paraprofessional or Parent

Length of Training: 1-2 days

Scientific Notebook: Math Word Processor, Scientific Graphing Calculator, and Gateway to Nemeth Translation

Presented by Susan Osterhaus, Outreach Math Consultant

Scientific Notebook (SNB) is a computer software program that is not accessible to a totally blind individual unless used with Voice Recognition Software. However, it is accessible to those with enough vision to benefit from SNB's built-in enlargement features or through the use of external enlargement software. In this workshop, sighted participants will learn how to compose simple math materials using SNB, use SNB as a scientific graphing calculator, and prepare SNB documents for making large print copies and/or importation into Nemeth translation software (DBT WIN) for creating braille materials.

Length of Training: 1 day (Hosts will need to provide a computer lab setting.)

Tactile Graphics for Students with Visual Impairments

Presenters: TSBVI Outreach Programs Consultants

Tactile graphics gives visually impaired students access to maps, charts, graphs, and other types of illustrations. This workshop presents a variety of techniques, both low tech and high tech, for producing tactile graphics, as well as some quick techniques using easily accessible materials.

Teaching strategies and information on the development of appropriate tactile skills is emphasized,

and suggestions are also given for teaching students to make their own tactile graphics, a requirement for mastery of TEKS..

* This workshop may be offered as a make-and-take training.

Audience: Teachers of Students with Visual Impairments, Certified Orientation & Mobility Specialists, Paraprofessionals working with students with visual impairments, and Braillists

Length of training: 1 day minimum (up to 2 days for make-and-take)

Teaching Mathematics to Students with Visual Impairments (Early Childhood-Secondary)

Presenter: Susan Osterhaus, Math Consultant, TSBVI Outreach Programs



Figure 21 A young girl use tactile graphing as she works a math problem.

Math instruction is critical for all students, but especially for students with visual impairments. This workshop will discuss the need for collaboration among the math teacher, teacher of students with visual impairments, paraprofessional, family and student. The presenter begins with a brief description of the National Council of Teachers of Mathematics (NCTM) content standards and how these standards apply across all grades from pre-kindergarten through grade 12. A discussion about accessible math tools and technology (pre-kindergarten-grade 12) are shared to help participants learn to apply each of the NCTM content standards in their instruction. Susan will take participants through a problem-solving activity with sample TAKS test items at the 3rd, 4th, 5th, 6th, 8th, and exit grade levels.

Audience: Teachers of Students with Visual Impairments, Math Teachers, Paraprofessionals working with students with visual impairments, and Parents of students with visual impairments
Length of Training: 1 day for either Early Childhood /Elementary OR Middle /High School presentation. 2 days are required to cover both portions (ages early childhood thru high school).

Orientation and Mobility



Figure 22 A COMS and student work on travel skills.

Determining Time and Amount of VI and O&M Services for Your Students

Presenters: Ruth Ann Marsh, Orientation and Mobility Consultant and Chrissy Cowan, Mentor Coordinator, TSBVI Outreach Programs

We do it all the time—make recommendations on the amount of VI and/or O&M services for our students, yet we have no set standard for making this determination. Bring information about your students to this workshop and begin standardizing how you determine type and amount of services by using the Michigan Severity Rating Scales (for O&M and VI) – or be introduced to the new Texas Revised Rating Scales, if they are ready to use. Chrissy Cowan and Ruth Ann Marsh will help you learn how this process

works and get you started applying it to your caseload.

Audience: Orientation and Mobility Specialists

Length of Training: 1/2 day (Offered in Spring 2012)

Orientation and Mobility: What Does It Mean for Students with Visual and Multiple Impairments?

Presenter: Ruth Ann Marsh, Orientation and Mobility Consultant, TSBVI Outreach Programs

Should children with visual and multiple impairments receive O&M services even if they are not independently mobile? If a child is never going to be an independent traveler, what is the purpose of providing O&M training? Direct service or the consult model, what works best? These are some of the questions Certified Orientation & Mobility Specialists must deal with in addressing the wide range of abilities and needs exhibited by students with visual and multiple impairments. There is no set curriculum Certified Orientation & Mobility Specialists can employ, but there are perspectives that help us create appropriate O&M programming for many of these students. This workshop combines lecture and discussion to enable participants to gather ideas and techniques useful in providing appropriate O&M services to the students with visual and multiple disabilities.

Audience: Certified Orientation & Mobility Specialists and Teachers of the Visually Impaired

Length of training: 1 day

Products and Technology

APH Product Demonstration

Presenter: Jim Durkel, Outreach APH Materials Coordinator

This workshop will show a variety of new APH products and share ideas for how these products can be used. Each presentation can be customized to fit a particular audience and focus on a type of product or educational area.

Audience: Educators, Agency Staff and/or Parents

Length of Training: ½-1 day



Figure 23 Two people use technology to communicate with each other using braille and print.

ISAVE

Presenter: Jim Durkel, APH Product Coordinator

The ISAVE is an APH product designed to support functional vision evaluation (FVE) for infants or students with multiple impairments. This workshop is designed to expose participants to the underlying framework of the ISAVE as well as examining the various modules in detail.

Audience: Teachers of Students with Visual Impairments and Certified Orientation & Mobility Specialists

Length of Training: 1-2 days

JAWS (Beginning Level)

Presenters: Patrick Van Geem and Sharon Nichols, Technology Consultants, TSBVI Outreach Programs

Gain a working knowledge of a screen reader, JAWS, and interfacing with MS Office Products for the completion of tasks related to spreadsheets, word processing, and presentations. In this beginning level training participants will learn step-by-step procedures when using JAWS with MS Word products including Windows Key commands, Word, and Internet.

Target Audience: Educational Staff and Students

Length of Training: ½-1 day

JAWS (Advanced Level)

Presenters: Patrick Van Geem and Sharon Nichols, Technology Consultants, TSBVI Outreach Programs

Develop advanced knowledge of a screen reader, JAWS, interfacing with MS Office Products for the completion of tasks related to spreadsheets, word processing, and presentations. In this advanced level training participants will learn step-by-step procedures when using JAWS with MS Word products including Internet, PowerPoint, and Excel.

Target Audience: Educational Staff and Students

Length of Training: ½-1day

Professional Leadership and Roles

30 Second Advocacy: Practical Strategies for Daily Life

Presenter: KC Dignan, Professional Preparation Program Coordinator, TSBVI Outreach Programs

As VI professionals and parents we are all “change agents” and therefore advocates. Being an effective advocate is a valuable skill. It doesn't matter if you are advocating for a new piece of equipment, shifting attitudes and practices or promoting a change in programming; the goals are the same: increase the skills and independence of students. This workshop will teach specific and easy strategies to increase success as we advocate for change. Participants will help develop scenarios and have multiple opportunities to practice the skills and hone their expertise. The focus will be on practical skills that participants can use the next day.

Target Audience: VI Professionals and Family Members

Length of Training: ½ day

Collaboration Skills and the Role of the Itinerant VI Teacher

Presenter: Ann Adkins, VI Consultant, TSBVI Outreach Programs and various TSBVI Staff

Effective collaboration between teachers of students with visual impairments and general education teachers can assure “access to the general curriculum” for students with visual impairments and promote greater success in core curriculum subjects and the expanded core curriculum. This workshop will examine the roles of itinerant teachers of students with visual impairments and general education teachers and identify effective strategies for supporting students with visual impairments in inclusive settings.

Audience: Itinerant Teachers of Students with Visual Impairments and Certified Orientation & Mobility Specialists

Length of training: ½ -1day

Transition

Success Is More Than Just a Job: Person-Centered Transition Planning is the Key

Presenters: Eva Thompson-Lavigne and David Wiley, Transition Consultants, TSBVI Outreach Programs

Effective transition begins with a person-centered approach. In this highly interactive training event participants (parents and students with visual impairments who are at or near grade-level ages 10+) will learn what a person-centered approach to transition is and how they can use it in planning for transition from school to life in the adult world. Appropriate assessments, visual MAPS and action

plans will be developed through a planning process to help guide participants to develop coordinated activities to achieve their desired post-school outcomes.

Audience: Parents and Students (with visual impairments or deafblindness)

Length of training: 2 days

Transition Planning: A Process for Making It Meaningful

Presenters: TSBVI Outreach Programs Consultants

Federal and state laws call for collaboration between school and human service providers in planning transition for students with disabilities. Still we struggle trying to find a process that works. This workshop will provide a transition planning process to follow for developing meaningful transition goals and objectives for students with visual impairments. Designed for team participation that includes educational and rehabilitation staff as well as the family and students, this workshop is very hands-on. Teams will learn and use a process for meaningful transition planning for their visually impaired students. Participants will use action plans within the transition process to begin writing meaningful goals and objectives for their student or students.

Audience: Transition Teams (including Teachers of Students with Visual Impairments, Certified Orientation & Mobility Specialists, DARS-DBS Staff Diagnosticians, Parents, and the Student)

Length of Training: 1 day

Transition Planning: Individual Team Training

Presenter: Eva Thompson-Lavigne, Transition Consultant, Outreach

A unique event offering an individual team training experience focused on a single student who is visually impaired. Included is a home visit to discuss transition plans with the family, to identify student strengths and needs and to observe and discuss independent living skills. An observation period at the school provides an opportunity to meet with school staff individually. The team (including human service representatives) comes together for approximately 4 hours of training to work through a variety of assessment tools; to identify specific transition-related goals and objectives for the IEP; and to make an action plan related to on-going transition activities for the student and support activities for staff and family. The goal of this training is to improve the quality of transition planning and programming for the student through a highly collaborative team process.

Audience: Transition Teams (including Teachers of Students with Visual Impairments, Certified Orientation & Mobility Specialists, DARS-DBS Staff, Diagnosticians, Parents, and the Student)

Length of Training: 3 hours each home meeting and school observation, plus 4 hours of team training. Times are flexible based on the needs of the team, but can be managed in 2 days.

Visual Impairments

Listening Skills for Students with Visual Impairments

Presenter: Jim Durkel, Speech-Language Pathologist & Audiologist, TSBVI Outreach Programs

This workshop will cover strategies for assessing and developing listening skills across a variety of ages and ability levels. The connection between listening skills and auditory access to print will be discussed.

Audience: Education Staff in General Education

Length of Training: 1 day

Paraprofessionals Working with Students with Visual Impairments

Presenters: TSBVI Outreach Programs staff



Figure 24 A paraprofessional serves as a human guide for a student.

This workshop offers a mix of lecture, simulation exercises and shared resources to introduce basic concepts about visual impairment, explore attitudes towards blindness, and provide evidence-based resources on instructional roles and responsibilities to paraprofessionals working with students who are blind and/or visually impaired. Workshop can focus on paraprofessionals who work with MIVI students and/or VI students in mainstream academic classes. Specific information is provided for those working with tactile learners. Audience: Paraprofessionals working with students who are visually impaired. Other members of the team, including TVI, COMS, and classroom teachers, are encouraged to attend.

Length of Training: 1 day. More time might be preferable if more significant practice with modifying materials is desired.

Partnering with the Low Vision Student to Develop Self-Awareness and Self-Advocacy of Visual Needs

Presenter: Chrissy Cowan, Mentor Coordinator, TSBVI Outreach Programs

Literacy media includes materials used to complete literacy tasks that are presented at both near and distance points. The learning media assessment can be used as a springboard for empowering middle and high school students with low vision to understand and communicate their needs as these relate to accessing the general curriculum. Participants will learn the following to assess student needs and preferences on a variety of literacy media: (1) conducting a student interview related to current visual access; (2) conducting a modified print media assessment profile to determine near reading fluency for a variety of print media; (3) using observation to determine actual student access and visual requirements across the curriculum; and (4) writing a report to reflect student practice, preferences, and intervention needed.

Audience: Teachers of Students with Visual Impairments

Length of Training: ½ day

Visual Impairments and Autism

Marnee Loftin, Licensed Psychologist, TSBVI

Students with visual impairments, like the rest of the student population, may have as an additional disability some type of Autism Spectrum Disorder. They may also exhibit behaviors that appear autistic, but are not. So how can you tell the difference? Participants in this workshop will learn ways to differentiate between characteristics of visual impairment and autism and the differences between the diagnosis of autism disorder and Asperger's disorder. Steps for an appropriate diagnostic evaluation process and assessment resources for students with visual impairments and possible autism, educational strategies, and case studies will be shared.

Audience: Assessment/Evaluation Personnel, VI Professionals, Parents

Length of Training: ½ day

When You Have a Visually Impaired Student in Your Classroom

Presenters: TSBVI Outreach Programs Consultants

This workshop offers a mix of lecture, simulation exercises and shared resources to introduce basic concepts about visual impairment to teachers who will have a VI student in their classroom. It will explore attitudes towards blindness and provide evidence-based resources on instructional roles and responsibilities for working with students who are blind and/or visually impaired. Effective strategies to foster independence and achievement in students with visual impairments will be included.

Audience: General Education Teachers, Special Education Teachers, Administrators, Parents and Paraprofessionals working with students who are visually impaired; Teacher of Students with Visual Impairments and Certified Orientation & Mobility Specialists working with these teams are welcome. Length of training: 1 day. More time may be needed if more significant practice with modifying materials is desired.



Figure 25 A young man works at a computer. The back of his tee-shirt reads, "Exploring the world one tap at a time."

TETN Schedule at a Glance

Date	TETN #	Time	Title
Oct. 5, 2011	10096	1:30-3:30 PM	Accessing E-books: Finding Books in the 21 st Century
Nov. 16, 2011	10097	1:30-3:30 PM	Vision and Students who are Deaf and Hard of Hearing
Nov. 30, 2011	10098	1:30-3:30 PM	TAPS Curriculum Update
Dec. 14, 2011	10099	1:30-3:30 PM	Abacus: Getting Started with the Counting Method
Jan. 18, 2012	10372	1:30-3:30 PM	CSCOPE and Students with Visual Impairments
Feb. 15, 2012	10100	1:30-3:30 PM	TVI and O&M Collaboration: A Great Experience
Mar. 7, 2012	10101	1:30-3:30 PM	Why Parent Organizations Matter
May 2, 2012	10102	1:30-3:30 PM	EXIT (Experiences in Transition) Program
May 16, 2012	10374	1:30-3:30 PM	Portfolios for Students with Visual and Visual and Multiple Impairments

TSBVI Webinar Schedule at a Glance

This year we will be hosting a number of webinars. Go to www.tsbvi.edu/Outreach to keep up with our webinars as they are scheduled or contact katehurst@tsbvi.edu for detailed information. Announcements about the webinars we host will be shared with the ESC consultants for visual impairments, deafblindness, deafness and low incidence disabilities as dates and topics are scheduled.

Currently there is one webinar scheduled for the fall.

Utilizing Data from the Deafblind Census to Do Data-Driven Planning

September 22, 2011 – 9:00 AM – 12:00 PM

This webinar targets Deafblind Consultants from the twenty Education Service Centers and is co-hosted by Region 3 ESC Low Incidence Program. Data-driven planning is a requirement for staff at the ESCs in planning for services each year. In this session participants will learn a systematic approach to reviewing their Deafblind Census data and how to use the data to assess needs for the region.

For questions about accessing our webinars or to suggest topics for webinars, contact Kate Hurst at katehurst@tsbvi.edu or at 512-206-9224.

Workshops & Conferences at a Glance

Date	Location	Sponsor	Event
September 23-24, 2011	TSBVI Conference Center	TSBVI Outreach Programs	2011 Introduction to the Intervener Team Model
September 29, 2011	TSBVI Conference Center	TSBVI Outreach Programs	Collaborations Skills: Meeting the Needs of Students with Visual Impairments in General Education Classes
October 6, 2011	TSBVI Conference Center	TSBVI Outreach Programs	Using Routines with Non-Ambulatory Infants & Preschoolers to Encourage the Development of Purposeful Movement
October 14-16, 2011	Camp John Marc, Meridian, TX	DBMAT, DADS, & TSBVI Outreach Programs	Deaf-Blind Multihandicapped Association of Texas (DBMAT) Family Conference
October 23-25, 2011	TSBVI Conference Center	TSBVI Outreach Programs	Mentor Center
October 27, 2011	TSBVI Conference Center	TSBVI Outreach Programs	Adaptive PE for Students with Visual and Multiple Impairments
November 10-12, 2011	TSBVI Conference Center	SWOMA and TSBVI Outreach Programs	2011-12 Southwest Orientation and Mobility Association (SWOMA) Conference
November 4-5, 2011	Camp Allen, Navasota TX	TX Chargers and TSBVI Outreach Programs	6th Annual Texas Chargers Family Retreat
December 1, 2011	TSBVI Conference Center	TSBVI Outreach Programs	Teaching Braille Music
December 2-3, 2011	TSBVI Conference Center	TSBVI Outreach Programs	Mentor Training
January 13, 2012	TSBVI Conference Center	TSBVI Outreach Programs	Interesting Facts About Skin and The Importance of Good and Safe Touch in Brain Development
January 20, 2012	TSBVI Conference Center	TSBVI Outreach Programs	Assessment of Students with Visual Impairments: New Tools, Successful Strategies
February 12-14, 2012	TSBVI Conference Center	TSBVI Outreach Programs	Mentor Center
March 29-30, 2012	Houston, TX	TAER	TAER
March 30-31, 2012	Houston, TX	TSBVI Outreach Programs	Texas Focus
April 15-17, 2012	TSBVI Conference Center	TSBVI Outreach Programs	Mentor Center
April 20-22, 2012	TSBVI Conference Center	TSBVI Outreach Programs	Transition Weekend for Parents of Student with Deafblindness and Visual and Multiple Impairments

Texas School for the Blind & Visually Impaired Outreach Programs



Figure 26 Outreach Programs logo.



Figure 27 OSEP's
IDEA logo

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