Student: 
Dates: June 10 – 15, 2012 
Teacher: Patrick Van Geem, Teacher of Students with Visual Impairments, Assistive Technology Consultant 
Teaching Assistant: Valerie Alvarez, Rehabilitation Teacher, Job Coach 

PROGRAM OVERVIEW
The Academic Secondary Enrichment (ASE) classes are designed for middle and high school academic students. These students work hard in school to learn regular core curriculum subjects such as language arts and math in classrooms with their sighted peers. In TSBVI summer programs, they have the opportunity to practice these academic skills within meaningful, high-interest activities. At the same time, they learn and practice skills in the Expanded Core Curriculum for Blind and Visually Impaired Students (ECC). The ECC includes skills that are unique to the needs of students with visual impairments. ECC skills enhance an individual’s ability to access the regular core curriculum, live independently, and enjoy social and recreational activities. Skills in the ECC include compensatory academic skills (e.g., braille and tactile graphics), orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, assistive technology skills, sensory efficiency skills, and self-determination skills.

Each ASE class has a unique theme, and students participate in a wide variety of activities related to the theme of their class. During these activities, students learn and practice specific ECC skills such as applying math and literacy skills when creating and following a budget, food shopping and preparation, managing and organizing their living area, planning and evaluating a project, using public transportation, getting places on time, keeping up with belongings, and using technology for various purposes including research and communication with family and friends.

An additional benefit of the program is the opportunity to interact with other students with visual impairments. For many, talking with other students about the challenges they face at home and school may both alleviate feelings of isolation and increase self-confidence.

The ASE classes taught during the summer of 2012 were: Austin Adventures, Camp Challenge, Camp Fine Arts, Community Independence, Individual Sports, Middle School Enrichment, Problem Busters: Energy Brigade, Radio Station Production, Voices in Song, Web Design, Wildcat Catering, and Writers’ Workshop.
DESCRIPTION OF CLASS: Web Design

In this class, students learned how to make a website that contains two simple web page documents: a shared home page and an individual student page. The process involved entering HyperText Markup Language (HTML) codes, uploading images, and learning basic Cascading Style Sheet (CSS) selector coding.

The class began with an assessment of students’ basic computer skills, such as opening and closing an application, saving and retrieving files, and creating a folder. Then we began to learn about building a website. Students were taught the importance of file management of a website. Joanne Rodgers, a Certified Braille Transcriptionist in Literary Braille through the Library of Congress, explored the braille copy of the HTML user manual with students, and taught them how computer braille is used in HTML tags. Then students began to develop the HTML coding shell for the home page of their web site.

The second day was devoted to writing HTML coding for the home page and the student page of the website. All code writing was accomplished together, although all students worked individually on their own computers. All coding pages were completed by the end of the day.

The third day, students worked in small groups. Each group was asked to write a paragraph for the home page. After about an hour of brainstorming, collaborating, and writing, each group presented its paragraph to the entire class. All students were asked to provide input, and some editing was done. After this process, the content was copied and pasted between the appropriate HTML opening and closing tags on the home page of the website. After completing this exercise, students worked individually on their own student pages. They began uploading photos to their pages.

The fourth day, the class went on a field trip to GSD&M Idea City. GSD&M is a large national advertising agency that has worked on accounts such as Wal-Mart, Southwest Airlines, Land Rover, and the “Don’t Mess with Texas” ad campaign. We toured the GSD&M web design studio, and students were given opportunities to ask questions of the agency’s staff. After the tour, the class ate lunch in a restaurant.

Students completed their own websites on the final day of class. Mistakes in the coding were located and corrected. All content on both pages was edited, and more photos were uploaded. The completed website content was then burned onto CD’s for the students to take home. We also worked together on the poster presentation for the afternoon’s exhibit for parents and other students.

Learning HTML coding for website development is complex. Our instructional methods included mass practice (writing the same codes many times), collaboration (working in groups), peer tutoring (students helping students), checking for understanding (asking questions on codes that were just written), working through the process line by line (direct instruction), independent work, and reading the manual.

All work was completed on Window-platform computers. The applications used to write the code included Notepad (the default word-processing application of the Windows operating system), Microsoft Word 2010, and HJPad (a small word-processing application that comes with JAWS). Accessibility software applications available for low vision users included MAGic and ZoomText screen magnification software. Accessibility software applications available for
students needing voice output access was JAWS (Job Access With Speech), Version 12. Windows 7 was the PC operating system that all students used on the computers.

EXPANDED CORE CURRICULUM
Assistive Technology:
Students used and relied heavily on assistive technology to complete the work in the week-long class. Each morning the students primarily worked on computers using either a screen reader (JAWS 12.0) or screen magnification software applications such as ZoomText 9.1 or MAGic 10.0. Video magnification technologies such as CCTVs were also available to the students if requested.

Orientation and Mobility:
Students for whom long canes were appropriate were required to use their canes when walking around campus and during field trips. Good cane techniques were encouraged and monitored by all staff working with the students. Students were also able to apply O&M skills during their field trip to GSD&M Idea City.

Career Education:
Their tour of GSD&M Idea City gave students a good idea of ways a “skill set” in web design could lead to a job in almost any business with an online presence.

Independent Living Skills:
The students lived in the TSBVI dorms during the weeklong class. During their stay, they dressed as independently as possible, cooked breakfast every morning, used proper hygiene and performed cleaning chores.

Social Interaction Skills:
The home page of the website created in this class was developed through a collaborative effort by all students in the web design class. Decisions about content on this page resulted from conversations the students had with one another during class time, and all students were encouraged to provide input. Students were expected to respect all ideas. Students were encouraged to help each other and worked together in groups to complete the content of the website.

Sensory Efficiency Skills:
All students were encouraged to use optical devices not only during field trips but also when traveling in buildings and on the TSBVI campus.

Self Determination:
All students were encouraged to make their own decisions when appropriate. They were all asked to write a short paragraph on their own future goals and aspirations as part of the content included on their individual pages on the website.

Compensatory Access Skills:
The Web Design User Guide booklet was used as a small textbook during the class. This booklet was provided in braille, large print or regular print, as preferred by each student. Students used this manual during class when developing the website.
INDIVIDUAL COMMENTS
(Deleted)