Texas School for the Blind & Visually Impaired
Outreach Programs

2012-2013
Outreach Programs

Figure 1 TSBVI employees in front of the new administration building.

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 in collaboration with DARS-Division of Blind Services - 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.

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 Picture of the old TSBVI Campus showing a group of workmen and teams of mules in front of the old Administration Building. Our campus renovations of the past three years are nearing completion.
Outreach Staff and Contact Information

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

**Administrative Support Staff**
**Outreach Administrative Coordinator**
Miriam Miramontes,
512-206-9268 or
MiriamMiramontes@tsbvi.edu

**Professional Preparation & Mentor Programs**
Eric Adcock,
512-206-9434 or
EricAdcock@tsbvi.edu

**Visually Impaired Outreach, SWOMA, Texas Focus & Tech Loan**
Carrie Keith,
512-206-9314 or
CarrieKeith@tsbvi.edu

**Deafblind Outreach, Deafblind Symposium and Deafblind Census**
Brian Sobeck,
512-206-9225 or
BrianSobeck@tsbvi.edu

**Travel and TX SenseAbilities**
Beth Bible,
512-206-9103 or
BethBible@tsbvi.edu

**TETN CEU Certificates, APH Requests**
Amy Lancaster,
512-206-9344 or
AmyLancaster@tsbvi.edu
Randy McAllister
512-206-9344 or
RandyMcAllister@tsbvi.edu
APH Materials, VI Registration & Deafblind Census
Sue Enoch,
512-206-9270 or
SueEnoch@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
Ann Rash,
512-206-9269 or
AnnRash@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

Scott Baltisberger,
512-206-9272
ScottBaltisberger@tsbvi.edu

Sharon Nichols,
512-206-9342 or
SharonNichols@tsbvi.edu

Math Training & Support
Susan Osterhaus,
512-206-9305 or
SusanOsterhaus@tsbvi.edu

Technology
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

Web Support and Product Development
Mike Bicknell,
512-206-9405 or
MikeBicknell@tsbvi.edu
Support for Families

Outreach Programs offers a variety of services and supports to families of children with visual impairments and deafblindness. If you have questions or need information about any of the services listed below, please contact Edgenie Bellah at 512-206-9423 or EdgenieBellah@tsbvi.edu or Jean Robinson at 512-206-9418 or JeanRobinson@tsbvi.edu.

Information and Referral

As the ones who understand their child best, family members benefit from information and referral to resources. Outreach Programs Family Support and Training Specialists are available by phone and email to support families to become knowledgeable and equipped so that they can advocate for appropriate services for their child with visual impairments, including additional disabilities such as 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.

Family Consultation

Families may request a visit to their home from one of our Family Support and Training Specialists, Edgenie Bellah or Jean Robinson. This can either be done as part of the Student Consultation (see bottom of this page) to address educational issues or as a separate visit tailored to meet the needs of each family. Requests for family consultations may be made independent of the school, but may also come through the local district. Go to our on-line request form to make a request.

Family Training

In addition to the wealth of training available to the entire team, TSBVI Outreach offers learning opportunities specifically geared for family members. As with family consultations, our family support and training specialists welcome the opportunity to work with family organizations, Educational Services Centers, Division of Blind Services and other partners in facilitating training in local communities. Training topics can be individualized; however, it is recommended that the following training sequence be provided so that families have structured opportunities to build upon their knowledge and skills:

- **Through Your Child’s Eyes:** This training is for families who have young children (birth – 5 years of age) or have just learned that their child has a visual impairment. The goal for this weekend experience is to give parents time to spend with each other and to participate in activities that will provide some insight into what life is like for their children. This workshop is designed to encourage families to envision the possibilities for their children and how to effectively partner with educators to enrich their child’s learning.

- **Fitting the Pieces Together:** Growing as Effective Educational Partners: Parents need to have a strong understanding about the Special Education process and the unique needs of children with visual impairments and deafblindness in order to be effective educational partners for their children. Participants will have the opportunity to practice strategies to communicate effectively with the school staff and learn where to find information and support for raising a child with a visual impairment or deafblindness including those with additional disabilities. This is usually a full day workshop.

- **Personal Family Leadership Series:** This workshop series is for family members who are interested in learning how to become family leaders in the areas of blindness and deafblindness. The theme for the Personal Family Leadership Series is: Know Yourself,
Know Your Child & Know Your Community. 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. Professionals such as Teachers of the Visually Impaired, Orientation & Mobility Specialists, DBS Blind Children’s Specialists and Transition Counselors nominate family members. Ideally the class is no more than 15 family members and meets together for 4 weekends during the year.

- **Leadership within Systems:** Graduates of the Personal Family Leadership Series who have an interest in systems improvement are invited to participate in an advanced level of leadership training. Leadership activities are designed to support participants in honing skills to pursue personal projects that will impact services and supports for children with blindness. By participating in this yearlong training, family leaders will broaden their understanding of issues surrounding visual impairment and deafblindness beyond their own child. They will begin to understand the various leadership opportunities within existing systems. As they discover their personal passions and talents, they will begin to match them to leadership opportunities. Roles suited to their own leadership style. Additionally they will learn how to team with other leaders to accomplish mutual goals.

**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. Go to [www.tsbvi.edu/Outreach](http://www.tsbvi.edu/Outreach) and follow the links to the request form. 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.

**Theory to Practice Consultation**

**What is a Theory to Practice Consultation?**

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. Students 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. Go to www.tsbvi.edu/Outreach and follow the links to the request form. 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 Multhandicapped 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, phone 512-206-9224 or contact any member of the Outreach staff. Please let us know how we can work with you and your program.

Figure 4 Kim Powers-Smith presents a session for family leaders as part of the National Family Association for Deaf-Blind Symposium held in Austin during the summer. Her co-presenter, Tracie Inman, listens with support from her interpreter.
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!

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 21-23, 2012
- February 10-12, 2013
- April 21-23, 2013

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.


**Mentor Training**

On December 7-8, 2012 we offer 1-1/2 day training to prepare experienced Teachers of Students with Visual Impairments and Certified Orientation & Mobility Specialists to mentor either new VI professionals or professionals who have recently moved to Texas. Applicants must have been teaching in the field of visual impairments for at least four years. 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 online 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 6 Participants observe in a classroom during the 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?
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
- 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.
Student Demographics

Annual VI Registration

The TSBVI Outreach Programs conducts the Annual Registration of Students Who Are Visually Impaired for the TEA. 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: Sue Enoch, 512-206-9270 or email: SueEnoch@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: Sue Enoch, 512-206-9270 or email: SueEnoch@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? Go to txaph@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](http://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.

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/](http://distance.tsbvi.edu/).

**Blogs**

Outreach Programs offers five blogs, the Outreach Visual Impairment Team Blog, the Texas Deafblind Project Blog, and the Outreach Assistive Technology Blog, the Orientation and Mobility in Texas Blog and the Family Matters 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. Visitors may submit questions and comments or simply review others’ thoughts. Go to [www.tsbvi.edu/blogs](http://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 produced in collaboration with DARS-Division of Blind Services, 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.

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](http://www.tsbvi.edu/Outreach/newsletter/index.htm) and 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](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.
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 are: Smartview Graduate, My Reader, BrailleNote Apex, Optelec Video Magnifier, and Flipper Video Magnifier.

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 Thursdays 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 online 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 2012-13

Using Tactile Symbols to Enhance Communication
Event number: 13905, Date: 9/20/2012, Time: 1:30 PM - 3:30 PM
Tactile symbols are one important form of communication used by individuals with deafblindness who can’t see print or pictures easily and don’t read braille. This session will discuss this form of communication and provide basic information about determining which students will benefit from using tactile symbols. How to utilize this approach in instruction and conversational interactions will also be discussed.

NUBS Compared to UEB
Event number: 13906, Date: 10/18/2012, Time: 1:30 PM - 3:30 PM
The Braille Authority of North America (BANA) has just released: The Evolution of Braille: Can the Past Help Plan the Future? We will summarize BANA's findings, and focus on what the future holds regarding a unified braille code. Examples of NUBS and UEB will be presented and time for discussion will be included.

Hearing Technology and O&M
Event number: 13907, Date: 11/15/2012, Time: 1:30 PM - 3:30 PM
This session is especially geared for COMS and will discuss hearing aids, cochlear implants, and other hearing assistive technology. A special focus will be on this technology's impact in orientation and mobility instruction.

STAAR-ALT, Standards-Based Goals
Event number: 13908, Date: 12/20/2012, Time: 1:30 PM - 3:30 PM
Participants will see STAAR-ALT activities infused into functional routines and discuss strategies for making instruction accessible and meaningful to students with visual and multiple impairments.
Putting the “T” in TVI: How to Teach an Individual Student Lesson

Event number: 13909, Date: 1/17/2013, Time: 1:30 PM - 3:30 PM

You’ve conducted your FVE/LMA, have some idea of what the Expanded Core Curriculum stands for, your car is gassed and ready to go. But what are you supposed to teach? How are you supposed to teach it? Where are the curricula? You might be secretly wondering, “How do I teach braille? Optical devices? Study skills, self-advocacy, transition….??” On top of that, you’re expected to teach infants through high school. It’s a tall order—and people are looking at you like you know what to do. Taking up where assessment leaves off, this session will cover some of the basics in regards to that one to one relationship between you (the teacher) and your students receiving direct instruction.

Textbook Ordering Process & System

Event number: 13910, Date: 2/14/2013, Time: 1:30 PM - 3:30 PM


EXIT Activities

Event number: 13913, Date: 3/7/2013, Time: 1:30 PM - 3:30 PM

The EXIT activities are designed to provide adult-focused programming for students 18 years or older, and support students in making effective transitions from school instruction to adult life. The areas of instruction include: Personal Management; Physical and Mental Health Management; Adult Recreation, Leisure and Fitness; Housing and Household Management; Community Participation; Transportation and Employment.

Experiential Learning for Young Children Using Patter

Event number: 13912, Date: 4/18/2013, Time: 1:30 PM - 3:30 PM

This session will highlight the role of experiential learning for young children with visual impairments. The APH product, Patter, will be used as a framework for this discussion.

Re-Thinking Type and Amount of Service for TVI's

Event number: 13914, Date: 5/16/2013, Time: 1:30 PM - 3:30 PM

There are many decisions to think about when determining what to recommend to the ARD committee. Will you provide direct instruction? Will you provide collaborative consultation/indirect services in addition or instead of direct instruction? How much time will it take to provide for each student’s needs? How much time do you need to prepare materials, to team effectively with all the educational teams, including parents, to learn the technology skills you will be teaching, and other complexities of the TVI role. What helps you to choose between these options? This TETN will share the work of a subcommittee of the Texas Advisory Committee for the Education of Students with Visual Impairments. The committee has used existing tools and approaches from the Michigan Severity Scales, guidelines used in Quality Programs for Students with Visual Impairments, and other available resources to design a “Texas” approach to determining type and amount of service.
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 12 Clipart depicting a webinar.

Webinar topics tentatively planned for 2012-13:

- Accessing Science
- Preparing Students for Living After Leaving Public Education
- O&M for Students with Visual and Multiple Impairments
- Routines
- Calendars
- Interaction and Bonding
- Time Frames for Students with Deafblindness
- Braille Reading
- Performance Evaluations for Teachers of the Visually Impaired
- Active Learning Study Groups
Outreach Programs Sponsored or Co-Sponsored Conferences

2011 Introduction to the Intervener Team Model

September 21-22, 2012, 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 2012 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 interventer 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:
  - Trust & Security
  - Physical Space, Positioning, Orientation & Mobility
  - Materials, Devices, & Equipment
  - Communication & Literacy
  - Pacing & Content
- 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=0x3671764035&varPage=home for information and to register on-line.

Hotel

Rooms are available at the Hotel Allandale at a state approved rate. The deadline for room reservations at this rate is September 12, 2012.

Financial Assistance

Limited financial assistance funds are available for family, interveners, and their team members from Outreach Programs. Please contact: Brian Sobeck, (512) 206-9225 or BrianSobeck@tsbvi.edu.
**Mentor Centers**

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!

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 21-23, 2012
- February 10-12, 2013
- April 21-23, 2013

**Geometro: Developing Concepts for Math, Science and O&M with Students who are Visually Impaired**

**Presenter: Aniceta Skowron, Ph.D., Geometro**

If you are a mathematics or science teacher you know that some concepts are best learned with the aid of objects that can be touched and manipulated. Certainly, 3-D geometry is an area where hands-on experience is essential.

Geometry is fundamental for much of science and engineering. Will your students have the basics? Or will they, like so many adults say: “I wish I had such tools when I was young, maybe I would have understood and liked geometry better”… Geometro materials provide vision and clarity to the basic concepts. They are exceptional - easy to use yet suitable for providing insight on many levels from basic to advanced. They are loved by children, teachers, university students and professors. Lessons with them are unforgettable!

American Printing House makes these materials available for use with blind and visually impaired students. This one-day workshop will help TVIs, COMS, and Math and Science Teachers learn how to use Geometro for illustrating concepts across curriculum and provide strategies for building and
analyzing 3-D structures. Teachers will expand their vocabulary and conceptual basics to talk and teach spatial concepts in general, even in relation to orientation and mobility. Dr. Aniceta Skowron, a crystallographer, researcher and an educator, will be our guest speaker for this workshop. Learn more about this workshop or to register on our website.

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

**October 12-14, 2012, 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](http://www.dbmat-tx.org).

**6th Annual Texas Chargers Family Retreat**

**November 2-4, 2012, Camp Allen, Navasota Texas**

The Texas Chargers, Inc. is a group of Texas families, friends, 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](http://texaschargers.org/index.htm).

![Figure 13 Screenshot of Texas Chargers website.](image-url)
This year’s SWOMA Conference will once again be held at Texas School for the Blind & Visually Impaired. It will offer a real smorgasbord of relevant O&M topics for professionals working in school, rehabilitation, and community settings and address issues with individuals who are infants through senior citizens.

Thursday we offer a half-day pre-conference for those individuals who want to pack as much information into their schedule as possible.

These sessions include:
- Bioptic Driving Strand
  - Bioptics and Driving: The COMS Role in Pre-Driver Readiness Skill Development (Chuck Huss); and Basic Requirements for Driving from a Certified Driver Rehabilitation Specialist Perspective (Chad Strowmatt)
- Self-Directed Achievement, Perceptual Development, and FlashSonar: How blind people can learn to see without sight (Daniel Kish)
- Ridin’ the Rail: Teaching Light Rail Travel (Jane Lansaw)
- Orientation and Mobility for Infants and Toddlers (Marjie Wood)

On Friday our keynote, The Perceptual Imaging System and Mobility, will be presented by Daniel Kish, expert in human echolocation and President of World Access for the Blind.

Friday afternoon the Self-Directed Achievement, Perceptual Development, and FlashSonar and the Bioptic Driving strands will be repeated along with these sessions:
- O&M in Nursing Homes and Other Institutional Settings (Toby Penington)
- The New TAPS Curriculum (Debra Sewell and Rona Pogrund)
- Providing O&M to Individuals with Visual and Multiple Impairments and Other Individuals with Unique Challenges (Tracy Hallak)
- O&M Training for Individuals with Orthopedic Issues (Karen Spruill)

On Saturday, Marjie Wood repeats her session on Orientation and Mobility for Infants and Toddlers and we offer these concurrent session topics:
- Making the Mountain of Paperwork into a Molehill (Stephanie Isbell and Melanie White)
- Using Sign and Foreign Language Interpreters in O&M Instruction (Bob Chessey and Marian Small)
- Travel Training: A Job for COMS (Vivian Picow)
- Incorporating GPS Into O&M Instruction (Rebecca Kilian-Smith)
- Developing Listening Skills for O&M (Vonecia Hines and Christy Householter)

Our final event on Saturday is a working lunch where O&Ms will break into small groups to discuss a variety of issues and generate action plans for addressing these issues.

Additionally on Thursday afternoon from 5-6 PM supervised Blindfold Practice will be offered. Be sure to bring your own blindfold and cane.
Registration for SWOMA begins mid-August with early registration continuing until October 15th. Late registration begins October 16th and continues until October 30th.

- Professionals and Family Member Rates: $150 (early rate) - $175 (late rate)
- Paraprofessionals and University Students: $100 (early rate) - $125 (late rate)

A block of rooms has been obtained at a state rate at the Holiday Inn Austin Midtown located at 6000 Middle Fiskville Road (near Hwy. 290 and IH-35).

- Single: $85
- Double: $99
- Triple/Quad: $109

These rates are available until October 10th. To make your reservations follow the link on the conference website or call 512-206-3015 and be sure to let them know you are attending the SWOMA conference.

For more information and to register for the conference go to the TSBVI Outreach Programs Home and follow the links to the registration website.

Questions? Contact Carrie Keith at 512-206-9314, email CarrieKeith@tsbvi.edu or Kate Hurst at 512-206-9224, email KateHurst@tsbvi.edu.

**Mentor Training**

**Date and Location:** December 7-8, 2012, TSBVI Conference Center

**Presenters:** Chrissy Cowan, Mentor Coordinator and other Outreach Staff

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](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
2013 Texas Symposium on Deafblindness

Hands Matter

February 22-23, 2013

Omni Austin Hotel in South Park, Austin, TX

TSBVI Outreach Programs is pleased to announce that Barbara Miles and Paul Hart will be the keynote presenters at the 2013 Symposium on Deafblindness. For more information on all of our speakers and sessions, please browse our [online registration site](#).

**Registration Fee(s):** (Late registration begins AFTER January 21st!)

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**Taking Charge of Your Future**

April 26-28, 2013

In this highly interactive training event, parents and students with visual impairments (at or near grade level, ages 10+) will learn about person-centered approaches to transition. They will discover how they can use it in planning for transition from school to life in the adult world. Students will have opportunities to talk and work with visually impaired mentors who will help them identify strengths and interests, write an ability statement, practice role-playing scenarios, and discuss strategies for becoming more of an advocate as they take charge of their future. Parents will have opportunities to talk with parents who have already experienced their child transitioning from school to adult life. They will also learn strategies for stepping back as their child moves further into this important life transition. Registration will begin in early 2013.

**2013 LID Active Learning Conference**

Region 4 Education Service Center, Houston, TX

June 18-19, 2013

This conference will provide strategies and resources for teachers and paraprofessionals who serve students with low incidence disabilities (i.e. severely cognitively disabled, medically fragile, and/or deafblind). Motivating and inspiring an individual with special needs to engage in their environment can be challenging. Join Patty Obrutz, M. S., and O.T.R., Assistant Director of Penrickton Center for Blind Children, as she provides you with a fresh an innovative approach for creating and understanding, Active Learning. Patty will share information about designing learning environments, equipment designed by Lilli Nielsen, and discuss ways to promote skills attainment and independence in children of all developmental ages. A valuable resource for teachers, parents, therapists and support staff. The presentation will include an introduction to the concepts of active learning. The participant will gain skills in identifying and creating active learning environments. Perceptual aides including the little room, hopsadress, support bench, and resonance board will be presented. Go to [Region 4 ESC to register](#).
Build Your Own Workshops

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 (both high and low tech including screenreaders, iPad, JAWS, Tiger embosser, and other technology devices and software)
- 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

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 -1 day

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 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 key stakeholders together for regional and local needs assessment related to their students with deafblindness wherever 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 regional 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

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, and 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 teen 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 Ann Rash, 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 Ann Rash, 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: Ann Rash 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

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

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 workshop where participants will learn how to produce vector line graphics by using MS Word 2007 and 2010 drawing features. The Word drawings are the first step of a process in creating computer-generated tactile graphics that is ready for embossing on a Tiger embosser or reproduced by machines using the encapsulated papers (TIE or PIAF). Sessions can be formed into either in a half day or full day format.
Audience: Teachers of Students with Visual Impairments, Braille production staff
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 Series

Presenters: Ann Adkins, VI Outreach Consultant and TSBVI Outreach Programs Consultants

This series of trainings provides information on ways to create and teach the use of tactile graphics.

1. Creating and Using Low Tech Tactile Graphics
2. Deciding When to Make Tactile Graphics
3. Teaching Visually Impaired Students to Use Tactile Graphics
4. Teaching Visually Impaired Students to Make Their Own Tactile Graphics
5. Tactile Graphics Make-and-Take

Topics may be combined to meet specific needs and can include: the assessment of tactile skills and readiness for tactile graphics, how to determine when to make a tactile graphic, guidelines for creating appropriate graphics, teaching strategies, and some low tech / quick production techniques that use easily accessible materials. Additional information includes suggestions for teaching visually impaired students to make their own tactile graphics, a requirement for mastery of TEKS. This workshop may also be provided in a make-and-take format.

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

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

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

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

APH Product Demonstration

Presenter: Sue Enoch, 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

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

**Being Itinerant: Issues and Challenges for TVIs and COMS**

**Presenter:** Ann Adkins, VI Outreach Consultant and Outreach Staff

This training examines the roles and challenges of itinerant personnel serving students with visual impairments in public schools. Effective collaboration with general education teachers is crucial for ensuring access to the general education curriculum and for promoting success in core curriculum subjects as well as the Expanded Core Curriculum for Students with Visual Impairments. Participants will explore and identify strategies for communicating and collaborating with school district staff and some possible ways to work more effectively within the itinerant model of service delivery.

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

Length of training: 1 day

**Technology**

**Using Screenreaders for PC and Mac (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

**Using Screenreaders for PC and Mac (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: ½-1 day
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 to Life: The Role of the CTVI/COMS in Effective Transition of Students with Visual Impairments

Presenters: Eva Thompson-Lavigne, Transition Consultant and Ruth Ann Marsh, O&M Consultant, TSBVI Outreach Programs

Successful transition for students with visual impairments to employment, higher education and community life is an ongoing process that requires collaboration and an understanding of available resources. Participants will learn how community agencies and professionals can work together to provide effective transition services. In addition, a packet of resources that can be used for evaluation, IEP development and programming in transition related areas will be provided.

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

Length of training: 1 day

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**

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

**Presenter: 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

**Listening Skills for Students with Visual Impairments**

**Presenter: TSBVI Outreach Programs staff**

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: ½ to 1 day

**Paraprofessionals Working with Students with Visual Impairments**

**Presenters: TSBVI Outreach Programs staff**

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 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 toward 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.
# TETN Schedule at a Glance

<table>
<thead>
<tr>
<th>Date</th>
<th>TETN #</th>
<th>Time</th>
<th>Title</th>
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<tbody>
<tr>
<td>9/20/2012</td>
<td>13905</td>
<td>1:30 PM - 3:30 PM</td>
<td>Using Tactile Symbols to Enhance Communication</td>
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<tr>
<td>10/18/2012</td>
<td>13906</td>
<td>1:30 PM - 3:30 PM</td>
<td>NUBS Compared to UEB</td>
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<tr>
<td>11/15/2012</td>
<td>13907</td>
<td>1:30 PM - 3:30 PM</td>
<td>Hearing Technology and O&amp;M</td>
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<td>12/20/2012</td>
<td>13908</td>
<td>1:30 PM - 3:30 PM</td>
<td>STAAR-ALT, Standards-Based Goals</td>
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<td>1/17/2013</td>
<td>13909</td>
<td>1:30 PM - 3:30 PM</td>
<td>Putting the “T” in TVI: How to Teach an Individual Student Lesson</td>
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<td>2/14/2013</td>
<td>13910</td>
<td>1:30 PM - 3:30 PM</td>
<td>Textbook Ordering Process &amp; System</td>
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<td>3/7/2013</td>
<td>13913</td>
<td>1:30 PM - 3:30 PM</td>
<td>EXIT Activities</td>
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<td>4/18/2013</td>
<td>13912</td>
<td>1:30 PM - 3:30 PM</td>
<td>Experiential Learning for Young Children Using Pattern</td>
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<tr>
<td>5/16/2013</td>
<td>13914</td>
<td>1:30 PM - 3:30 PM</td>
<td>Re-Thinking Type and Amount of Service for TVI's</td>
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## TSBVI Webinars

This year we will be hosting a number of webinars. Go to [www.tsbvi.edu/Outreach](http://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.

Webinars tentatively planned include:
- Accessing Science
- Preparing Students for Living After Leaving Public Education
- O&M for Students with CVI
- Routines
- Calendars
- Interaction and Bonding
- Time Frames for Students with Deafblindness
- Braille Reading
- Performance Evaluation for Teachers of the Visually Impaired
- Active Learning Study Group
<table>
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<th>Date</th>
<th>Location</th>
<th>Sponsor</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 21-22, 2012</td>
<td>TSBVI Conference Center, Austin, TX</td>
<td>Outreach Programs</td>
<td>2011 Introduction to the Intervener Team Model</td>
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<tr>
<td>October 5, 2012</td>
<td>TSBVI Conference Center, Austin, TX</td>
<td>Outreach Programs</td>
<td>Geometro: Developing Concepts for Math, Science and O&amp;M with Students who are Visually Impaired</td>
</tr>
<tr>
<td>October 21-23, 2012</td>
<td>TSBVI Conference Center, Austin, TX</td>
<td>Outreach Programs</td>
<td>Mentor Center Schedule February 10-12, 2013 April 21-23, 2013</td>
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<tr>
<td>October 12-14, 2012</td>
<td>Camp John Marc, Meridian, TX</td>
<td>DBAMT, DADS, DARS-DBS, Outreach Programs</td>
<td>39th Deaf-Blind Multihandicapped Association of Texas (DBMAT) Family Conference</td>
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<tr>
<td>November 2-4, 2012</td>
<td>Camp Allen, Navasota, TX</td>
<td>Texas Chargers, Outreach Programs</td>
<td>6th Annual Texas Chargers Family Retreat</td>
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<td>November 1-3, 2012</td>
<td>TSBVI Conference Center, Austin, TX</td>
<td>Outreach Programs</td>
<td>2012-13 SWOMA Conference</td>
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<td>December 7-8, 2012</td>
<td>TSBVI Conference Center, Austin, TX</td>
<td>Outreach Programs</td>
<td>Mentor Training</td>
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<td>February 10-12, 2013</td>
<td>TSBVI Conference Center, Austin, TX</td>
<td>Outreach Programs</td>
<td>Mentor Center Schedule April 21-23, 2013</td>
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<tr>
<td>February 22-23, 2013</td>
<td>Omni Austin Hotel in South Park, Austin, TX</td>
<td>Texas Deafblind Outreach</td>
<td>2013 Texas Symposium on Deafblindness: Hands Matter</td>
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<td>April 26-28, 2013</td>
<td>Austin, TX</td>
<td>Outreach Programs</td>
<td>Taking Charge of Your Future</td>
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<td>June 18-19, 2013</td>
<td>Region 4 Education Service Center, Houston, TX</td>
<td>Region 4 ESC and Outreach Programs</td>
<td>2013 LID Active Learning Conference</td>
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</table>
Texas School for the Blind & Visually Impaired
Outreach Programs

Figure 19 Outreach Programs logo.

This project is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the authors and do not necessarily represent the position of the U.S. Department of Education.