Texas School for the Blind & Visually Impaired
Outreach Programs

2013-14 Outreach Programs

Figure 1 A young blind child and her teacher share a quiet moment.

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 materials, blogs, and web-based training activities.
- 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 the Quick Links at www.tsbvi.edu/Outreach.
Outreach Staff and Contact Information

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Support for Families

The Most Important People

No people are more important in the life of a child than his or her family. Parents come into the world of visual impairments needing a lot of information and bearing a great responsibility for shaping their child's future. Siblings have need for information and support, too. Extended family members and family members "of the heart" want to play a role in the life of the child with visual impairment or deafblindness, but may not know what they can do.

Outreach Programs recognizes the tremendous role these individuals play in providing physical and emotional support to the child, teaching the child skills and concepts, and advocating for the child throughout his or her life. Our mission is to provide information and connection to support families and empower them to advocate for the services they and their child need and deserve.

It is through the efforts of family members that services for children with visual impairments and deafblindness even exist. Some of our greatest teachers and leaders in the field of visual impairments and deafblindness have been family members first. Outreach Programs hope to play a part in supporting the continued development of family members, including those with visual impairments or deafblindness, to become the leaders of tomorrow. We encourage you to visit the special family pages on our website at http://www.tsbvi.edu/outreach/3374-for-families.

Our family support and training specialists are:

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

Jean Robinson, Visually Impaired Family Specialist
512-206-9418 or JeanRobinson@tsbvi.edu or cell 512-744-3005

Some of the services we offer include:

Family Connections

Our family support and training specialists offer family members information, support and training in a variety of ways. We encourage families to complete the on-line request form so that Jean Robinson or Edgenie Bellah can tailor their support to the family based on their individual goals.

Information and Referral for Families

An important part of having a child with a visual impairment is learning about the resources, services and supports available to families. Our family support and training specialist welcome the chance to help families learn about services such as Early Childhood Intervention programs, Education Service Center consultants and DARS-Division of Blind Services. They also are available to talk with the family about their child’s vision, hearing and development. Jean Robinson is the family specialist serving families of children with visual or visual and multiple

Figure 2 A mother and daughter share the experience of a large sculpture.
impairments and Spanish-speaking family members. Edgenie Bellah is the family specialist serving the families of children with combined vision and hearing loss or deafblindness.

**Articles and Information in Texas SenseAbilities**

Family members may sign up for the quarterly publication Texas SenseAbilities which is available in English and Spanish in print, electronic format or braille. This publication includes articles written by other family members and leading professionals in the field, resources, news, and up-coming training events. To sign up for the free newsletter, please visit the Texas SenseAbilities page of our website at [http://www.tsbvi.edu/tx-senseabilities](http://www.tsbvi.edu/tx-senseabilities).

**Connection to Other Families**

There are a variety of ways that families may connect to other families and support organizations to learn more about living with a child who is visually impaired or deafblind. The connection of parent-to-parent, sibling-to-sibling and grandparent-to-grandparent is perhaps the most beneficial and powerful resources available. Families who wish to connect with other families or become active in a parent organization may contact the family specialist.

**Financial Assistance for Families to Attend Training**

In order to ensure access to training opportunities, Outreach Programs provide financial assistance as needed to help families cover the cost of travel, meals, lodging and child care. Families may request this assistance to supplement funding from other agencies and organizations. Financial assistance requests are part of the online registration.

**Training for Families**

Families have many opportunities to learn more about visual impairments, deafblindness, educational programming, advocacy, transition to adult life and other topics through the training events sponsored or co-sponsored by Outreach Programs. We also work to provide interpreters for these events to make them accessible to non-English speaking family members. All of our training events are listed in our 2013-14 Catalog of Services and Supports and on the Workshops and Conferences page of the website at [http://www.tsbvi.edu/workshops](http://www.tsbvi.edu/workshops).

In addition to the wealth of training available to the entire team, we offer learning opportunities specifically geared for family members. 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:

- **Eye Play:** A two-part training for families who have young children (birth – 5 years of age) or have just learned that their child has a visual impairment. The workshop begins Friday evening and ends Saturday afternoon. A few months later the same participants meet again. The goal is to give parents time to meet other parents 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.

- **Partnering to Build a Quality Educational Program for Your Child:** 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 1 ½ 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 carry out activities related to the information they learn in the training. Professionals such as teachers of students with visual impairments, orientation and 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.

- **Family Leadership within Different 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 and select 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. Students with visual impairments and deafblindness 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, teacher of the visually impaired and certified orientation and mobility specialist 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.

**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 [http://www.tsbvi.edu/component/chronoforms/?chronoform=otr-theory2practice](http://www.tsbvi.edu/component/chronoforms/?chronoform=otr-theory2practice) to view 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 Child Count;
- Support in implementing the Quality Programs for Students who are Visually Impaired (QPVI) process.

![Figure 4 Map of Texas showing the 20 education service center regions.](image_url)

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 that 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.

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 teachers of students with visual impairments, certified orientation and mobility specialists, 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 20-22, 2013
- February 9-11, 2014
- April 27-29, 2014

New Teachers of Student with Visual Impairments 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 13-14, 2013 we offer 1-1/2 day training to prepare experienced Teachers of students with visual impairments and certified orientation and 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. Certified Orientation and Mobility Specialists applicants will also be required to submit a vita documenting service delivery in school settings. Prior to training, participants will be required to complete an on-line course, found at http://www.tsbvi.edu/Outreach/course/index.htm, which requires approximately 2 hours.

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

Figure 6 Participants observe in a classroom during the Mentor Center.
Professional Preparation and Recruitment

Professional Preparation

We are at risk for a critical shortage of highly qualified teachers of students with visual impairments and certified orientation and 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.
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 jointly directs the process along with a local supervisor of the VI program. VI personnel including teachers of students with visual impairments, certified orientation and mobility specialists, and other designated VI staff participate jointly as an active work team.

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 regional 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. QPVI is typically conducted through monthly meetings.

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?

Visit the QPVI website at http://www.qpvi.com/ or contact Nancy Tolle at nmt10@sbcglobal.net.
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/vi-registration. Contact: Sue Enoch, 512-206-9270 or email: SueEnoch@tsbvi.edu for more information.

Annual Deafblind Child Count

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/deafblind-census for information about the Texas Deafblind Child Count. 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 student with visual impairments it serves. Visit APH Products at www.aph.org/products/index.html.

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.

TSBVI Distance Learning

Throughout the year TSBVI Outreach Programs adds web-based tools for families, educators and professionals. Video tutorials, specialized websites, how-to documents, and more materials are organized on our Distance Learning website. This information is available in fully accessible formats. Some recent topics include: Tactile symbols, communication for children with deafblindness or visual and multiple impairments, abacus, math tools, personal futures planning, Apple iPad with VoiceOver, and making accessible MicroSoft documents. We have recently developed the Paths to Literacy website in collaboration with Perkins. To learn more about our distance learning materials go to 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 http://www.tsbvi.edu/blog/blogs/ and check them out.

Figure 9 Screenshot of the TSBVI Blogs page located at www.tsbvi.edu/blogs.
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, 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 Logo](image)

**Figure 10 Logo for TX SenseAbilities newsletter.**

The newsletter is available in electronic formats emailed directly to you. No more waiting for the mail to come! To sign up for this newsletter or to view current and archived editions, go to [http://www.tsbvi.edu/tx-senseabilities](http://www.tsbvi.edu/tx-senseabilities) 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/curriculum-a-publications](http://www.tsbvi.edu/curriculum-a-publications) 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](mailto: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, Flipper Video Magnifier, Little Room, Resonance Board, iPad mounts for wheelchairs and a variety of switching devices.

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/technology-loan-program](http://www.tsbvi.edu/technology-loan-program) 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 for 2013-14

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.

TETN broadcasts will provide from 1-1 ¾ hours of continuing education credit pending approval from the SBEC and ACVREP.

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

The following TETN broadcasts for the Texas School for the Blind & Visually Impaired Outreach Programs have been schedule for the 2013-14 school year.

August 29, 2013

TETN # 20432 Changes in APH Ordering

Time: 3:15-4:00

Presenter: Sue Enoch

Audience: Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists

Description: TSBVI Outreach has updated to a new software system for ordering and shipping materials from APH. This requires some changes in the way APH materials are ordered from school districts. We will demonstrate that process so everyone can help implement the system.

September 9, 2013

TETN # 20766 CVI Study Group

Time: 8:00-9:00 AM

Audience: Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists, LVT

This study group will focus on using Dr. Christine Roman-Lantzy’s CVI assessment. Intervention strategies will be discussed as well. This study group will be facilitated by Sara Kitchen and include guest presenters that include Diane Sheline and Lynne McAlister. Dates for future CVI Study Group meetings are as follows: October 7th, November 11th, December 9th, January 13th, February 17th, March 17th, April 14th, and May 12th.
September 26, 2013
TETN #20435 Strategies for Teaching Students with Visual Impairments
Time: 2:30-4:00 PM
Presenters: Chrissy Cowan and Scott Baltisberger
Audience: Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists
Description: This broadcast will spotlight “explicit instruction” strategies as a framework for providing direct instruction to your students with a visual impairment. Participants will learn research-based steps a teacher can follow to present information to students in one to one or small group settings. Videos which will demonstrate quality teaching / student instructional sessions will be viewed and evaluated by participants. The broadcast will conclude with an overview of teaching resources related to the expanded core curriculum.

September 30, 2013
TETN #20436 O&M Evaluation for Everyone
Time: 2:30-4:00 PM
Presenters: Donna Glover, KC Crager, Chuck Holcomb, Amy Tange and Meagan Matkin
Audience: Certified Orientation and Mobility Specialists, Teachers of Student with Visual Impairments, Special Education Administrators, Diagnosticians, Parents
This broadcast will describe the benefits of providing Orientation and Mobility Evaluations for all students with visual impairments. This group of district O&M providers will present their model and strategies for insuring that all students with visual impairments in their district have O&M evaluations. An update on legislation related to this issue will be provided.

October 7, 2013
TETN #20767 CVI Study Group
Time: 8:00-9:00 AM
Audience: Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists, LVT
This study group will focus on using Dr. Christine Roman-Lantzy’s CVI assessment. Intervention strategies will be discussed as well. This study group will be facilitated by Sara Kitchen and include guest presenters that include Diane Sheline and Lynne McAlister. Dates for future CVI Study Group meetings are as follows: November 11th, December 9th, January 13th, February 17th, March 17th, April 14th, and May 12th.
October 31, 2013

Changes in the VI Registration and Deafblind Child Count Process
Time: 1:15-2:15 PM

After review and discussion with users, some changes have been made in the VI Registration and Deafblind Child Count process. This TETN broadcast will demonstrate changes for ESC staff so they can assist the districts in their region in completing the registration completely. This broadcast includes information about completing the VI Registration and/or Deafblind Child Count that is valuable for anyone who serves that role in their district.

October 31, 2013

TETN # 20437 Braille Formats: Principles of Print-to-Braille Transcription, 2011
Time: 2:30-4:00 PM
Presenter: Olga Uriegas, Pat van Geem, and Sue Mattson
Audience: Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists, Braillists
Description: Join us for a very important review of the Braille Authority of North America (BANA) recently released *Braille Formats: Principles of Print-to-Braille Transcription, 2011*. This completely revised publication that is available in three accessible electronic versions (enhanced PDF, BRF, and online HTML) on the BANA website. The new publication is the result of an extensive revision of the previous braille formats publication. The revision was worked on for 10 years by members of BANA’s Braille Formats Technical Committee, which was led by Lynnette Taylor.

November 11, 2013

TETN # 20768 CVI Study Group
Time: 8:00-9:00 AM
Audience: Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists, LVT
This study group will focus on using Dr. Christine Roman-Lantzy’s CVI assessment. Intervention strategies will be discussed as well. This study group will be facilitated by Sara Kitchen and include guest presenters that include Diane Sheline and Lynne McAlister. Dates for future CVI Study Group meetings are as follows: December 9th, January 13th, February 17th, March 17th, April 14th, and May 12th.
November 21, 2013
TETN # 20438 From the Annual Meeting: What Products are New at APH?
Time: 3:00-4:00 PM
Presenter: Sue Enoch
Audience: Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists, Sp. Ed. Staff
Each year, the just released and about to be released products are showcased at the Annual Meeting of the American Printing House for the Blind. This TETN will offer users of APH materials an early look at materials that might support student instruction and how these materials are ordered.

December 9, 2013
TETN # 20769 CVI Study Group
Time: 8:00-9:00 AM
Audience: Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists, LVT
This study group will focus on using Dr. Christine Roman-Lantzy’s CVI assessment. Intervention strategies will be discussed as well. This study group will be facilitated by Sara Kitchen and include guest presenters that include Diane Sheline and Lynne McAlister. Dates for future CVI Study Group meetings are as follows: January 13th, February 17th, March 17th, April 14th, and May 12th.

December 12, 2013
TETN # 20439 Employment Challenges and Legal Options
Time: 2:30-4:00 PM
Audience: Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists, TDHH, Sp. Ed. staff, DARS-DBS staff, Transition Specialists, Parents
Presenter: Erin Lawler
Erin Lawler of the Texas Governor’s Committee on People with Disabilities (GCPD) will present information highly relevant to teachers of student with visual impairments and certified orientation and mobility specialists helping prepare high school students to enter the workforce. Participants will learn about rules regarding disclosure of a disability in the employment process, what employers can and cannot ask during an interview, what reasonable accommodations are and how to request them, as well as legal issues related to assistive technology.
January 13, 2014
TETN # 20770 CVI Study Group
Time:  8:00-9:00 AM
Audience:  Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists, LVT
This study group will focus on using Dr. Christine Roman-Lantzy’s CVI assessment. Intervention strategies will be discussed as well. This study group will be facilitated by Sara Kitchen and include guest presenters that include Diane Sheline and Lynne McAlister. Dates for future CVI Study Group meetings are as follows:  February 17th, March 17th, April 14th, and May 12th.

January 30, 2014
TETN # 20440 Instructional Approaches for VI Students Under the Developmental Age of Three
Time:  2:30-4:00 PM
Audience:  Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists, TDHH, Life-Skills staff, ECI staff, Parents
Presenter:  Kate Hurst
This broadcast will focus on strategies for learning and instruction when the child or student with visual impairment or deafblindness is under the developmental age of 3 years. Assessment and programming that is effective for students who are primarily in the sensory-motor stage of development may seem hard to come by, but there are many tried and true approaches to use for individuals at this stage of development, no matter their chronological age. A discussion of specific strategies suggested by van Dijk, Nielsen, and Miles, as well as resources will be shared.

February 13, 2013
TETN # 20675 Key Things that Professionals Should Share with Parents about Transition
Time:  3:00-4:30 pm
Presenter:  Rosemary Alexander, PhD, Transition Coordinator, Texas Parent to Parent
The goal of this workshop will be to provide school staff with an overview of key transition issues, giving them enough information so that they can help their families sign up for programs, know what legal issues will come up at age 18, and facilitate planning. The following topics will be discussed:
- funding sources and services:  SSI, Medicaid, Medicaid Waivers, the local authority for intellectual disabilities/mental health issues, and DARS
- transitioning from pediatric to adult medical services
- guardianship and estate planning
- planning tools
- a creative, collaborative approach to the question, where will my child live, work and make friends?
February 17, 2014
TETN # 20771 CVI Study Group

Time: 8:00-9:00 AM

Audience: Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists, LVT

This study group will focus on using Dr. Christine Roman-Lantzy’s CVI assessment. Intervention strategies will be discussed as well. This study group will be facilitated by Sara Kitchen and include guest presenters that include Diane Sheline and Lynne McAlister. Dates for future CVI Study Group meetings are as follows: April 14th and May 12th.

February 27, 2014
TETN # 20441 Sexuality Education for the Student with Deafblindness

Time: 2:30-4:00 PM

Audience: TDHH, Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists, Special Education staff and parents

Presenters: Robbie Blaha and Kate Hurst

In addition to the normal issues of providing sexuality education to any child, there are unique issues for the child who may not be able to use his vision and hearing well enough (or at all) to access the information. This broadcast will discuss some of the issues and offer resources for parents and educational staff who are endeavoring to instruct their child. Specific information will be shared on teaching gender identity and appropriate touch in interactions with others.

March 17, 2014
TETN # 20772 CVI Study Group

Time: 8:00-9:00 AM

Audience: Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists, LVT

This study group will focus on using Dr. Christine Roman-Lantzy’s CVI assessment. Intervention strategies will be discussed as well. This study group will be facilitated by Sara Kitchen and include guest presenters that include Diane Sheline and Lynne McAlister. Dates for future CVI Study Group meetings are as follows: April 14th, and May 12th.
March 27, 2014
TETN # 20442 O&M for Students with Deafblindness who Use Assistive Listening Devices: Teaching Identification and Use of Environmental Sounds
Time: 2:30-4:00 PM
Presenters: Ruth Ann Marsh and Robbie Blaha
Audience: Certified Orientation and Mobility Specialists
This broadcast will look at some of the issues certified orientation and mobility specialists face in providing orientation and mobility training to individuals with combined vision and hearing loss who use assistive listening devices and cochlear implants. Strategies for working with these individuals will be provided.

April 14, 2014
TETN # 20773 CVI Study Group
Time: 8:00-9:00 AM
Audience: Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists, LVT
This study group will focus on using Dr. Christine Roman-Lantzy’s CVI assessment. Intervention strategies will be discussed as well. This study group will be facilitated by Sara Kitchen and include guest presenters that include Diane Sheline and Lynne McAlister. Dates for future CVI Study Group meetings are as follows: May 12th.

April 24, 2014
TETN # 20443 Stories of Success after Graduation
Time: 2:30-4:00 PM
Presenter: David Wiley
Audience: Teachers of Student with Visual Impairments, TDHH, Certified Orientation and Mobility Specialists, Transition Specialists, Parents, Special Education staff.
Those involved in transition planning for students with deafblindness or visual impairments with additional disabilities may not know about young adults with similar issues who have moved on to successful and satisfying lives after graduation. This lack of role models makes it difficult to remain focused on what is important and discover what leads students to success. This presentation will include success stories of young adults, and discuss what factors in transition planning helped them move on to full and meaningful futures.
May 12, 2014

TETN # 20774 CVI Study Group

Time: 8:00-9:00 AM

Audience: Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists, LVT

This study group will focus on using Dr. Christine Roman-Lantzy’s CVI assessment. Intervention strategies will be discussed as well. This study group will be facilitated by Sara Kitchen and include guest presenters that include Diane Sheline and Lynne McAlister.

May 22, 2014

TETN # 20444 Braille Music and Overview

Time: 2:30-4:00 PM

Presenter: Sharon Nichols

Audience: Teachers of Student with Visual Impairments, Music Teachers

Plato says, “Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” This broadcast will provide an overview to teachers of student with visual impairments and music teachers who are interested in helping students with visual impairments access music instruction via braille music. Information will be provided about specific software that can make it much easier to provide braille music whether the student is learning a specific instrument such as the piano, playing in a band or singing in the choir.
Webinars

This year we will be hosting a number of webinars scheduled throughout the year. These include both one-time topical webinars and regularly occurring “study groups” focused on topics like Active Learning theory, CVI, the new TAPS Curriculum and two special webinars for school administrators.

To find out how to join our webinars, contact Mike Bicknell at 512-206-9405 or email to MikeBicknell@tsbvi.edu. You may also contact him with your suggestions for webinar topics!

Information about accessing the individual webinars may be found at http://www.tsbvi.edu/outreach/=3748. Webinars already planned for 2013-14 include the following:

**Accessible Science**

In order for a general education science class to be made accessible to a student with a visual impairment, the teachers of student with visual impairments needs to consider three things: the student in the class, the instructional environment, and the classroom teacher. This webinar will briefly touch over the particulars of these three components. Patrick van Geem, Technology Consultant, will be the presenter for this event. This event is schedule for:

- February 25, 2014 from 3-4 PM

**Active Learning Study Group**

Participants in this series of webinars will have the opportunity to discuss aspects of Active Learning including the five phases of educational treatment, the Functional Scheme assessment, how appropriate goals can be developed for the IEP, and the selection of appropriate materials. No expertise is required only a willingness to listen and share.

All of these webinars are scheduled on Tuesdays from 3-4 PM.

Dates include:

- September 24, 2013
- October 22, 2013
- November 19, 2013
- January 21, 2014
- February 18, 2014
- April 22, 2014

These webinars will be archived on the TSBVI Distance Learning website for later viewing.
Administrator/Supervisor Webinar

Two different one-hour webinars specifically for supervisors and other administrators charged with managing teachers of student with visual impairments and certified orientation and mobility specialists are planned for this year. Each webinar will be offered twice on different days to insure that supervisors have several opportunities to join in. During 30 – 40 minutes of the meeting information on a topic such as evaluating teacher performance, how to provide support to teachers of students with visual impairments and orientation and mobility instructors, and resources to help administrators address parent concerns related to their student with visual impairments or deafblindness will be shared. The remaining time will be available for supervisors to share information and ask questions among themselves. Dates for these webinars include:

- October 3, 2013 from 11AM-12PM and November 12, 2013 from 3-4 PM (webinar 1), Evaluating VI Professionals
- February 6, 2014 from 11AM-12PM and April 8, 2014 from 3-4 PM (webinar 2), Expanded Core Curriculum

O&M Study Group: Focusing on TAPS Curriculum

These webinars are scheduled on Thursday afternoons from 3:00-4:00. They will feature different facilitators each time and special guests. Participants will want to bring their own copy of the new TAPS Curriculum. Dates for these webinars include:

- October 24, 2013
- November 14, 2013
- January 23, 2014
- February 20, 2014
- April 17, 2014
Outreach Programs Sponsored or Co-Sponsored Conferences

Braille Boot Camp  
**August 12-16, 2013, James C. Durkel Conference Center, Austin, TX**

Please join us for this special braille event at the Texas School for the Blind & Visually Impaired during the week of August 12-16, 2013.

Two strands will be offered:

- **Braille Production Basics** on August 12th - 14th
- **Braille Music** - August 14th - 16th

Participants wishing to attend both strands have that option; their program will be adjusted so they won’t miss out on any information. Please read further for more details regarding the strands.

**Braille Production Basics**

The intensive three-day training on the production of braille and nemeth code by braille transcribers and teachers of students with visual impairments involves the use of hardware and software applications used for the production of literary braille, math/nemeth and computer-generated tactile graphics.

The objective of this training is to demonstrate various software applications and hardware devices that transcribers can use in their arsenal of tools for the production of braille and tactile graphics.

Computers and embossing equipment will be provided in a lab setting and most of the presentation will include hands-on experiences.

There are no prerequisites for participants attending this portion of Braille Boot Camp.

**Braille Music**

Are you passionate about braille music? Want to learn how to better support your braille reading student's interest in music? Then join us for three days of braille music instruction using a Perkins braille writer, a computer with Duxbury and the Dancing Dots Goodfeel Suite of software.

The braille music course includes an introduction to reading and writing braille music. We will focus on music taught in the school system: beginner vocal, band/instrumental, and choir. Through numerous examples and ample opportunity to practice, participants will learn the braille music symbols. Participants will also receive instruction on how to use Dancing Dots Goodfeel Software Suite to produce braille music. Resources on how students can learn braille music, how teachers can learn more about it, and how to teach braille music will be discussed.

There are prerequisites for participants attending this strand of Braille Boot Camp which include: knowledge of literary braille, some familiarity with basic music notation, and basic knowledge of computer skills for Windows 7.
Registration and Fees:
Registration is formally open until August 1st. Registration after said date is limited based on seating availability. Please contact Carrie Keith if you want to register after that date. Phone: (512) 206-9225 or email CarrieKeith@tsbvi.edu

The registration fee for each strand is $35 and for those registering for both strands you will receive a discounted rate of $50. Go to https://www.signup4.net/Public/ap.aspx?EID=BRAI11E to register.

How to Involve Parents in Meaningful Transition Planning
September 19, 2013, James C. Durkel Conference Center, Austin, TX

Presenter: Rosemary Alexander, PhD, Transition Coordinator, Texas Parent to Parent
This training will begin with a 1-hour parent panel, consisting of 3-4 parents representing a variety of disabilities and perspectives, who will talk about their hopes and fears for their children's futures, and how school staff have helped or hindered them on the transition journey. Rosemary Alexander, possibly with help from other parents, will present ways for school staff to connect with parents and include them in transition planning; what tools are available to assist schools and families with transition planning; and how Texas Parent to Parent can help with this process.

Target Audience: This workshop is aimed at any school professional that has responsibility for setting transition goals, helping parents plan, and supporting families as they make decisions about the student's life after graduation.

Registration and Fees: $35 registration fee
To register go to: http://events.SignUp4.com/TransitionPlanning

Deaf-Blind Multihandicapped Association of Texas (DBMAT) Family Conference
October 11-13, 2013, Camp John Marc, Meridan, 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.

Mentor Center
October 20-22, 2013, James C. Durkel Conference Center, Austin, TX

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 teachers of student with visual impairments, certified orientation and mobility specialists, 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 to [http://www.tsbvi.edu/mentor-program](http://www.tsbvi.edu/mentor-program) 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 20-22, 2013
- February 9-11, 2014
- April 27-29, 2014

**2013 Introduction to the Intervener Team Model**
**October 25-26, 2013, James C. Durkel 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 2013 Introduction to the Intervener Team Model.

This conference is for those individuals who are newly assigned in the role as an intervener or for current interveners who have not yet had the opportunity to attend this introductory training. Each intervener should attend this training with a professional member of the educational team (ideally the classroom teacher, but this could also be a teacher for the deaf and hard of hearing or teacher for students with visual impairments or another professional regularly involved with the student with deafblindness). 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://events.SignUp4.com/2013_Intro_to_the_Intervener_Team_Model for information and to register on-line.

Hotel
Rooms are available at the Drury Inn at 6711 IH 35 North, Austin, TX 78752 at a state approved rate. The deadline for room reservations at this rate is October 1, 2014.

Financial Assistance
Limited financial assistance funds may be available pending approval of grant funds for family, interveners, and their team members from Outreach Programs. Please contact: Brian Sobeck, (512) 206-9225 or BrianSobeck@tsbvi.edu to learn more.

Early Registration Fee (thru October 6th)
Professionals & family members: $35
Interveners/ Paraprofessionals: Free

Late Registration Fee (October 7th-21st )
No onsite registration please:
Professionals & family members: $50
Interveners/ Paraprofessionals: $50

7th Annual Texas Chargers Family Retreat
November 1-3, 2013, 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 7th annual event, go to the Texas Chargers website at http://texaschargers.org/index.htm.
Mentor Training  
December 13-14, 2013, James C. Durkel Conference Center, Austin, TX  

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/mentor-program 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

Literary, Nemeth and Tactile Graphics Braille Production Training  
January 8-10, 2014, James C. Durkel Conference Center, Austin, TX  

The intensive three-day training on the production of braille and nemeth code by braille transcribers and teachers of the visually impaired (TVI) involves the use of hardware and software applications used for the production of literary braille, math/nemeth and computer-generated tactile graphics. The objective of this training is to demonstrate various software applications and hardware devices that transcribers can use in their arsenal of tools for the production of braille and tactile graphics. Computers and embossing equipment will be provided in a lab setting and most of the presentation will include hands-on experiences.  

Due to the High Demand for this training  
We have set aside this workshop for individuals who are producing braille on a regular basis for students who are visually impaired. A completed application is required to determine if you fit the criteria for attending this workshop. Once your application is reviewed you will be informed via email whether or not it was accepted. If you are only supporting braille production personnel in your district, your application will not be accepted. We will offer this workshop in the future that will address your role in braille production.  

Registration and Fees:  
For more information or to register visit http://events.SignUp4.com/brailleProd  
Early bird registration is October 4th - December 13th and the fee is $40.  
Late registration begins December 14th and the fee will be $50.
Optic Nerve Hypoplasia (ONH) / Septo-Optic Dysplasia (SOD): Medical and Programming Intervention Strategies

January 10, 2014, James C. Durkel Conference Center, Austin, TX

Time: 8:30 AM- 4:00 PM

This workshop is for professionals only. Optic nerve hypoplasia (ONH) has developed into a leading cause of congenital visual impairment and blindness. Children diagnosed with ONH can also have a variety of functional and anatomic abnormalities of the central nervous system. Children diagnosed with Septo-optic dysplasia (SOD) are also considered to be included in the ONH diagnosis.

Dr. Linda Lawrence, a pediatric ophthalmologist, will share about medical implications in the morning. Linda Hagood, author of "Better Together," will lead the afternoon session focusing on programming intervention strategies.

Lunch is on your own.

Registration fee: none

Target audience: TVI, COMS, Special Education staff.

For information or to register go to www.events.SignUp4.com/ONHProf

Optic Nerve Hypoplasia (ONH) / Septo-Optic Dysplasia (SOD): Medical and Home Intervention Strategies

January 11, 2014, James C. Durkel Conference Center, Austin, TX

Time: 8:30 AM- 4:00 PM

This workshop is for parents only. Optic nerve hypoplasia (ONH) has developed into a leading cause of congenital visual impairment and blindness. Children diagnosed with ONH can also have a variety of functional and anatomic abnormalities of the central nervous system. Children diagnosed with Septo-optic dysplasia (SOD) are also considered to be included in the ONH diagnosis.

Dr. Linda Lawrence, a pediatric ophthalmologist, will share about medical implications in the morning. Linda Hagood, author of "Better Together," will lead the afternoon session focusing on intervention strategies at home.

Lunch and breaks will be provided.

Registration fee: $25

For information or to register go to www.events.SignUp4.com/ONHParent

Target audience: Parents and other caregivers.
**IDEAL Partners: Quality Education for Your Child with Sensory Impairments**  
**January 25-26, 2014, James C. Durkel Conference Center, Austin, Texas**

ARD, IEP, FAPE, PLAAFP, FVE, LMA.....Can you speak the language of special education? When your child has a visual impairment there is a lot to learn, not only about visual impairments, but also about special education law, rules and regulations and how you as a parent can best advocate for your child within this system.

Join us for this special weekend workshop. Learn how to become the "ideal" partner with your educational team in creating the programming your child with visual impairments needs.

- Become better acquainted with special education terms and meanings
- Understand the unique needs of children with visual impairments
- Discover strategies that lead to positive outcomes for your child’s education
- Build confidence in your role as a member of your educational team

For more information or to register go to [http://events.SignUp4.com/IDEAL](http://events.SignUp4.com/IDEAL)

**Mentor Center**  
**February 9-11, 2014, James C. Durkel Conference Center, Austin, TX**

For information about this event go to page 31.

**Transition Planning for Students with Multiple Disabilities**  
**April 4-6, 2014**

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

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

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

Mentor Center
April 27-29, 2014, James C. Durkel Conference Center, Austin, TX
For information about this event go to page 31.

2014 LID Active Learning Conference
June 19-20, 2014, James C. Durkel Conference Center, Austin, TX
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. This year’s conference will delve deeper into Active Learning theory and ways to implement this approach for those individuals who have been able to participate in the introductory level events of the past three years. For more information go to http://www.tsbvi.edu/outreach/3369-workshops-and-conferences.
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 sample list of workshops we can bring to your region is included on pages 32-40. 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/component/chronoforms/?chronoform=otr-training-request. 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 Child Count
- 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
- STAAR, STAAR-M, STAAR-Alt for Students with Visual Impairments
- Technology (both high and low tech including screen readers, iPad, JAWS, Tiger embosser, and other technology devices and software)
- Vision Conditions
- And TSBVI curriculum products!
Deafblindness and Visual and Multiple Impairments

Accessing Literacy Experiences with Switch Accessible PowerPoint Talking Books for Students with Deafblindness or Visual and Multiple Impairment
Presenter: Holly Cooper, Deafblind Consultant, TSBVI Outreach Programs
Learn how to make simple computer based photo albums, stories, or language experience books which can be accessed by a switch. Methods for inserting photos, sounds and speech will be included. We will discuss customizing colors and font size to meet the needs and abilities of the student. Participants should bring digital photos on a flash drive or have them available in a web-based storage site (the cloud).
Audience: Teachers of Students who are Deaf and Hard of Hearing, Teachers of Students with Visual Impairments, Special Education Staff, and Parents
Length of training: 1-3 day

Appropriate Learning Approaches for Students with Visual and Multiple Impairments or Deafblindness Under the Developmental Age of Three
Presenters: TSBVI Outreach Programs Staff
Students under the developmental age of 3 years (no matter their chronological age) face unique challenges to learning. This workshop provides an overview of evidence-based approaches suggested by van Dijk’s approach, Active Learning Theory and the work of Barbara Miles. This presentation includes assessment strategies, development of IEP goals, tracking student progress, and use of the five phases of educational treatment and perceptualizing equipment as described by Dr. Lilli Nielsen, and interaction and bonding.
Audience: Teachers of Students who are Deaf and Hard of Hearing, Teachers of Students with Visual Impairments, Special Education Staff, and Parents

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

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**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

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**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
Fun and Fabulous Technology for Students with Deafblindness or Visual and Multiple Impairments

Presenter: Holly Cooper, Deafblind Consultant, TSBVI Outreach Programs

We will discuss and explore technology that provides access to communication and early literacy, recreation and leisure activities, and activities of daily living for students with visual impairment and additional disabilities. Switch activated toys, appliances, adapted devices, computer activities and games, and iPad apps will be discussed.

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

Length of training: 1/2 day

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 Students who are Deaf and Hard of Hearing, Teachers of Students with Visual Impairments, Occupational Therapists, Physical Therapists, and Special Education Staff (limit of 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 Students who are 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 & 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 and mobility specialists, and Family Members

Length of Training: 1 day

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

**Presenters: Gigi Newton & 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 and 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 & 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 Students who are Deaf and Hard of Hearing, Certified Orientation and mobility specialists, and Family Members

Length of Training: 1 day
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 students with visual impairments, 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).

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
MacOS Accessibility: Introduction to Using VoiceOver Built-in Screen Reader Application  
Presenter: Patrick van Geem, Technology Consultant, TSBVI Outreach Programs  
As MacOS computers become more popular with students, the demand for accessibility using these computers also increases. This training is for all who are interested in learning the basics of the screen reading application, VoiceOver. VoiceOver screen reader is available (free) because it is embedded within the Mac operating system (MacOS).  
Audience: Students (with visual impairments) and Teachers of Students with Visual Impairments  
Length of Training: 1 day  

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.  
Audience: Teachers of Students with Visual Impairments  
Length of Training: 1 day (Hosts will need to provide a computer lab setting.)  

Teaching Mathematics to Students with Visual Impairments (Early Childhood thru 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, paraprofessionals, family and student. This workshop includes 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-grade12) 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 STAAR test items at the 3rd, 4th, 5th, 6th, 7th, 8th, Algebra 1, Geometry, and Algebra 2 levels.  
Audience: Teachers of Students with Visual Impairments, Math Teachers, Paraprofessionals working with students with visual impairments, and Parents.  
Length of Training: 1 day for either Early Childhood/Elementary OR Middle/High School presentations. Two (2) days are required to cover both portions (early childhood thru high school.)  

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 student with visual impairments 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 and 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 O&M Services for Your Students

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

We do it all the time—make recommendations on the amount of 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 2012 Michigan Severity Rating Scales (for O&M) – or be introduced to the new Texas Revised Rating Scales, if they are ready to use. Ruth Ann Marsh will help you learn how this process works and get you started applying it to your caseload.

Audience: Certified 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 and 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 and 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 and Mobility Specialists

Length of training: 1 day

The New TAPS Curriculum

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

The new TAPS (Teaching Age-Appropriate Purposeful Skills) Curriculum is now available from the TSBVI Curriculum department. This workshop for orientation and mobility specialists who serve students ages 3 thru 21 who may also have other impairments, provides an overview to the new features of this document. This curriculum includes goals, objectives, and teaching strategies as well as functional mobility tasks, for the following environments: home/living, campus, residential, commercial and public transportation, as well as an ambulatory devices section. The four-part set also includes extensive appendices containing a wide range of O&M related topics and a supplement that details street crossing strategies.

Audience: Certified Orientation and Mobility Specialists

Length of training: ½ - 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 Teachers of Student with Visual Impairments and Certified Orientation and Mobility Specialists
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

MacOS Accessibility-Introduction on Using VoiceOver-The Built-in Screen Reader Application
Presenters: Patrick Van Geem, Technology Consultant, TSBVI Outreach Programs
As MacOS computer become more popular with students, the demand for accessibility using these computers also increases. This 6 hour training is for all who are interested in learning the basics of the screen reading application, VoiceOver. VoiceOver screen reader is available (free) because it is embedded within the Mac operating system (MacOS).
Target Audience: Educational Staff and Students
Length of Training: ½-1day
Using Screen Readers for PC and Mac (Beginning Level)
Presenters: Patrick Van Geem, Technology Consultant, 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 Screen Readers for PC (Advanced Level)
Presenters: Patrick Van Geem, Technology Consultant, 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 workshop 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 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 Teachers of Student with Visual Impairments/Certified Orientation and Mobility Specialists 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 student with visual impairments. 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 and Mobility Specialists, DARS-DBS Staff, Transition Specialists, 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 and Mobility Specialists, DARS-DBS Staff, Diagnosticians, Transition Consultants, 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.
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 students with visual impairments (teachers of student with visual impairments and certified orientation and mobility specialists), 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: Certified Orientation and Mobility Specialists, Teachers of Student with Visual Impairments, ECI professionals, parents
Length of Training: 1 day

Cortical Visual Impairments: Assessment to Instruction
Presenters: TSBVI Outreach Staff
Cortical Visual Impairment (CVI) is one of a few visual impairments which can be improved if not corrected by early assessment and intervention. This workshop explains the assessment protocol developed by Dr. Christine Roman-Lantzy and offers strategies for intervention.

Audience: Teacher of Students with Visual Impairment, Certified Orientation and Mobility Specialists, and parents.
Length of Training: 1-2 days

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 Teachers of Student with Visual Impairments, Certified Orientation and Mobility Specialists, 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

When You Have a Visually Impaired Student in Your Classroom  
**Presenters: TSBVI Outreach Programs Consultants**

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

Audience: General Education Teachers, Special Education Teachers, Administrators, Parents and Paraprofessionals working with students who are visually impaired; Teachers of Students with Visual Impairments and Certified Orientation and 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.
### TSBVI Webinars at a Glance

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Facilitator(s)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 24, 2013</td>
<td>3:00-4:00 PM</td>
<td>Kate Hurst</td>
<td>Active Learning Study Group</td>
</tr>
<tr>
<td>October 3, 2013</td>
<td>11AM-12PM</td>
<td>KC Dignan</td>
<td>Administrator/Supervisor Webinar #1: Evaluating VI Professionals</td>
</tr>
<tr>
<td>October 22, 2013</td>
<td>3:00-4:00 PM</td>
<td>Kate Hurst</td>
<td>Active Learning Study Group</td>
</tr>
<tr>
<td>October 24, 2013</td>
<td>3:00-4:00 PM</td>
<td>Ruth Ann Marsh</td>
<td>O&amp;M Study Group on TAPS</td>
</tr>
<tr>
<td>November 12, 2013</td>
<td>3:00-4:00 PM</td>
<td>KC Dignan</td>
<td>Administrator/Supervisor Webinar #1: Evaluating VI Professionals</td>
</tr>
<tr>
<td>November 14, 2013</td>
<td>3:00-4:00 PM</td>
<td>Ruth Ann Marsh</td>
<td>O&amp;M Study Group on TAPS</td>
</tr>
<tr>
<td>November 19, 2013</td>
<td>3:00-4:00 PM</td>
<td>Kate Hurst</td>
<td>Active Learning Study Group</td>
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<tr>
<td>January 21, 2014</td>
<td>3:00-4:00 PM</td>
<td>Kate Hurst</td>
<td>Active Learning Study Group</td>
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<td>January 23, 2014</td>
<td>3:00-4:00 PM</td>
<td>Ruth Ann Marsh</td>
<td>O&amp;M Study Group on TAPS</td>
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<tr>
<td>February 6, 2014</td>
<td>11 AM-12 PM</td>
<td>KC Dignan</td>
<td>Administrator/Supervisor Webinar #2: Expanded Core Curriculum</td>
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<td>February 18, 2014</td>
<td>3:00-4:00 PM</td>
<td>Kate Hurst</td>
<td>Active Learning Study Group</td>
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<tr>
<td>February 20, 2014</td>
<td>3:00-4:00 PM</td>
<td>Ruth Ann Marsh</td>
<td>O&amp;M Study Group on TAPS</td>
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<tr>
<td>February 25, 2014</td>
<td>3:00-4:00 PM</td>
<td>Pat van Geem</td>
<td>Accessible Science</td>
</tr>
<tr>
<td>April 8, 2014</td>
<td>3:00-4:00 PM</td>
<td>KC Dignan</td>
<td>Administrator/Supervisor Webinar #2: Expanded Core Curriculum</td>
</tr>
<tr>
<td>April 17, 2014</td>
<td>3:00-4:00 PM</td>
<td>Ruth Ann Marsh</td>
<td>O&amp;M Study Group on TAPS</td>
</tr>
<tr>
<td>April 22, 2014</td>
<td>3:00-4:00 PM</td>
<td>Kate Hurst</td>
<td>Active Learning Study Group</td>
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## TSBVI Workshops & Conferences at a Glance

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Sponsor</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 12-16, 2013</td>
<td>Durkel Conference Center</td>
<td>Outreach Programs</td>
<td>Braille Boot Camp</td>
</tr>
<tr>
<td>September 19, 2013</td>
<td>Durkel Conference Center</td>
<td>Outreach Programs</td>
<td>How to Involve Parents in Meaningful Transition Planning</td>
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<tr>
<td>October 11-13, 2013</td>
<td>Camp Jon Marc, Meridian, TX</td>
<td>DBMAT</td>
<td>Deaf-Blind Multihandicapped Association of Texas Family Conference</td>
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<tr>
<td>October 20-22, 2013</td>
<td>Durkel Conference Center</td>
<td>Outreach Programs</td>
<td>Mentor Center</td>
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<tr>
<td>October 25-26, 2013</td>
<td>James C. Durkel Conference Center</td>
<td>Texas Deafblind Outreach Programs</td>
<td>Introduction to the Intervener Team Model.</td>
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<tr>
<td>November 1-3, 2013</td>
<td>Camp Allen Navasota, TX</td>
<td>Texas Chargers</td>
<td>7th Annual Texas Chargers Family Retreat</td>
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<tr>
<td>December 13-14, 2013</td>
<td>Durkel Conference Center</td>
<td>Outreach Programs</td>
<td>Mentor Training</td>
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<tr>
<td>January 8-10, 2014</td>
<td>James C. Durkel Conference Center</td>
<td>Outreach Programs</td>
<td>Literacy, Nemeth and Tactile Graphics Braille Production Training</td>
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<tr>
<td>January 10, 2014</td>
<td>James C. Durkel Conference Center</td>
<td>Outreach Programs</td>
<td>Optic Nerve Hypoplasia/Septo-Optic Hypoplasia: Medical and Programming Intervention Strategies</td>
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<tr>
<td>January 11, 2014</td>
<td>James C. Durkel Conference Center</td>
<td>Outreach Programs</td>
<td>Optic Nerve Hypoplasia/Septo-Optic Hypoplasia: Medical and Home Intervention Strategies</td>
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<tr>
<td>January 25-26, 2014</td>
<td>James C. Durkel Conference Center</td>
<td>Outreach Programs</td>
<td>IDEAL Partners: Quality Education for Your Child with Sensory Impairments</td>
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<tr>
<td>February 9-11, 2014</td>
<td>Durkel Conference Center</td>
<td>Outreach Programs</td>
<td>Mentor Center</td>
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<td>April 4-6, 2014</td>
<td>Durkel Conference Center</td>
<td>Outreach Programs</td>
<td>Transition Planning for Students with Multiple Disabilities</td>
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<tr>
<td>April 27-29, 2014</td>
<td>Durkel Conference Center</td>
<td>Outreach Programs</td>
<td>Mentor Center</td>
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<tr>
<td>June 19-20, 2014</td>
<td>James C. Durkel Conference Center</td>
<td>Outreach Programs</td>
<td>Active Learning Conference</td>
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## TSBVI TETN Schedule at a Glance

<table>
<thead>
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<th>Title</th>
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<tbody>
<tr>
<td>August 29, 2013</td>
<td>20432</td>
<td>3:15-4:00 PM</td>
<td>Changes in the APH Materials Ordering Process</td>
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<tr>
<td>September 9, 2013</td>
<td>20766</td>
<td>8:00-9:00 AM</td>
<td>CVI Study Group</td>
</tr>
<tr>
<td>September 26, 2013</td>
<td>20435</td>
<td>2:30-4:00 PM</td>
<td>Strategies for Teaching Students with Visual Impairments</td>
</tr>
<tr>
<td>September 30, 2013</td>
<td>20436</td>
<td>2:30-4:00 PM</td>
<td>O&amp;M Evaluations for Everyone</td>
</tr>
<tr>
<td>October 7, 2013</td>
<td>20767</td>
<td>8:00-9:00 AM</td>
<td>CVI Study Group</td>
</tr>
<tr>
<td>October 31, 2013</td>
<td>21243</td>
<td>1:15-2:15 PM</td>
<td>Changes in the VI Registration and Deafblind Child Count Process</td>
</tr>
<tr>
<td>October 17, 2013</td>
<td>20437</td>
<td>2:30-4:00 PM</td>
<td>Braille Formats: Principles of Print-to-Braille Transcription, 2011</td>
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<tr>
<td>November 11, 2013</td>
<td>20768</td>
<td>8:00-9:00 AM</td>
<td>CVI Study Group</td>
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<tr>
<td>November 21, 2013</td>
<td>20438</td>
<td>3:00-4:00 PM</td>
<td>From the Annual Meeting: What Products are New at APH?</td>
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<td>December 9, 2013</td>
<td>20769</td>
<td>8:00-9:00 AM</td>
<td>CVI Study Group</td>
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<tr>
<td>December 12, 2013</td>
<td>20439</td>
<td>2:30-4:00 PM</td>
<td>Employment Challenges and Legal Options</td>
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<tr>
<td>January 13, 2014</td>
<td>20770</td>
<td>8:00-9:00 AM</td>
<td>CVI Study Group</td>
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<tr>
<td>January 30, 2014</td>
<td>20440</td>
<td>2:30-4:00 PM</td>
<td>Instructional Approaches for VI Students Under the Developmental Age of 3</td>
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<tr>
<td>February 13, 2014</td>
<td>20675</td>
<td>3:00-4:30 PM</td>
<td>Key Things that Professionals Should Share with Parents about Transition</td>
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<tr>
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<td>20771</td>
<td>8:00-9:00 AM</td>
<td>CVI Study Group</td>
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<tr>
<td>February 27, 2014</td>
<td>20441</td>
<td>2:30-4:00 PM</td>
<td>Sexuality Education for the Student with Deafblindness</td>
</tr>
<tr>
<td>March 17, 2014</td>
<td>20772</td>
<td>8:00-9:00 AM</td>
<td>CVI Study Group</td>
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<tr>
<td>March 27, 2014</td>
<td>20442</td>
<td>2:30-4:00 PM</td>
<td>O&amp;M for Students with Deafblindness who Use Assistive Listening Devices</td>
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<tr>
<td>April 14, 2014</td>
<td>20773</td>
<td>8:00-9:00 AM</td>
<td>CVI Study Group</td>
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<tr>
<td>April 24, 2014</td>
<td>20443</td>
<td>2:30-4:00 PM</td>
<td>Stories of Success after Graduation</td>
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<tr>
<td>May 12, 2014</td>
<td>20774</td>
<td>8:00-9:00 AM</td>
<td>CVI Study Group</td>
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<tr>
<td>May 22, 2014</td>
<td>20444</td>
<td>2:30-4:00 PM</td>
<td>Braille Music and Overview</td>
</tr>
</tbody>
</table>
Texas School for the Blind & Visually Impaired
Outreach Programs

Figure 22 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.

Figure 23 OSEP’s IDEA logo