GITWL New Orleans FINAL PRESENTATION LIST (Tentative Agenda)
December 6-9, 2017

POSTER SESSIONS		
Presenters	Title	Description
Melody Furze, CTVI, NMSBVI, Washington Co-presenter: Jessica Mount Matney, CCC-SLP	*A story for each of us: Adapting Literacy for Every Child*	A story for each of us: Adapting literacy for every child will showcase three different literacy adaptations for children of different visual and sensory abilities. We use new technologies and classic intervention strategies to bring stories to life for our early childhood population.
Charlotte Cushman Co-presenter: Cyral Miller	*Sharing our Paths: Building a Community of Practice on Paths to Literacy*	
Rachel Schles, University of Pittsburgh	*Adapting a Higher Education Statistics Course for a Braille Reader and Perspectives on Expanded Core Curriculum Skills Needed for Success*	This session shares the experiences of an adult graduate student (who is totally blind and for whom English is not his first language) and the TVI (a PhD student at the same university) hired to adapt the course material for an introductory statistics course and tutor the student. Discussion will be split between how the statistics course material was made accessible to the student including examples of tactile graphics and other skills taught, and a review of the foundational ECC skills needed to access the college environment and factors which may contribute to success in higher education.
Cathy Senfth-Graves, American Printing House for the Blind Co-presenters: Jo Ellen Croft, Educational Vision Specialist, Arkansas; Fran Dibble, Educational Consultant; Kate Dilworth, Teacher of Students with Visual Impairments, Oregon; Kay Ferrell, Professor (retired),	*The Role and Responsibility of Teachers of Students with Visual Impairments in Curriculum Development: BOP Model*	This poster will highlight the value of teacher involvement in the development of curricula, assessment, instructional materials and procedures. The involvement of teachers of students with visual impairments in planning and writing the Building on Patterns program will provide an example of this recommended involvement

UNC; Mary Filicetti, Teacher of Students with Visual Impairments, Fairfax County Public Schools, Virginia; Cay Holbrook, Professor, ECPS, University of British Columbia; Rebecca Peek, Teacher of Students with Visual Impairments, Virginia; Anna Swenson, Braille Literacy Consultant, Fairfax County, Virginia; Robin Wingell, Teacher of Students with Visual Impairments, California		
Carlton Anne Cook Walker, Manager of Braille Education Programs, National Federation of the Blind	*Bringing Books to Life*	Come explore the National Federation of the Blind (NFB) Braille Enrichment for Literacy and Learning (BELL) Academy, which provides a literacy-rich peer learning environment for blind and low-vision children that integrates Braille reading and writing into meaningful and authentic learning experiences, bringing books to life. Explore the BELL Academy and find out how to get involved with an NFB BELL Academy in your area.
Ann Adkins, Education Specialist, Outreach Program, Texas School for the Blind and Visually Impaired Co-presenter: Sherry Airhart, TVI, Frenship ISD, Frenship, TX	*Aidan's Alternate Path to Literacy and Braille*	This exciting poster session will encourage you to "think outside the box" and explore new ways to provide braille and prebraille instruction to students with visual impairments. TVI Sherry Airhart will show the innovative materials and strategies she has created for her student with ONH on his "path to braille and literacy". You will be energized and amazed at how a non-traditional approach to instruction can make all the difference in a child's life.
Dawn E. Turco, Senior Vice President, Hadley Institute for the Blind and Visually	*Hadley's Braille Instruction Continuum from A-UEB*	What's new at Hadley? Hadley offers braille instruction through distance education to learners 14+ years of age, worldwide. Beginners through experienced braille users, be

Impaired Co-presenters: Donna Hernandez, Instructor, Hadley Institute; Jennifer Ottowitz, Instructor, Hadley		they tactile learners, sighted family members or service providers, will find a selection of learning opportunities to choose from, many free of charge. This poster session presents Hadley's braille instructional continuum, from A – UEB including exciting new offerings!
Adam Wilton, Manager, Provincial Resource Centre for the Visually Impaired (PRCVI), Vancouver, BC, CANADA Co-presenters: Ellen Hsieh, Outreach Coordinator, PRCVI Jennifer Jesso, Outreach Coordinator, PRCVI	*Making Coding Accessible and Fun for Students with Visual Impairments*	This poster will outline several provincial initiatives aimed at making early coding curricula accessible and engaging for students with visual impairments. Strategies and tools for promoting early coding skills are reviewed, as well as curricular connections to areas of the ECC.
Gerald Abner, University of Kentucky	*Customized Literacy for Students with Visual Impairments*	This poster session allows opportunities to explore a variety of activities that focus on modifications to the curriculum for all students with visual impairments. Students enrolled in the Teacher Preparation Program for Visual Impairments at the University of Kentucky will display projects they completed as part of their course work assignments while enrolled in Visual Impairments and Multiple Disabilities and Methods for Teaching Students with Visual Impairments.
WORKSHOPS (1 hour)		
Presenters	Title	Description
Gwyneth McCormack, Director, Positive Eye, Ltd., Lancashire, UK	*The "Marketness of a Market" with a bucket, a box and a basket!*	Creative ideas and inspiration will be based around three core items which you may find in a market – a bucket, a box and a basket, with a specific focus on building the concepts around a fish, flower and vegetable market all linked to the emergent stages of literacy development. A rich variety of practical strategies, ideas and suggestions will be shared in this fun, interactive session with many 'ready to go' ideas for the professional to take away with them!
Gillian Pilcher, TVI, Fairfax	*Oreo Reading: Teaching Braille*	This presentation shares a technique of teaching braille to

County Public Schools, Virginia	*to Students with Multiple Disabilities*	students with other disabilities using a combination of Diane Wormsley's I-M-Able approach and an adapted project-based learning approach.
Naomi Welborn, Teacher Consultant-Visual Impairments, Oakland Schools, Michigan co-presenter: Amy McDonald-Lamiman	*Let's Create Powerpoint Books*	Learn how to make electronic books for students with low vision with multiple impairments including cortical visual impairment. Together, we will collaborate while guiding you through the steps of how to create your own electronic book library, which can support student access to literature and the curriculum. We encourage you to bring a laptop, or tablet that has Keynote or Powerpoint on it and ideas to share in the creation of a collaborative book. We will share different examples of books that we have created for our students and make a brand new one to start your own library!
Anna Swenson, Fairfax County Public Schools, Virginia	*Worksheet Wizardry: Adapting Print Materials for Braille Readers in Kindergarten and the Early Grades*	Adapting highly visual classroom materials for braille readers in kindergarten and the early grades requires knowledge of the braille code and formatting, a toolbox of resources, and a hefty dash of creativity. This presentation will offer an overview of BANA's basic guidelines for formatting transcribed materials, followed by practical suggestions for adapting print worksheets and other activities so that young children can complete them efficiently and independently.
Krystal Guillory, Teacher of the Blind and Visually Impaired, Louisiana Co-presenter: Paige Morra, TVI	*Braille, Braille, Everywhere!*	Braille, Braille, Everywhere! Learn how to incorporate braille throughout your students' environments and motivate them to want to use the braille.
Julie Unatin, Oakland School, Michigan	*Signed and Delivered: Providing Creative, Unique Strategies for Teaching Braille to the DHH Student, A Collaborative Approach*	Students with who are both DHH and visually impaired provide unique challenges to providing creative, innovative ways to teach braille reading and writing. This session will focus on strategies that will enhance instruction with this population. There will also be video of students during individual braille instruction within the DHH classroom. Participants will gain insight into the development of a

		collaborative approach between the DHH teacher and the TVI, which benefits the student and provides for more meaningful rich learning.
Katherine Flick, Teacher of the Visually Impaired, Maryland Co-presenter: Michelle Horseman, TVI	*From Assessment to Instruction: An Overview of Literacy Assessment Tools for Dual Media Learners and How Assessment Guides Instruction*	This session will provide an overview of literacy assessments and benefits of select tools for use with dual media learners with and without multiple disabilities. Examples of assessments and how to use results from various reading and writing assessments to guide classroom instruction and Individualized Education Plans will be shared via methods such as videos, pictures, and sample goals and/or accommodations and supplementary aids. The session will conclude with opportunities for participants to explore and trial materials that can be used for instruction as the result of assessment with dual media learners with and without multiple disabilities.
Kristen Sims, Teacher of Blind Students, Ouachita Parish School System, Louisiana Co-presenter: Krystal Guillory, TVI	*Numeracy in the General Education Setting*	Teach blind students concepts in math by creating accessible formats using Nemeth Code in the Common Core arena. We will explore the use of manipulatives, tactile graphics, and more to help you teach mathematical concepts to students in the general education setting.
Tina Bjork, Advisor in Visual Impairment, Resource Center Vision, National Agency for Special Needs Education and Schools, Stockholm, Sweden	*Organizing an Inclusive Educational Setting*	This practice-oriented presentation will focus on teaching literacy to a gifted blind student and her sighted classmates, during six years in elementary school. In subjects like arts, Swedish, mathematics and drama, many of the students worked both tactually and verbally. The two teachers had worked out strategies for switching roles and for grouping students according to areas of study. During the presentation, fun activities to inspire positive tactual experiences will be shared. Individualized instructions to increase proficiency e.g. in braille and O & M will be highlighted.
Linda Hagood, Speech Language Pathologist, National	*Writing CAN Be Child's Play: Co-creating Stories with*	A play-based model for teaching social communication skills through collaborative story writing and drama activities will

Leadership Consortium in Sensory Disabilities, Portland State University/Washington State School for the Blind	*Individuals who have Visual Impairment and Autism*	be presented through the use of videotaped and written samples. The model is appropriate for students of all ages with visual impairment and additional disabilities including autism, with language skills ranging from single words to conversational speech.
Nicole Johnson, Assistant Professor, Kutztown University, Pennsylvania Co-presenter: Kathleen Stanfa	*Strategies to Develop Literacy Skills in Children who have Visual Impairments and Additional Disabilities*	This presentation will review evidence-based strategies to build literacy skills in Children who have Visual Impairments and Additional Disabilities. Various hands on activities and ideas for instruction will be shown. The importance of ongoing literacy assessment and progress monitoring will be discussed.
Olaya Landa-Vialard, Assistant Professor Low Vision and Blindness, Illinois State University Co-presenters: Kathryn Botsford, Mark Richert	*Issues with Legislating the Use of a Single Assessment to Determine Learning Media*	Literacy decisions for students with visual impairments are guided by the IDEA. Issues with states legislating the use of one test where teachers are given instructions counter to the provisions of IDEA, which mandates that children receive their IEP or 504 accommodations when taking tests is alarming. This session will review the assessment provisions guaranteed in the IDEA and compare those to what states are legislating as a mandate on the use of a single test that denies students their rights to use their classroom and testing accommodations. Presenters will discuss measures being taken to advocate for appropriate LMAs.
Charlotte Cushman, Education Resource Manager, Perkins School for the Blind, Massachusetts Co-presenter: Cyral Miller, Director of Outreach, Texas School for the Blind and Visually Impaired	*What's New on Paths to Literacy?*	Find out about the latest updates on the Paths to Literacy website! We have been busy organizing and adding new information to make it easier to find what you're looking for. We'll show you our new sections on CVI, O & M, and Deafblindness, as well as other new features of the site. Learn how you can be an active member of our community of practice, by sharing your ideas, adding your voice, or participating in our social media platforms. Whether you are learning about the site for the first time or are a long-time visitor, we hope you'll join us!
Sheena Manuel, Outreach	*Natural Order of Contractions*	Do you believe a student can master grade level reading using

Specialist, Louisiana Tech University: Professional Development and Research Institute on Blindness Co-presenter: Casey Robertson, Instructor, Louisiana Tech University: Professional Development and Research Institute on Blindness	*(NOC): Braille in a Year!*	the braille code in a year? Join us for an insightful look at teaching the Braille Code using Natural Order of Contractions.
Susan Sullivan, CVI Project Leader, American Printing House for the Blind, Kentucky	*CVI: How a Learning Media Assessment Will Help*	This presentation will address how Cerebral/Cortical Visual Impairment (CVI) affects learning to read and write. The diagnosis of CVI presents individualized challenges in literacy beginning with emergent skills and continuing with access to academics. We will explore why a learning media assessment is a necessity as well as share strategies for teachers and learners based on the information obtained.
Jerri Young, Assistive Technology Teacher, TVI, New Mexico School for the Blind and Visually Impaired Co-presenters: Datha Peters, TVI Michelle Chacon, TVI, COMS	*Literacy in the Workplace: Helping Students Become Successful*	Connecting literacy by arming students with the language of employment and preparing students for their future success. Useful activities that help develop and build on the necessary skills for achieving employment.
Stephanie Herlich, Teacher of the Visually Impaired/Orientation and Mobility Specialist	*Supporting Braille Instruction Through Play: Concept Development to UEB*	Play and literacy go hand in hand. Why are stringing beads important for a visually impaired child? What is a kindergartner learning when he is playing "Memory" with a friend? Play is an essential component to early literacy and can promote literacy throughout education. This workshop will demonstrate a variety of toys and manipulatives that are all paths to literacy. Come play with us and see how to use the Mangold Basic Braille Program Units 1-3 with an infusion of toys and games that support literacy and braille instruction.
Maria Elingsson, Advisor in	*Writing About Things You*	This research-based presentation will focus on analysis of

Special Needs Education, The National Agency of Special Needs Education and Schools in Sweden, Stockholm, Sweden	*Cannot See: Descriptive Language in Narrative Texts Produced by Students with Blindness*	narrative texts, written by Swedish students with blindness in grade 6 and 9, as part of the national tests in Swedish. The analysis puts emphasis on different aspects of quality in narrative texts and the use of descriptive words and phrases. The presentation contains reflections on challenges in teaching narrative writing and assessing student texts with consideration of all senses in descriptive language when developing literacy.
George Thompson, Instructor, Louisiana School for the Visually Impaired	*Leveraging Classroom Computer Technology for Literacy for Students with Visual Impairments*	Leveraging Classroom Computer Technology for Literacy: Lessons and techniques learned from teaching computer literacy to the visually impaired will be examined that enable and promote literacy using the computer as a tool.
Joy Carriger, Media Specialist, Florida School for the Deaf and the Blind co-presenters: Nancy Berger, Braille Specialist, FSDB Elisha Zuaro: Reading Specialist, FSDB Dajuana Prater: Assistive Technology Specialist, FSDB	*Mobile Learning and Literacy*	This presentation will share the benefits of mobile learning and how to incorporate the accessibility features to enhance literacy skills for individuals who are blind or visually impaired in an educational setting. Participants will experience the power of mobile learning tools through creation, collaboration, presentation, effective communication and connectivity. This session will explore the implications of mobile learning in our students' lives and begin building the skills necessary to facilitate the integration in any learning environment. Participants will investigate a variety of learning apps that promote literacy and student engagement.
Donna McNear	*Teaching Literacy and Working SMART: 40 Instructional Strategies in 60 Minutes*	These 40 instructional strategies provide teachers with easily implementable methods to teach literacy skills to all students with visual impairments and achieve student results. Delivering instruction is emphasized with strategies, such as increasing frequency and variety of learning tasks, organizing the physical environment, using procedures and routines, prompting, and collecting data. The instructional strategies are inclusive of students who are blind, low vision, and with additional disabilities…all ages are included and information is applicable to all service delivery models.

Donna McNear	*Evaluating Literacy and Working SMART: 40 Evaluation Strategies in 60 Minutes*	These 40 evaluation strategies provide teachers with easily implementable methods to conduct evaluations in literacy skills to all students with visual impairments. Ideas and strategies in the areas of interpreting medical information, functional vision, reading/viewing/tactile efficiency, interpreting visual/tactile images, written communication, listening levels, academic achievement, and application in the expanded core curriculum will be shared. The evaluation strategies are inclusive of students who are blind, low vision, and with additional disabilities and focus on all learning modes. The information is applicable to all ages and all service delivery models.
Penny Rosenblum, University of Arizona Co-presenter: Tina Herzberg, University of South Carolina Upstate	*Perspectives of Four Dual Media Learners, Their TVIs and Their Parents*	Four youth who were dual media learners, his/her parent, and his/her TVI participated in an individual interview. Then, the three were interviewed together. During this session the presenters will introduce you to the four youth and what was learned about each including how the decision was made for the youth to begin learning braille; instructional strategies used in braille instruction; how braille was infused into school, home and the community; the role of motivation; and how the educational team worked together to support the students' acquisition of braille literacy skills.
Penny Rosenblum, University of Arizona Co-presenter: Carole Beal, University of Florida	*Reading and Understanding Graphics: How TVIs Support Students' Graphic Literacy Skills*	Being efficient with information presented in graphics enables students to be more successful in academic subjects. We will share insights from TVIs who participated in a research study to learn about their experiences working with students with visual impairments who were gathering information from graphics (e.g., bar graphs, maps). Eleven TVIs participated in a focus group and 10 were also provided 12 pages that each contained a middle school math problem that relied on information in a graphic. We will share strategies the TVIs identified for supporting students in understanding information presented in graphics. Our project's iPad app and

		materials will be demonstrated.
Annette Hallenberger, Landesfoerderzentrum Sehen, Schleswig, Germany Co-presenter: Sabine Haessler-Hahm, Landesfoerderzentrum Sehen, Schleswig, Germany	*Parents as Cooperation Partners in the Progress of Literacy, Especially in Inclusive Settings*	When it comes to learning to read, parents can be important partners with their children and provide profitable support. The process and challenges of teaching blind and visually impaired children to read is imparted on the parents during parent seminars. The essential elements of these seminars include: 1) Practical instructions dealing with texts, 2) The introduction of different materials and games, and 3) Self-awareness during simulation. The use of auxiliary equipment for the visually impaired, especially the blind, is also tested during the framework of the parent seminars. In the workshop, practical examples from the work with the parents will be given.
BJ Epstein, Project Manager, Lighthouse for the Blind and Visually Impaired, California	*The Language of Lines: Tactile Graphicacy*	In addition to braille and computer literacy, students need a firm foundation in tactile graphics literacy, or graphicacy. The ability to read charts, graphs, diagrams, maps, and more leads to success in education and daily life, in independent living skills, wayfinding, transportation, and employment. We will discuss first hand experiences as both designers and end users of tactile graphics. We will present best practices of the competencies students need for tactile literacy as well as the skills designers need to create excellent tactile graphics.
Mackenzie Saviano, Assistant Professor of Practice, University of Nebraska, Lincoln Co-presenter: Michael Hebert, Assistant Professor, University of Nebraska, Lincoln	*Writing Instruction for Students with Visual Impairments: A Teacher Survey*	A survey of TVIs was conducted to better understand how writing instruction is provided to students with visual impairments. The survey asked questions about adaptations and accommodations, preparation to teach writing, beliefs/expectations related to the writing of students with VI, and collaboration with general education teachers. The results of the survey shed light on how writing instruction is provided and ways to improve writing instruction for our students.
Jennifer Gilmore, Mississippi State University	*Assessing the Impact of Accelerated Reader on Reading*	This research study provided a more in depth look at the Direct Instruction program, SRA Reading Mastery Signature

	Fluency and Comprehension of First Graders	Edition, and the individualized reading program, Accelerated Reader and the impact that these programs had on student achievement in the area of reading fluency and comprehension for students who have a learning disability. Determining the effectiveness of these programs, when used together, has the potential to impact choices made in general and special education curriculums. This study can provide valuable insight into the effects of the combination of popular curriculums for students with learning disabilities.
Rachel Schles, University of Pittsburgh	*Uniting Expanded Core Curriculum and Literacy Instruction: Creating Student Portfolio with IEP Goals and Teacher Rubrics*	This session provides a framework for TVIs to use individualized student data to develop and implement ECC and literacy infused instruction. Beginning briefly with resources for conducting functional vision/learning media/expanded core curriculum assessments, participants will then explore sample rubrics and student portfolio activities. Then participants will develop project based learning activities and teacher rubrics for their own students. These activities are designed for students with visual impairments, including those with mild to moderate additional disabilities (grades K-12, with low vision or blindness). This is a follow up to the 2015 GITWL session "Student Portfolios and Project Based Learning."
Eric Guillory, Director of Youth Services, Louisiana Center for the Blind	*A Refreshable Approach to Literacy: iDevices, Braille Displays and Endless Information*	Braille is literacy, and Braille Rocks! Attendees will learn how to maximize student productivity through the pairing of refreshable braille displays and Apple iDevices—using mainstream and specialized apps.
Cathy Senft-Graves, American Printing House for the Blind Co-presenters: Jo Ellen Croft, Fran Dibble, Kate Dilworth, Kay Ferrell, Professor (retired), Mary Filicetti, Cay Holbrook,	*Using Building on Patterns Prekindergarten and BOP Kindergarten to Prepare Braille-Reading Children to Enter School in a Standards-Based Environment*	This presentation will focus on the development of Building On Patterns Prekindergarten and Kindergarten. The importance of preparing young braille reading children for school entry will be discussed and the value of balancing instruction with fun and motivating activities that encourage knowledge, skill and concept development will be highlighted.

Rebecca Peek, Anna Swenson, Robin Wingell,		
Diane Brauner, Manager of Paths to Technology Website, Perkins School for the Blind, Massachusetts	*Creating Accessible iBooks Using iBooks Author*	Students are transitioning to digital classrooms and TVIs need simple, mainstream tools to convert print materials to accessible digital materials. Learn how to create exciting interactive digital books that can include pictures, videos, music, sounds and quizzes. These interactive books can be accessed on the iPad paired with a refreshable braille display. iBooks are for students of all ages and abilities – including academic students, emerging braille readers, and students with CVI/multiple disabilities. Learn how to share your iBooks and to search for other teacher-created iBooks on the Paths to Technology website.
Dawn Wilkinson, Early Childhood Project Leader, American Printing House for the Blind Co-presenter: Diane Brauner, Manager of Paths to Technology website,	*Fun for the Littlest Learners: Braille, Technology and Play*	Most preschool children can experience literacy incidentally through numerous apps and games as part of the learning process. However, for preschoolers who are blind, early technology literacy opportunities are not always accessible. Come see two exciting technology products that promote a level playing field for preschoolers who read braille.
Jeff Killebrew, Science Teacher, New Mexico School for the Blind and Visually Impaired	*(SC)² and Touch Grids: Bridging the Barriers of STEM Literacy*	Louis Braille Touch of Genius Prize winning instructional tools $(SC)^2$ and Touch Grids facilitate STEM literacy by helping students, particularly those with visual impairments, conceptualize and utilize the language and layout of equational and graphical processes. These tools actively engage students in the planning, creating, and building of mathematical equations and graphs found in STEM fields. As a result, students develop higher order thinking and problem-solving skills as they increase their ability to use the language and concepts from STEM fields to understand and develop solutions to a variety of problems.
Paula Conroy, Professor, University of Northern Colorado	*Voices from the Field: Literacy Skills Needed to Access Disability Services for College*	When students with visual impairments enter college they are expected to be able to use accommodations provided by Disability Support Services (DSS) to access course materials.

Co-presenters: Silvia Correa-Torres, Professor, Amber Rundle Kahn, NLCSD Tara Brown-Oglivie, NLCSD	*Students with Visual Impairments*	There are often barriers to accessing these accommodations. In this session, information on literacy accommodations provided by DSS will be shared. Presenters conducted a study exploring perceptions and experiences of students regarding literacy services at their universities. Participants also asked to share information about the instruction they received in high school in preparation for independence in accessing materials at the post secondary level. Results of this study and suggestions for literacy skills necessary for students with visual impairments to learn in high school and transition programs for gaining accessibility in college will be presented.
Helen Stevens, Education and Training Director, Iowa Department for the Blind	*Developing Strong Reading Skills with Adult Braille Learners*	Come learn how to motivate adults to learn braille and stick with it until they become proficient enough that they can use braille as a natural part of their lives. Discuss strategies for engaging students in the learning process and helping them have success and see their progress. Discuss methods for learning the braille code quickly, along with important habits for effective readers to develop from the beginning and bad habits to avoid. Discuss incorporating technology to assist students in learning braille more rapidly and further building braille into their lives.
Helen Stevens, Education and Training Director, Iowa Department for the Blind	*Guiding Students to become Fluid and Efficient Braille Readers*	Come learn how to guide braille-reading students to become strong readers on par with their sighted peers. Review effective reading techniques and strategies and discuss the importance of moving students beyond basic reading skills. Learn how to teach essential reading habits and how to help your students read more quickly. Learn how to incorporate braille more naturally into a student's day and help students become comfortable with braille as a positive part of their lives. Learn how to utilize standard print-learning techniques with blind students to further their braille reading and assist in normalizing braille in the classroom.
Johanna Anand, Educational	*It Takes a Village: Creating and*	Promoting a love for braille literacy is an important role that

Consultant, Michigan Department of Education--Low Incidence Outreach Co-presenter: Julie Unatin, Teacher Consultant Visually Impaired and COMS, Oakland Schools	*Implementing Regional Braille Classes*	adults play in the lives of children. These adults include not only the teacher for the visually impaired, but also the parent, general education teacher and paraprofessional. Teaching braille to the adults who work with students who read braille is crucial in supporting the child's love for literacy. Adults who have the ability read and write braille can promote daily teachable moments for the children they work with and ensure that materials are presented in an appropriate format and timely manner. Participants in this session will learn how regional braille classes work, the format and materials used to teach them and strategies and implementation ideas for creating your own regional braille classes.
Rebecca Coakley Co-presenters: Lynn Langille, Coordinator of Children's Low Vision Project, British Columbia, Canada Trina Britcher	*Comprehensive Outreach Services to Build Literacy in Children with Low Vision*	Providing access to literacy using a comprehensive approach in low vision. Evaluating the "child" proves to be more successful than solely focusing on the "low vision needs of the child". Using a comprehensive approach this presentation will highlight components such as medical, low vision, education, technology, optical devices, social and expanded core curriculum that lead to literacy.
Sheena Manuel, Outreach Specialist, Louisiana Tech University Professional Development and Research Institute on Blindness Co-presenters: Casey Robertson, Janet Bernhardt	*Assessment Toolbox*	Join us to add more assessment tools to your toolbox for blind and low vision students.
Amber Rundle Kahn, NLCSD Fellow, Ph.D. Student, TVI COMS Co-presenter: Paula Conroy, Professor, UNC	*Managing Behavior in Braille Literacy Instruction*	This workshop is deigned to support families and practitioners who support students who struggle with behavior in regards to learning braille. Case studies and practice-based strategies (supported by evidence based interventions) for managing student behaviors in the context of literacy instruction will be shared. There will be a question and answer session.

Meghan Miller, Music Teacher, TVI	*Let's Make Music! Braille Music, Music Literacy and Active Music Making with Your Students with Visual Impairments*	Have you ever wondered how to make music a fun and enriching time for your students with visual impairments? This session will explore Braille Music, Music Literacy, and Active Music Making in the classroom. Using singing, movement, instruments, braille, and more, come have fun and explore the wonderful world of music. Ideas and activities will be given for you to bring back to your classroom. Activities suitable for all ages.
Sarah Stargardt, Oakland Schools, Michigan Co-presenters: Benjamine White	*Don't Judge a Book by its Lack of a Cover*	Have you ever had a student who doesn't have enough vision to read print, and hasn't learned braille? What does literacy look like for that student? How does he read and write? Attend this session to learn creative strategies for reading and writing in non-traditional ways.
Perkie Cannon	*Increasing Literacy for Students with Visual Impairments Through a Regionall Summer Reading Club and Collaborative Partnership*	Developing a love of books and maintaining reading skills over summer vacation is a concern among educators and families of students with visually impairment. This presentation will discuss developing collaborative partnerships with parents, parent organizations, TVIs, COMS, media/library specialists, Bookshare, Learning Ally and state library systems to create a dynamic summer reading program for students with visual impairments (i.e., blind and low vision), ages 5 – 21 years, by 1) increasing access to a variety of materials including braille, refreshable braille, large print, digital texts and/or audio texts and 2) providing age-appropriate motivation for reading.
Karen J. Poppe, Tactile Literacy Project Leader, American Printing House for the Blind	*Room with a View: The Inside Scoop of Using 3D and 2D Maps to Build Spatial Skills*	Room with a View: Map-Reading Concepts and Skills provides an interactive "room" using an assortment of realistic 3D models and 2D raised-line graphics to represent the interior layout of a single room (e.g., bedroom, kitchen, school classroom) or a larger venue (e.g., grocery, library, etc.). The use of a tactile room and related tangibles encourages the development and practice of cognitive mapping skills and spatial understanding by "young architects." The prototype of this exciting new tactile tool, related field test results, and

		expected refinements to its design based on teacher feedback and student outcomes will be shared with the audience.
Loana Mason, Visual Impairment Program Director, New Mexico State University Co-presenter: Kara Hadley, Associate Professor, Metropolitan State University of Denver	*Building a Toolkit for Assessing the Learning Media Needs of Learners with Visual and Multiple Impairments*	This presentation will describe a framework for systematically conducting a thorough LMA on students with visual and multiple impairments. This will involve expanding the traditional definition of literacy to include all forms of communication, providing a hierarchy of pre-reading behaviors and skills, and examining available tools that can be included in the teacher's LMA toolkit for "non-readers" with visual and multiple impairments.
Laura Jones, TVI, CLVT, COMS, Lighthouse for the Blind, St. Louis, MO Jennifer Coy, TVI, CLVT, COMS Lighthouse for the Blind, St. Louis, MO	*Braille Brilliance: Ideas from a Statewide Braille Enrichment Program*	This presentation describes Braille Brilliance, a statewide braille enrichment program for school-age children operated by Lighthouse for the Blind- St. Louis. Aspects of Braille Brilliance include in-home braille tutoring, braille-related group activities, and braille pen pals. The presentation will share lessons and ideas from Braille Brilliance that can be applied by teachers, families, vision rehabilitation professionals, and vision-related agencies/non-profit organizations. Some topics include the needs this program addresses, collaboration with families, ideas for braille-related group activities, effective strategies for braille tutoring, and program cost and funding sources.
Carlton Anne Cook Walker, Manager of Braille Education Programs, National Federation of the Blind	*Bringing Books to Life*	Join us as we share with you the National Federation of the Blind (NFB) Braille Enrichment for Literacy and Learning (BELL) Academy, which provides a literacy-rich peer learning environment for blind and low-vision children that integrates Braille reading and writing into meaningful and authentic learning experiences, bringing books to life. Explore the BELL Academy and find out how to get involved with an NFB BELL Academy in your area.
Frederick Otto, American Printing House for the Blind	*Paths (Literally) to Hand and Sensory Skills*	From tactile movement guides to labyrinths to mazes, there are many ways to build hand skills, self-control, and body

		awareness through patterning. We'll discuss theories and solicit your input about tactile tools that contribute to literacy and learning.
Jennifer Coy, CTVI, CLVY, COMS; Lighthouse for the Blind St. Louis, MO Co-presenter: Ashley Bement, CTVI, CLVT, COMS, Lighthouse for the Blind St. Louis, MO Laura Jones, CTVI, CLVT, COMS Lighthouse for the Blind St. Louis, MO	*Reading Success for Students with Visual Impairments: Research Comparison of Low Vision Devices and Print Sizes*	Determining the best learning medium for students with low vision can be challenging. Many of us have a bias toward regular print, large print, or regular print with low vision devices. This presentation will highlight the importance of the low vision evaluation, instruction in low vision devices, and assessing a child's learning media after he or she is proficient using prescribed devices to determine the most efficient print size and/or device for a student. Emphasis will be placed on research results regarding the comparison of low vision devices and print size. Reading rates and comprehension scores of students using diverse learning media will be shared as well as case studies of a variety of students.
Susan Dalton, CVRT, Association of Vision Rehabilitation Therapists, Illinois Co-presenter: Jennifer Ottowitz, CVRT, Hadley Institute for the Blind and Visually Impaired	*Ready for the Workplace: Communicating Clearly and Prewfing without Goophing*	What you say and how you say it makes a difference when communicating in writing in the workplace and other settings. The wording, tone, formatting and editing of documents, emails and text messages have a positive effect when written well. Developing effective writing skills begins early and continues throughout the lifespan. This presentation will discuss variety of opportunities to increase awareness and develop techniques for better written communication. Additionally, we will identify effective strategies for proofreading documents including special considerations when using a screen reader.
Rebecca Sheffield, Senior Policy Researcher, American Foundation for the Blind Co-presenter Frances Mary D'Andrea, Educational Consultant,	*Getting in Touch with Braille Literacy Data: History and Politics of "the" Braille Reader Statistic*	The number of braille readers in the United States is a potentially powerful indicator for our field. However, this statistic has proven surprisingly difficult for researchers to substantiate and clarify. The presenters will relay findings from their literature search and analysis, including sources from the early 20th century through the present day, leading into a discussion about why this is an issue and what are the

Pennsylvania		policy implications. Discussion questions include: Is braille readership declining? How has the nature of being a "braille reader" changed with the advent of technology? What braille-related projects and research should be funded?
Ann Adkins, Education Specialist, Outreach Program, Texas School for the Blind and Visually Impaired Co-presenters: Sherry Airhart, TVI Frenship ISD, Frenship, TX	*An Alternate Path to Braille and Literacy*	Join us for an exciting session that will encourage you to "think outside the box" and explore new ways to provide braille and prebraille instruction to students. TVI Sherry Airhart will share her innovative materials and strategies that have helped her student with ONH learn many of the literacy skills he will need on his "path to braille". You will be energized and amazed at how a non-traditional approach to instruction can make all the difference in a child's life. Participants will also have an opportunity to examine materials and learn more about this innovative approach during the poster session, "Aidan's Alternate Path to Literacy and Braille"
Ann Adkins, Education Specialist, Outreach Program, Texas School for the Blind and Visually Impaired Co-presenter: Debra Sewell, Curriculum Director, Texas School for the Blind and Visually Impaired	*Developing Tactile Skills to Support Braille Literacy*	Please join this session to examine the skills needed by tactile learners in order to become proficient braille readers. The presenters will provide information on three components of the developmental process, the importance of following a hierarchy of tactile skills within instructional programs, and the relationship of good tactile skills to the acquisition of overall braille literacy. Suggestions and resources for teaching tactile skills will also be included.
Betsy Flener, Assistive Technology and Low Vision Education Specialist, Green River Regional Educational Cooperative, Gowling Green, KY Co-presenter: Joni Nygard Vice President of Attainment Company,	*Communication Strategies for Students with Complex Neds Including Teaching Core Vocabulary*	Creating systems of communication for blind students with complex needs can be extremely challenging. Because of the many accompanying conditions, professionals are often at a loss as to where to begin. This presentation will provide tools and ideas for assisting professionals in developing systems of communication emphasizing core vocabulary for this population. Core vocabulary is at the foundation of social and conversational skills. Participants will learn about strategies including the use of routines, basic experiences, applications with tactile symbols, other applications, communication books,

Augmentative Alternative Communication Specialist		partner assistance, etc. Resources will be provided and case studies will be presented through video.
Betsy Flener, Assistive Technology and Low Vision Education Specialist, Green River Regional Educational Cooperative, Gowling Green, KY Co-presenter: Joni Nygard Vice President of Attainment Company, Augmentative Alternative Communication Specialist	*Go Talk NOW for Students with Visual Impairments*	Developing systems of communication for students with visual and complex needs can be challenging. Participants will learn about the accessibility features of the GoTalk NOW app. You'll learn why this app is a game changer for students who have visual impairments. Information about the use of the app for auditory scanning (including best practices), tactile symbol overlay systems, partner assistance, and direct selection will be shared. Case studies will be presented through the use of video.
Anne Spitz, Teacher of the Visually Impaired, Boston Public Schools	*The Braille Notetaker and the Young Elementary Student: Strategies and Resources*	This session focuses on the successful use of a braille notetaker in the classroom by early to mid elementary students. Through sharing examples of students using a BrailleNote Apex, participants will explore instructional strategies and teaching resources.
Dawn Anderson, Assistant Professor, Western Michigan University Co-presenter: Kim T. Zebehazy, Associate Professor, University of British Columbia, Vancouver, BC, CANADA	*Exploring and Using the New Foundations of Education (3rd edition) Connection Chapters to Promote Literacy Instruction*	This presentation will introduce participants to the new connection chapters in AFB's third edition of Foundations of Education. These chapters provide an overview and quick reference to theories and strategies important across all educational contexts. Discussion will focus on how the chapters can be used to enhance the instruction teachers of students with visual impairments and O&M specialists provide with particular focus on literacy instruction and response to intervention.
Kim Zebehazy, Associate Professor, University of British Columbia, Vancouver, BC, CANADA Co-presenter:	*Math Literacy Through Multi-Modal Means: Using the Body to Support Exploration and Understanding of Mathematical Functions by Students with*	This presentation will share theories and strategies for promoting math literacy of students who are blind or visually impaired using multi-modal methods. Engagement of whole body movement will be an emphasis in the strategies discussed as a means to support understanding of graphical

Susan Gerofsky, Assistant Professor, UBC, Vancouver, BC CANADA	*Visual Impairments*	concepts such as mathematical functions. Video clips of students from research being conducted in this area and participant engagement will be used to illustrate the concept.
Jayma Hawkins, Braille Improvement Manager, American Printing House for the Blind Co-presenter: Rez Milallos, APH Software Developer	*BrailleBlaster: A translation Tool for Everyday Use*	This presentation will demonstrate how teachers, parents and para-professionals can quickly and accurately create daily worksheets, agendas, letters, tests, quizzes and much more in braille using a new FREE braille translation software tool created by APH! We will also demonstrate tools for transcribing textbooks in both UEB and EBAE. We will demonstrate how to easily transcribe all of those hard to format areas of a textbook with the swift click of a key!
Frances Mary D'Andrea, Educational Consultant, Pittsburgh, PA	*"Fingergraphic" Memory: Two Print Readers Learn Braille*	This workshop shares case studies of two bright and motivated low-vision students who are learning to read and write braille: a middle school student with low vision, and a man in his 20s who has experienced sudden vision loss. Individual circumstances have resulted in interesting differences in both instructional methods and in outcomes. Instructional strategies used with both students will be shared and discussed.
Karen Borg, Director, Parent Infant Program for the Blind and Visually Impaired	*ABC's and 123's of Early Literacy for Young Visually Impaired Children*	This workshop will highlight a teacher induction focus on the practical implementation of research-based strategies for developing early literacy in very young children. We will cover development that undergirds literacy, concept development, relationship building, and vision-specific tools and strategies for developing emergent literacy skills.
Adam Wilton, Manager, Provincial Resource Centre for the Visually Impaired (PRCVI), Vancouver, BC, CANADA	*Workload Determination for Itinerant Teachers: Considering Instructional Time for Literacy*	This presentation will outline the results of a study of experts' perceptions of critical factors that determine workload for itinerant teachers of students with visual impairments. Special emphasis will be given to factors related to literacy development for students with visual impairments – the availability of materials in alternate format, specialized assessment, literacy media, etc. Results of the study are

		translated into implications for TSVIs' advocacy toolkit as they work to ensure that students receive appropriate itinerant service levels to address literacy goals.
Cheryl Kamei-Hannan, Professor, California State University	*Get Ready! Set! Go and Take the iBraille Challenge!*	Teach technology and literacy skills together through the iBraille Challenge. In this session, the presenters will share about the research proven mobile app that has motivated students and improved their reading skills. Using this app, students use an iPad and braille display technology to play literacy games. Presenters will demonstrate the app and share the outcomes of our first pilot study.
Cheryl Kamei-Hannan, Professor, California State University Co-presenter: Anne Coyner, Waldorf Teacher, Mable Village, Waldorf	*The Art of Storytelling*	Experience the magic of oral storytelling! In this session, presenters will demonstrate methods that will bring children's literature alive through the use of music, props, and activation of the senses. Presenters will provide attendees with strategies for adapting children's literature to incorporate oral traditions. Presenters also will discuss ways to integrate story telling into literacy lessons. An emphasis will be placed on building language, vocabulary, and comprehension through the art of story telling. Attendees, please bring a sleepshade and be prepared to experience a truly multi-sensory experience!
Yue-Ting Sue, San Francisco State University	*Using Technology to Build Functional and Academic Literacy Skills for Students with Multiple Disabilities*	Assistive technology is often showcased to excel core academics for students who are visually impaired, but what about students who are visually impaired with multiple disabilities? This workshop will present strategies to serve students with a visual impairment and multiple disabilities and showcase three learner personas: a student with pre-literacy needs, a student accessing functional literacy activities, and a student accessing college-bound literacy activities. Participants will be guided through lesson planning focused on inclusion in any level of pre- or advanced literacy activities. This workshop will best benefit Teachers of students with visual impairments, paraprofessionals, classroom teachers, and parents.

Gerald Abner, University of Kentucky	*Hands-on Literacy*	This presentation focuses on strategies to provide students with complex needs and visual impairments opportunities to engage in authentic literacy experiences. Students enrolled in the Teacher Preparation Program for Visual Impairments at the University of Kentucky will share projects they completed as part of their course work while enrolled in Visual Impairments and Multiple Disabilities. Be inspired as students share Story Boxes, Tangible Objects, Talking Books, Pictures Symbols and Tactile Symbol Cards. Ideas will be shared for implementation of reading and writing activities along with the process they went through in making decisions about creating accessible activities.