

**AZ AER Spring 2021 Conference
Prescott, Arizona
May 7-8, 2021**

Presenters and Presentations

Tanni Anthony: Early Vision Screening of Young Children Ages Birth Through Five

Early vision screening is essential to determine the need for further evaluation that may result in a referral to eye care specialists for possible diagnosis, correction, or sight mitigation of visual concerns in the early years. It may also result in a referral for early intervention or special education services based on the identification of pediatric visual impairment. Classic vision screening components will be reviewed, as will a tool developed by the Colorado Department of Education to gain key information from families during the pandemic when in person vision screening could not be conducted. This Parent Questionnaire became an invaluable bridge to identify possible ocular and brain-based vision concerns in a proactive manner. The questionnaire will be shared for its design and scoring, as well as its place in future in-person screening procedures.

Dr. Tanni Anthony is the Director of the Access, Learning, and Literacy (ALL) Team with the Exceptional Student Services Unit within the Colorado Department of Education. She serves as the State Consultant on Blindness/Low Vision and the Project Co-Director of the Colorado Services for Children and Youth with Combined Vision and Hearing Loss. Tanni received her Ph.D. from the University of Denver in the area of Child and Family Studies. She presents frequently on the topics of sensory disabilities in the early years and working with children and youth with sensory and additional disabilities.

Katie Armstrong: Creating Efficient Braille Readers: Setting the Foundation

As educators, we are all working to create future adults. Our goal in teaching should be to build a foundation for all future development, we are setting the stage for who this child will become. In this session, the presenter will share why foundational and early literacy skills are critical in creating future braille readers. Existing resources will be shared and pulled together into one location in order to build a “toolbox” of ideas to work from. This session is focused on early braille readers, however, many of our older students are missing foundational skills that can be meaningfully included within current braille instruction. Session objectives:

- Build an understanding of why foundational braille skills are essential for future braille reading success
- Participants will be provided with a number of existing resources and curriculum that can be used in planning pre-braille instruction. All in one location
- Participants will be provided with ways to create and develop future braille readers through the development of a solid foundation for braille literacy

Katie completed both her Bachelors and Masters degrees at Florida State University in Visual Disabilities with a focus on early childhood. She is a Certified Teacher of the Visually Impaired and Orientation and Mobility Specialist and currently working on her Doctorate in Visual Impairment.

Katie Armstrong: Encouraging Special Educators to Utilize Disability Specific Strategies with Higher Levels of Fidelity. What I have learned through research

As TVIs we have the opportunity to work with many special educators. Frequently these professionals have little to no experience working with students who have visual impairments, creating a chance to train others on strategies designed to best support the students on our caseload in our absence. I have often found myself frustrated in the lack of follow-through I observe following a training. Prompted by that frustration, I have started a research project designed to evaluate the efficiency and effectiveness of a Teacher Skills Training Program developed by Parson, Reid, and Green (1993). In this session, I will share my current findings and look to participants to help determine where to go next. Session objectives:

- Review data of research completed on the use of the Teaching Skills Training Program
- Discuss options for how to proceed, seeking participant input to complete work that is meaningful for our field

Katie completed both her Bachelors and Masters degrees at Florida State University in Visual Disabilities with a focus on early childhood. She is a Certified Teacher of the Visually Impaired and Orientation and Mobility Specialist and currently working on her Doctorate in Visual Impairment.

Leanna Baarda, Sue Marsh Woods, Keya Osbourne and Rhonda Underhill-Gray: Vision Rehabilitation in the Canadian Landscape: Vision Loss Rehabilitation Ontario and CNIB Foundation

Vision rehabilitation services have evolved greatly in Canada since CNIB's humble beginnings in 1918. Founded by World War 1 veterans returning from war and the tragedy of the explosion in Halifax the need for vision rehabilitation services was badly needed. Since that time, CNIB has grown in leaps and bounds to respond to the ever-changing world. In 2017, CNIB made its most significant change with the decision to create three separate organizations to help to ensure more stable funding and operational consistency by introducing Vision Loss Rehab Canada, Deaf Blind Community Services, and the CNIB Foundation. Vision Loss Rehab Canada is a healthcare funded organization with the mandate of delivering core rehabilitation services including, Service Coordination, Early Intervention, Low Vision Therapy, Independent Living Skills, Orientation & Mobility and Assistive Technology. DBCS provides intervention and literacy programs to adult living with a dual sensory challenge. CNIB Foundation has established a guide-dog program and is providing client driven programs that enhance the lives of Canadians living with sight loss. From employment programs, advocacy, a newly branded retail operation called the Smart Life Centre, Technology supports, Programs for children and youth with a focus

on addressing elements of the expanded core curriculum as well as connecting clients in all age groups to social and recreational activities. Both VLRC, DBCS and the CNIB Foundation ensures that our clients receive holistic services. All three organizations do work collaboratively to ensure that Canadians with sight loss can lead full and independent lives. This workshop will be an overview of how programs and services are delivered across Canada and will provide insight into how the Pandemic has impacted our service delivery. We will also welcome questions and answers at the end our session as we are excited to share what we are doing.

Leanne Baarda has worked with Vision Loss Rehabilitation Ontario for the last 11 years as an independent living skills specialist. She holds a bachelor's degree in therapeutic recreation from Concordia University and a post grad in vision rehabilitation from Mohawk College. Leanne is certified as vision rehab therapist through ACVREP.

Sue Marsh-Woods began her career as an Orientation and Mobility Specialist in 1985 and has worked for CNIB/Vision Loss Rehab Ontario (VLRO) in Toronto, Canada. During the past 35 years, she has provided O&M support in an Intensive Rehab Program and in the Community before moving on to a management role in 1994. Sue has been a member of AER throughout her career and was the President of the AER Ontario Chapter in 2004 and continues to be a strong supporter of AER.

Keya Osborne is originally from Montreal and aspired to pursue her education where she earned a BSc in Marketing from the Fashion Institute of Technology from New York City in 1998. After working in the fashion industry in Montreal she moved to Toronto in 2001 where she worked in direct marketing then made the career transition to studied to become a Registered Massage therapist. She has worked with the CNIB GTA Foundation for three and 4 years as a Program Lead, Youth Empowerment, providing programs for youth ages 15-29 with sight loss. The goal of the youth programs is to build confidence, self-advocacy and independence in our youth to successfully foray into all facets of life. Keya's current role at CNIB has afforded her to utilize her fashion experience and love of art which inspired her to create a fashion styling and make up specifically catered to address the needs of youth with sight loss and making these skills accessible as well as an art expression program. All of the programs for youth have been inspired by her life experiences and as a person with sight loss wanted to create diverse life enhancing programs not traditionally geared to the sight loss community. Two years into her role at CNIB she was promoted to Team Lead, Program Development where she took on managerial duties in assisting the needs of the team as well as the Executive Director. In response to the current racial injustice within the black community Keya along with the Team Lead of Advocacy created a program called Black Boices United. A space for employees and participants from the sight loss community identifying as black to share in their frustrations and opinions on their professional and personal experiences. We provide support with guest speakers on mental health and dealing with historical trauma, invite guest speakers from different industries to share on their experiences and encourage group discussions on what is of important to our members. Keya's work in creating a platform for youth to express themselves culminated in the production of a fashion show featuring the youth in her program as models for the 2018 CNIB 100-year Gala Celebration. Keya's achievements include Emerging

Leaders, Certificate of Training, September 2019; Emerging Leaders, Certificate of Training, May 2018; and Nominee: Employee of the Year for CNIB Foundation, October 2017.

Born with optic atrophy and nystagmus, *Rhonda Underhill-Gray* has lived with vision loss her entire life. A dynamic, creative, energetic individual with over 25 years' experience in employment services and staff training, her high energy, and sense of humor keep sessions entertaining and engaging. Rhonda currently works as a program lead for the CNIB foundation, coordinating and delivering programs for children and youth.

Dan Brown and Amy Trollop: Mindfulness

Mindfulness is defined as the basic human ability to be fully present, aware of where we are and what we are doing without judgement. Come join us for 90 minutes of exploration and practical application of mindfulness. In this session you will learn science-based evidence and the practice through techniques and activities.

Dan Brown currently works for the Arizona State Schools for the Deaf and the Blind as the Director of Certified Staff. He has a master's degree in Educational Leadership from Western Michigan University and a Ph.D. in Guidance Counseling from the University of Metaphysics.

Amy Trollop is a certified Teacher of the Blind/Visually Impaired, Teacher of Deafblind, Deafblind Specialist, Yoga Instructor, Ayurveda Coach, and advanced level trained Mindfulness Instructor. She has worked at AZ State Schools for the Deaf and Blind since 2008.

Matthew Bullis, Julie Rock, and Cynthia Woods: Cool and Useful Devices and Apps for Greater Independence

A fun look at what is new! We will demonstrate devices and SMART phone apps that make living less challenging for those who are BVI. The presenters have almost a decade of experience instructing adults and a lifetime of conquering the challenges with a visual impairment or blindness to share. There will be discussion of devices and apps which may be familiar (PenFriend and Seeing AI) and what's new on the scene (Orbit braille display and EYE-D app). There will also be discussion of new accessibility features available in the latest iOS 13 operating system. Some hands-on demonstration with devices and exploration of apps will be available.

Matthew Bullis has been a screen reader user for over twenty years, and has been with the Foundation for over eight years. He enjoys finding new technology, exploring new features, and conveying these concepts to his students. Matthew is also a talented musician.

Julie Rock is the Manager of Adult Comprehensive Services for the Foundation for Blind Children. She has her Masters (WMU) and certification in VRT and has worked with FBC as a technology, braille, independent living, and orientation and adjustment to disability instructor.

Cynthia Woods is a certified vision rehabilitation therapist who enjoys sharing her love of braille with her adult students as they develop braille literacy skills. She holds a Master of Arts in vision rehabilitation therapy from Western Michigan University. She also serves as secretary of the Board of Directors of Guide Dogs of the Desert.

G. Cathy Byrne and Cecilia Onaiyekan: Facilitating Orientation & Mobility for Little Ones: Observations from Southern AZ

Teaching Orientation and Mobility (O&M) to the birth-to-three population could be a challenging one because this population has little or no prior knowledge of the skills required. This group of children receive Orientation & Mobility in their natural environments. Some of the challenges could be due to age, other additional disabilities, societal issues, and/or limited O&M specialists. From my observation and experiences, there are some ways to support and encourage Orientation & Mobility to the little ones. This presentation will focus on some ideas on how to support/encourage Orientation & Mobility for the birth to three population in some parts of Southern Arizona. We will discuss how to support/encourage Orientation & Mobility among the Little Ones, with examples drawn from my experiences in working in Southern, AZ. Videos, slides, and some materials will be presented to facilitate the information. We will also discuss some of the challenges in providing services to the children and possible strategies (group discussion).

Cathy joined the ASDB Vision Team for Early Intervention in July 2018. She has worked in Early Intervention for over ten years and continues to pursue interventions that make a difference in every child's life. She has a Master's Degree in Education with an Emphasis in Rehabilitation. She also completed the Specialization in Visual Impairment Program at the University of Arizona. She is originally from Hawaii and relocated with her daughter almost ten years ago. Her extensive experience has included Social Work, Mental Health and Early Intervention.

Cecilia was born and raised in Nigeria along with her seven siblings. She relocated to Arizona in the early 1990s and has called Arizona home since then. Cecilia completed her Bachelor of Science degree in Education at the University of Arizona (U of A) in 1996. In the following year, she completed the Master of Arts degree in Visual Impairment from the same university. In 2007, she became certified as an Orientation and Mobility Specialist. She topped this up the following year with an Educational Specialist (Ed.S.) degree at the U of A. Cecilia has many years of experience working with children with visual impairment. This career path started in Nigeria. After relocating to Arizona, she joined the Arizona State Schools for the Deaf and the Blind (ASDB) as a teacher assistant in 1995. Upon the completion of her Master's degree, she worked as an itinerant teacher in Yuma and Tucson. Since 2005, she has been working with the "Birth to 3" population. Cecilia served as member-at-large for AZ AER for 4 years (2016-2020). She has been a member of AER since 2005 to present. She likes watching news, playing Scrabble, traveling, and spending time with her family.

Vicki Cuscino and Hailey Thoman: Honoring Our Disability Rights History

We, people with disabilities, have always comprised the largest minority group and been part of American history. Yet, most of the stories and events never make it into the history books or classes. Join us on a journey through time of the untold disability story so we can explore the Disability Rights Movement's past, present, and potential. We will celebrate our rich history and make the important connection between then and now, and the importance of continuing to shape our future.

Vicki Cuscino, M.S.W., has dedicated most of her career to social justice, focusing on disability rights, eliminating health disparities, and ending violence against women. She has worked in disability rights for the past 21 years and currently serves as Executive Director of Direct Advocacy & Resource Center in Tucson, AZ. Vicki holds a Master's in Social Work from Temple University. She is a national ADAPT organizer and community involvement includes the University of Arizona Rehabilitation & Mental Health Counseling Program Advisory Board, Sonoran UCEDD Advisory Council, Pima County Health Department Ethics Committee, City of Tucson Commission on Equitable Housing and Development, and the Pima County Financial Wellness Partnership.

Hailey Thoman has worked in disability rights for over 10 years. Most of her work has been focused on eliminating barriers to employment for people with disabilities while Executive Director for Linkages. She expanded her advocacy efforts when joining Direct Advocacy & Resource Center, where she currently serves as their Associate Director. Community involvement has included serving as a Commissioner on the Tucson Mayor and Council's Commission on Disability Issues, founding board member of the AZ APSE Chapter, and a former Board Member for the Autism Society of Southern Arizona.

Jane Erin: Transitions in school and work: Stories from autobiographies of people with blindness or low vision

Many people with visual impairment have told their stories through autobiographies, which provide a depth of experience that cannot be represented through traditional research approaches. The presenter has selected examples from autobiographies that reflect diverse experiences, focusing on those that emphasize school and preparation for adult life. Participants will receive a listing of more than 100 autobiographies that can provide insight into the factors that influenced life choices, including education, culture, socioeconomic status, family responses, and visual changes over time.

Dr. Jane Erin is a professor emeritus at The University of Arizona, where she coordinated the program in Visual Impairment. In the College of Education she served as head of the department of DPS (formerly SERSP), Interim Associate Dean, and chair of the College Council. From 1984 to 1994 she was on the faculty at the University of Texas, and previously she was a teacher and supervisor at the Western Pennsylvania School for Blind Children. In 1996 Dr. Erin received the national Mary K. Bauman Award as the Outstanding Educator in Visual Impairment

from the Association for Education and Rehabilitation of the Blind and Visually impaired. She served as Editor in Chief of the Journal of Visual Impairment & Blindness from 1998-2001, and was formerly an Executive Editor of RE:view. She co-authored Visual Impairments and Learning with Dr. Natalie Barraga and co-edited Diversity and Visual Impairment with Dr. Madeline Milian; she has also authored several instructional guides for teachers of visually impaired students. Her research interests have included educational outcomes related to learning media used by visually impaired students, and braille instruction of young children.

Jayma Hawkins: All Things Prison Braille

This is a general information session discussing the process of setting up a prison braille program as well as the impact that prison braille programs have on the education of braille reading students across the United States.

Jayma Hawkins is the National Prison Braille Network Senior Director at the American Printing House. Jayma has been a NLS Certified Transcriber since 2002, and has a UEB Letter of Proficiency. Jayma holds a Bachelor of Science degree in the Administration of Justice from Eastern Kentucky University. Her current role at APH is to support the transcription program at the Kentucky Correctional Institute for Women, support and coordinate the new Perkins Braille Writer Repair Program at Luther Lockett Correctional Complex for Men. Jayma also serves as a transition specialist with the Braille Transcriber Apprentice Program for APH. Jayma works with ex-offenders from across the United States in successful re-entry into society while overseeing the training process that provides skills to be a successful transcriber outside of prison. Jayma guides states to begin prison braille programs by working with vision agencies and state Departments of Corrections bringing the two agencies together, sharing information and securing funding to implement programs. Jayma is a member of the California Transcribers and Educators for the Blind and Visually Impaired (CTEBVI), and occupies a Prison Braille seat on their board of directors and is a member of the National Braille Association (NBA). She is also a member of the National Correctional Industries Association (NCIA).

Christy Morrison and Vicki Numkena: Camp Abilities Tucson and Camp Abilities Four Corners: Providing Summer Sports Camps for Athletes in the Southwest

Camp Abilities Tucson has been providing students and young adults with a summer sports camp for 17 years. Come hear about this year's offerings. Camp Abilities Four Corners is set to offer its very first camp in June 2022, somewhere in the four corners region. Come hear the adventures we have planned for our athletes.

Christy Morrison has been working in the field of visual impairment for over 20 years professionally and has been involved with vision loss for over 35 years. She is the parent of a remarkable 36-year-old daughter who is blind and has some cognitive challenges. She has worked in Southern Arizona at the Deaf and Blind School, SAAVI with visually impaired adults, and the Florence Unified School District, teaching O&M and Braille. She has been part of Camp Abilities Tucson, a sports camp for individuals with visual challenges, for the past 17 years.

An educator for over 40 years, *Vicki* spent the first 12 years teaching children with Learning Disabilities all over the state of Arizona, including the Navajo and Hopi Indian Reservations. She taught preschoolers with vision impairments at the Visually Impaired Preschoolers' Center, in Tucson for 17 years. Currently semi-retired, Vicki created Another Choice Vision Services, LLC to continue to provide VI services to children, birth through junior high school on the Navajo Reservation. Nearly two years ago, Vicki created a non-profit called "Visually Impaired/Blind Athletes of Northern Arizona" (VIBA-NAZ) to support the creation of Camp Abilities Four Corners. Vicki's outdoor interests and Physical Education certification help her to bring a unique perspective to the task of creating this unique summer camp for students with visual impairments based in the four corners region.

Arnold Nippert: Tips on Using iPad Apps with Children who Have Cortical Visual Impairments (CVI)

I will share some iPad apps that I like to use and why I like them. I will also share iPad strategies that I use with children with cortical visual impairments and things I look for when working with them. We will discuss a sequence of visual efficiency that you can work toward with your students. We will also provide some time for you to share an app that you like or experience you have had with our audience.

Arnold: I have been a teacher of the visually impaired for many years and have worked with children with many different diagnoses. I also enjoy teaching orientation and mobility skills to students. I'm married to my lovely wife and have two grown daughters, one who is an occupational therapist and actually asks me for advice on occasion. I'm a member of the Association for Education and Rehabilitation of the Blind and Visually Impaired and a board member of our East Valley Council for Exceptional Children.

Lynda Nollmeyer: Making Books Accessible for All Ability Levels

Come and make a fun tactile book that you can use with your students in early literacy programs to learn counting, print/braille, spatial, and tactile discrimination skills!

Lynda is a wife and mother of 5 children. She is passionate about teaching and loves to make educational tools accessible to all students.

Vicki Numkena: Setting Up a Summer Sports Camp: How We Did It

Wondering what is involved in setting up a camp for children with visual impairments? Where to start? What are the legal limitations and needs? Does the handbook by Laura Liberman give you all you need to know? What about non-profits? Come to this small panel discussion and ask away! We don't know it all, but have had 2 years of experience in creating Camp Abilities Four Corners.

An educator for over 40 years, *Vicki* spent the first 12 years teaching children with Learning Disabilities all over the state of Arizona, including the Navajo and Hopi Indian Reservations. She taught preschoolers with vision impairments at the Visually Impaired Preschoolers' Center, in Tucson for 17 years. Currently semi-retired, Vicki created Another Choice Vision Services, LLC to continue to provide VI services to children, birth through junior high school on the Navajo Reservation. Nearly two years ago, Vicki created a non-profit called "Visually Impaired/Blind Athletes of Northern Arizona" (VIBA-NAZ) to support the creation of Camp Abilities Four Corners. Vicki's outdoor interests and Physical Education certification help her to bring a unique perspective to the task of creating this unique summer camp for students with visual impairments based in the four corners region.

Jaime Pack-Adair: CVI Interventions

Participants will learn how to write and implement the IFSP/IEP Intervention Planning Worksheet and Schedule from Dr. Roman-Lantzy's book. Environmental considerations and Interventions for Phases I, II, and III will be discussed. The level of interventions and supports will be explained.

Jaime: I am currently the Director of Early Childhood at Foundation for Blind Children. I am a doctoral student working towards my degree in Organizational Leadership. My master's degree is in Special Education with an emphasis in Visual Impairments. I have worked as a TVI at FBC for thirteen years.

Eva Prince: Let's Discover More About the Problem, Not Just Get a Score: Psychoeducational Assessment with VI Students

Research suggests that approximately 60-70% of children with visual impairments will ultimately be diagnosed as having a secondary disability (Loftin, 2005). A student who continues to display difficulty making progress despite the use of adaptations and modifications recommended for their visual impairment may have other conditions that impact their ability to learn. Some of the conditions include intellectual delay, learning disability and Autism Spectrum Disorder. A diagnostic process to address learning concerns is important in the development of an appropriate individual educational plan as well as identifying adult service delivery systems. This one-hour presentation will share various assessment tools found useful in the Psychoeducational Assessment process of Blind and Low Vision children.

Eva Prince, Ed.S. is a school psychologist for the Arizona Schools for the Deaf and the Blind providing school psychology services to students, teachers, and programs throughout the state.

Nancy Raspiller: What is NBA and How Can it Benefit You?

The National Braille Association is a 75-year-old organization that provides continuing education to TVIs and braille transcribers. This workshop will highlight the history of NBA along

with the many resources it provides such as, "Ask an Expert", training webinars, and conference workshops. If you are struggling to provide Nemeth, music, foreign language, or kindergarten braille materials to your students, come learn about how NBA can help.

Nancy: I currently work as a braille transcriber for the Arizona School for the Deaf and the Blind. I have been a certified braillist for over 30 years. I am a member of the Board of Directors for the National Braille Association where I serve as the chair of the Prison Braille Committee.

Dorinda Rife: Testing and Adaptations for Color Vision Deficiencies in Individuals with Visual Impairment

Do you test for color deficiencies in your students? How do you report results? How do you make adaptations and modifications based on your test results? In this workshop we will look at available color deficiency screening and assessment tools and how to use them. We will also discuss modifications to the student's school materials and environment and how they work.

Dorinda Rife is an educator whose journeys have included classroom and itinerant teaching across four states and hundreds of educational settings. She carries certificates as a COMS and CLVT, and she has served in a number of leadership positions including principal and superintendent in multi-faceted schools applying a variety of service delivery models. She gets the biggest kick out of jumping into and figuring out systems that are new to her and learning from those she serves. Today Dorinda serves as statewide Low Vision Specialist for ASDB. She works on a variety of passion projects through Dorinda Rife Consulting, including public speaking gigs throughout the year. Dorinda publishes a weekly blog on Leadership Stones (www.dorindarife.com/blog).

Pati Robitaille: Considerations in Getting a Guide Dog

In this session we will cover the history and purpose of Guide Dog for the Blind; readiness and training for a guide dog; access and etiquette with a guide dog as well as Q&A.

Pati is a retired teacher and former school administrator in the field of special education in CA. She currently works for Guide Dogs for the Blind as an outreach representative. Some of her responsibilities include: Conducting presentations to agencies and organizations for the blind, at blindness-related events, to individuals in the blindness community, and to other venues as assigned.

Marty Schultz and Jason Stewart: Reinforcement gamified learning with apps for students from pre-K to high school

Learn about our popular O&M, Assistive Tech. and Braille Literacy skill-building games for students that operate on most mobile devices, connected to a web-dashboard for you to configure and monitor your student's progress. Session objectives:

- You will learn how to get students started practicing their O&M, A.T. or Braille Literacy skills using a mobile device.
- You will learn how O&M, A.T. or Braille Literacy skills can be taught through “gamification” and how you can track your student’s progress on a web-dashboard.
- You will learn why digital data collection of student progress is important for preparing upcoming lessons and creating better IEP progress reports.

Stephanie Steffer: Using baseline data to analyze pre-made CVI activities

What happens after you’ve completed the necessary assessments? We will utilize the baseline data gathered to analyze pre-made CVI activities. Next, we will review student profiles, identify which of those activities would be best fit, and their purpose. Finally, we will modify activities when a pre-made activity is not available. Session objectives:

- When given an activity, participants will identify what CVI Phase it is most appropriate for.
- When given an activity within each CVI phase and a student profile, participants will identify which activities are most appropriate for a warm-up and for access to curriculum.
- When given an IEP goal, with a visual learning modality, participants identify factors to consider when creating visual targets.

Stephanie Steffer is the Business Director at CViConnect and one of the founding teachers for the platform. Before this role, she was a Teacher Consultant serving children with visual impairments in Michigan for ten years. Additionally, she is a Perkins-Roman CVI Range Endorsed professional. She has presented for state-wide AER conferences and virtual live events with CViConnect. Some of these recordings can be found on the CViConnect YouTube Channel.

Mike Stetter: Sensory Boxes for Virtual Learning

The oncoming of virtual learning has been a sudden and turbulent shift for both instructors and students with the arrival of the COVID19 pandemic. Even with the gradual return to in-person learning, this model of instruction appears here to stay, especially for specialists serving rural, hard-to-reach communities. The distribution of sensory boxes was found to be a beneficial supplement to stimulate and engage students with sensory needs in their own home when straightforward videoconference instruction had been lacking. This presentation will answer these questions: What goes in a sensory box? Who can benefit from one? How to procure them without opening up your own wallet?

Mike has been a Teacher of the Deaf/Hard-of-hearing with Arizona Schools for the Deaf and Blind for 20 years. He has served students in both campus and itinerant settings from birth through 21 years. Mike is also a trained Deafblind Intervener, supporting students with dual sensory impairments has been a constant thread throughout his career. The majority of his

experience has been within schools and homes in the Navajo and Hopi nations in the northeast corner of the state. In free time, Mike enjoys traveling and outdoor adventures with his family, playing ice hockey, and spinning vinyl records.

Robert Robinson, Moderator; Gary Foster, Rosa Henderson, Sam Peluso, Panelists: eSight's Impact on Patient Outcomes

Through an interactive panel discussion including an eSight user, coach, and two company representatives, participants will have an opportunity to ask questions about eSight 4 and how it improves patient outcomes. Attend the discussion to get an in-depth look into this low vision assistive device, its impact on the low vision community, and learn how it can be incorporated into your practice as a possible solution for vision enhancement.

Robert Robinson brings over 9 years of experience in B2B corporate structures to eSight. Starting as an eSight Advisor, then a Home Experience Leader, Rob used his knowledge in product-patient interaction to conduct effective home evaluations for prospective eSight users. This in turn ensures members of the low vision community are fully equipped with information relating to eSight and how it can possibly work for them. Today, Rob is now a Regional Account Manager where he manages several eSight distribution partners in addition to conducting home evaluations.

Gary Foster lives with macular degeneration and has been an eSight wearer since 2015. As his central vision began to worsen, the loss of seeing loved ones and feedback from facial expressions began to take a great toll on his mental health. Now introduced to eSight, Gary has regained his independence, returned to his favorite hobbies, and can see his loved ones again.

Rosa Henderson began her journey with eSight in 2016 while completing her degree in Business Administration. She first heard about the device while visiting her local vocational rehabilitation center. Today, Rosa is now an eSight coach and teaches new wearers how to use their eSight devices through personalized 1-to-1 coaching sessions.

With a background in biochemistry, molecular biology, and research & development, *Sam Peluso* is eSight's Clinical Account Manager. At eSight, Sam strives to help users in two ways. First, by increasing the awareness of eSight among eye care professionals. And second, by creating more accessible opportunities for individuals with low vision to try eSight.

Jay Whipple: Introducing the multi-directional Omni-sense Cane Tip

This presentation will discuss and demonstrate the multi-directional Omnisense cane tip. We will discuss feedback from consumers and have an open discussion from all in attendance about pros and cons of this tip. It will also provide info on where to order this tip.

Jay Whipple is the Itinerant Division manager at the Foundation for Blind Children and a Certified Orientation & Mobility Specialist. I received my MA in O&M from the University of Arizona in 2005.

Shelbe White: Music Therapy Services for Individuals who are Blind or Visually Impaired

This presentation will focus on the applications of music therapy for individuals who are blind and visually impaired. Music therapy and its scope of practice will be defined and applied to this specific population. Specific sub-population discussed will include early intervention, educational settings with an emphasis on music therapy within the Expanded Core Curriculum, and music therapy as a support through life transitions for adults. Information will be provided about how to find a Board-Certified Music Therapist. Session objectives:

- Participants will gain a clear understanding of the definition and scope of practice of music therapy.
- Participants will learn the role of music therapy within early intervention.
- Participants will learn the role of music therapy within the Expanded Core Curriculum for the education of students who are blind and visually impaired.
- Participants will learn the role of music therapy in the support of adults who are blind and visually impaired.

Shelbe White, MM, MT-BC has Bachelor's and Master's degrees in music from Arizona State University and is a Board-Certified Music Therapist. Shelbe has been providing music therapy services in the Phoenix area since 2015. She is currently the Program Manager at Higher Octave Healing, where her primary role is to create, maintain and expand music therapy programs for a variety of age groups and populations from early intervention to senior living. One of her clinical specialties is providing music therapy services for those who are blind or visually impaired. This includes music therapy services at the Foundation for Blind Children.