

The Bulletin

Number 12, Friday 14th August 2015

Professional Development for 2015

Download fliers for the SVRC PD programs from the SVRC website.

- Wednesday 26 August **Skill Power**
 - 9.30 O&M: Skill development – ages & stages – Guide Dogs Victoria
 - 11.30 Suggest a session!
 - 1.30 Intro to Excel with JAWS – Glen Morrow, SVRC
- Tuesday 8 September **Dot Power**
 - For beginning braille readers

SVRC Competition 2015

In the spirit of our information-sharing philosophy this year's SVRC Competition is designed to gather information that we can share with others.

The challenge is to write up something interesting that you think other readers of The Bulletin need to know in relation to technology or “work arounds” for students with vision impairments.

What: A paragraph or a set of instructions or a cheat sheet or a nifty and imaginative use of technology

When: Must be received by the end of term 3 (18th September 2015)

Who can participate: Victorian primary- and secondary-aged students with vision impairments

Format: Print or braille or electronic or audio

Prizes: The best entry overall will receive a copy of KNFB Reader Mobile for i-Device or Android. Runners-up will receive one of a number of audio books, donated by Bolinda.

Please send your best entries to SVRC Competition – PO Box 201 Nunawading 3131. Please include your name, year level and VT name.

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Dot Power: Term 2

From Lea Nagel

The theme for our first Dot Power Day of 2015 was Soundscapes and Stories. The children also learned about a sport that is played by blind people internationally – ten pin bowling. Our main aims for the day were for children to explore a range of formal and informal musical instruments – sound, shape, size, texture and how they are played. They thought about the sounds they could produce on these instruments and how they could connect the sounds to a story that they would write.



Our morning introductions began with the Dot Power invitation song played on the trumpet instead of the usual guitar. Each of the children handled and listened to the trumpet, euphonium, piano accordion, rain stick, ukulele cello, metallophone and bass guitar. This kind of experience is especially valuable to blind children as touch is the only way they can appreciate the size, shape and texture and detail of all sorts of items including musical instruments. The children identified and labelled tactual illustrations of the instruments. They experimented with sounds made by the zoot tube, voice and a bag of small stones. The sound making led to discussion about sounds in stories, and continued into a story writing session.

The children wrote a story either on the Perkins or the BrailleNote, with varying degrees of support. Later in the day they recorded themselves reading their stories and also the sound effects for the sound track. The SVRC sound technician, Glen edited these tracks during the afternoon. The children read their stories aloud to the group from the braille and listened to the edited tracks. This auditory form of “displaying” stories is an excellent way for children who are blind to appreciate other stories and compare their own work with that of their peers, an activity that is much more accessible to sighted children in a classroom, who can glance at others’ work or see classroom displays.

The PE session included handling a real bowling ball, discovering the layout of a bowling lane and the pins through tactual diagrams, and using magnets to represent the pins that were knocked down. The children took turns bowling using a bell ball. This was a fun and sociable way to introduce another accessible sport, encouraging the children to see themselves as potential athletes!



The children were given copies of all of the materials used during the day as well as the recorded stories, and were encouraged to spend time finishing activities, discussing and re-reading their books with parents and school staff.

Thanks again to all the parents/carers/friends/aides who drive their children to the Statewide Vision Resource Centre – without your support there wouldn’t be a program to run!

For earlier programs and the Dot Power songs, visit the SVRC website.

Do-It-Yourself Vision Statement

A “Vision Statement” – generally a one-page summary of your vision – can be a useful handout for teachers, employers, your sporting club etc etc. Below is a template that you can adapt and tailor as required. Marion Blazé suggests that your vision statement is brief, clear and helpful.

Date

(Name)’s vision statement

I am partially sighted (or legally blind).

My vision impairment is caused by

This means that my vision is blurry.

I also have nystagmus which is a constant movement of the eyes.

My acuity with my glasses on is This means that what I can see at six metres, a normally sighted person can see at metres.

I use a magnifier or my iPad to read regular print.

I can see better in darker conditions.

I can see better if things are closer.

(If relevant, can also mention field of vision, glare issues, fatigue, etc.)

The best things teachers can do to help are:

Plan ahead so that I can have material in electronic form or in audio form

Use blinds or other window coverings (even posters or kids’ work) to darken my side of the room

Let me sit where I can be close to work being presented and where the light can be behind me

(Include any other reasonable adjustments which help.)

ICEVI (The International Council for Education of People with Visual Impairment)

Source: ICEVI Fact Sheet, The Educator, January 2015

Mission

The International Council for Education of People with Visual Impairment (ICEVI) is a global association of individuals and organizations that promotes equal access to appropriate education for all visually impaired children and youth so that they may achieve their full potential.

History of the Organization

Founded in 1952 in the Netherlands, the ICEVI conducted its Golden Jubilee conference in the Netherlands from 28 July to 2 August 2002.

ICEVI Regions

The 7 regions of ICEVI and their coverage of countries are as follows:

Africa Region: 52 countries
East Asia Region: 19 countries
Europe Region: 49 countries
Latin America Region: 19 countries
North America and the Caribbean Region: 15 countries
Pacific Region: 15 countries
West Asia Region: 25 countries

Currently, more than 4000 individuals and organizations in over 180 countries are actively involved in ICEVI.

Networking with other organizations

ICEVI works closely with International Non-Governmental Development Organizations (INGDOs) and UN bodies such as the United Nations Economic and Social Council (UN-ECOSOC), UNESCO, UNICEF, and WHO.

Publications

ICEVI's biannual magazine "The Educator" is available in inkprint and braille in both English and Spanish and is also posted on the ICEVI website.

ICEVI also publishes a biannual electronic newsletter that is currently distributed to 4000 individuals and organizations in 180 countries.

Website: www.icevi.org

January's issue of The Educator has more information regarding the policies, guidelines, campaigns, programs, member countries and work of ICEVI.

Typing Modes in iOS

From Glen Morrow, Content Production & Technology, SVRC

I've had a couple of questions recently about the three typing modes in iOS with VoiceOver – two of which we are all probably familiar with but from iOS 8 there is now a third and I thought I'd write a little piece on what the typing modes are and how they work.

Standard Typing

This is where you drag your finger around the keyboard and type letters by either double tapping or by doing what is called a split tap. Where one finger moves around the keyboard to find characters and a second finger taps to 'approve' or type those characters. This method is used by many and is very effective.

Touch Typing

Touch typing is where you drag your finger around the iOS keyboard and when VoiceOver reads out a character you want, you simply lift your finger off the keyboard and that character is typed. Some people prefer and find this method to be faster. But it is really a personal preference thing.

Direct Touch Typing

This method makes typing on your iOS device the same as someone who doesn't use VoiceOver. As soon as you tap a key, it types that character. There's not much room for error here and this method may be more suited to people who have some useful vision and can see the keyboard. Perhaps having autocorrect turned on will help while using this method.

VoiceOver Shortcuts for Mac

Have you ever needed a handy keyboard map of VoiceOver shortcuts that you can use on a Mac? The keyboard map shows "First-Level VoiceOver Commands" – that is press Control + Option + the designated key. Keys are colour coded as operation, navigation, text & reading, operation etc, though if the colours reduce readability, the colours can be turned on and off in the legend prior to printing.

Visit: http://help.apple.com/voiceover/vo/en/VOKeysColor_1.html.

On the Subject of Typing and Keyboarding

Here are some useful definitions:

- **Typing**: use of keyboard for text entry
- **Touch typing**: use of keyboard for text entry with all one's fingers without looking at keys
- **Keyboarding**: use of keyboard and key commands for text entry; may include use of keyboard as an interface with access technology

Importance of keyboarding skills

Ref: Supporting young children who are congenitally blind in the use of the QWERTY keyboard: What does the literature tell us? Damsma & Pagliano:

Being able to accurately and efficiently use a computer keyboard to input data and to facilitate the use of access technology as a tool to provide access to information is an essential skill for students who are blind or have low vision and one that is becoming increasingly more important.

Keyboarding and efficient use of access technology are included in the expanded core curriculum for students who are blind or have low vision.

Vision Australia's Further Education Bursary for 2016

Vision Australia will award Further Education Bursaries to a select number of students who are blind or have low vision for post-school study in 2016.

The Bursaries provide adaptive technology to help ensure that these students can fully participate and succeed in their chosen studies. Applications open on 1 August 2015

For more information, please visit the Vision Australia website or contact Belinda Wilson, Vocational Consultant, VA.

2015 Recipients

Here is a small selection of the 2015 recipients who have attended either the SVRC Support Skills Program or Space Camp:

- **Nathaniel** is studying a BA Psychology at La Trobe University. The bursary provided Nathaniel with a laptop running JAWs screen reading software and a Focus 40 Blue Braille Display.
- **Emma-Mae** is studying a Bachelor of Music at the University of Melbourne. The bursary provided Emma-Mae with a Braille Sense U2 which is a Braille input and output notetaker laptop.
- **Tess** is studying a double degree, a Bachelor of Applied Public Health and a Bachelor of Global Studies at ACU. The bursary provided Tess with a MacBook Pro laptop with a large external monitor, a scanner and an iPhone.
- **Cassie** is studying Business at Monash University. The bursary provided Cassandra with a Focus 40 Blue Braille Display, a Pearl high speed scanner and Openbook OCR software and a copy of JAWS text to speech software.

Trans-Tasman Certificate of Proficiency in Unified English Braille

From Christine Simpson, Australian Braille Authority Chair

Since 2008, The Australian Braille Authority (ABA) and the Braille Authority of New Zealand Aotearoa Trust (BANZAT) have jointly conducted examinations for the Trans-Tasman Proficiency Certificate in Unified English Braille (UEB). These open-book examinations, offered annually, test a candidate's working knowledge of the UEB code. They also set a high standard of braille production to which we believe all Transcribers should aspire.

Online registrations for the 2015 Trans-Tasman Certificate of Proficiency in Unified English Braille are now open. The examination will be held in the week from 1 to 8 October, and registrations are due by Friday 28 August.

For details, see the Braille Australia website.

iOS For Low Vision Users

From Glen Morrow, SVRC

If you have ever found that your iPhone or iPad screen is difficult to see, perhaps you find the contrast of a button isn't quite enough for you or maybe the overall text size could be a little bigger – there's a few things you can do to make your device easier to see.

Display & Brightness

Your iPad / iPhone has a **Brightness slider** which will adjust the overall brightness of your display. Adjusting this to a dimmer or brighter view can assist if you are either sensitive to bright light or you prefer the screen to be as bright as possible. Turning the brightness slider down is also a handy way of conserving battery power. There is also a switch for **Auto-brightness**. When turned on, your device will adjust the brightness of the display according to the current lighting conditions. A darker environment will cause the iPad or iPhone to dim the display.

There is a **Text Size** option here – if you tap on this, you will be presented with a left-right slider where you can adjust the text size – there is some sample text at the top of the screen to show you what it will look like. Note though that this setting applies to many apps developed by Apple and only third party apps that have adopted this feature. There are a lot of apps where adjustments here will not be reflected.

There is also a switch here for **Bold Text** – which, as the name suggests, bolds text in many apps. If you turn this on or off, the device will give you a warning that it needs to restart.

Accessibility

This is another place where there are a few adjustments you can make on your iOS device.

- **Invert Colours** is a switch that reverses the colours you see on your screen – for example in the **Settings** app, the background becomes black and the text is white. If you like this feature, you can assign a triple click shortcut to the Home button on your device to quickly turn it off and on. It's great for text – but not so good for photos as it completely reverses the image.
- **Greyscale** is another On/Off switch that removes all colour from your device's display. This can help to improve contrast.
- The **Larger Text** and **Bold Text** options are the same as the ones found in the **Display & Brightness** sections.
- **Button Shapes** is designed to give more clarity to the shape of buttons on your device.
- The **Increase Contrast** option provides three settings (which are all On/Off switches). **Increase Transparency** reduces the backgrounds of some apps to help improve legibility. **Darken colours** and **Reduce White Point** can also help to reduce the overall brightness of the screen.
- Back in the **Accessibility** menu, the **On/Off Labels** option allows you to turn labels that appear on On/Off switches so you can see a button's state more easily.
- You can also use the **Zoom** feature to make things much larger on your screen – we'll save that for another tutorial.

The most important thing here is to experiment. Knowing these options are available and playing around with them to see what may work for you is the best way to help make your device easier to see, reduce eye fatigue and give you a better experience.

Windows 10 Compatibility

Source: Humanware

JAWS and MAGic

Windows 10 will be released by Microsoft in July/August this year. Freedom Scientific has announced that JAWS 16 screen reader and MAGic 13 screen magnification will be compatible with Windows 10.

Freedom Scientific has prepared a guide for those wishing “the smoothest transition to the new Windows Operating System”. Visit:

www.freedomscientific.com/Support/TechnicalSupport/Windows10Upgrade

ZoomText and Guide

Users of ZoomText and Dolphin Guide are being advised not to update to Windows 10 until compatibility is confirmed.

More ‘Stories of You’: A Blind Photographer

Glen Morrow’s second offering has recently been uploaded to his website:

<http://storiesofyoupodcast.com/>

This story features Andrew Follows, a professional photographer with a difference – he has retinitis pigmentosa and is legally blind. Andrew’s ability to overcome the hurdles presented to him as a blind photographer makes for an engaging, fascinating and inspirational story.

Blind Caving Podcast

Another interesting podcast site is “The Blind Sport Podcast: The Sports Podcast for the Blind, Partially Sighted & the Supportive Sightie”. In episode 42 Graham Owen describes his experiences as a blind caver. Graham shares his stories of various underground adventures, handy tips and funny experiences. Jimmy (Graham’s guide) shares his approach to guiding a blind person through a variety of terrains which include navigating caverns full of crystal formations, abseiling down rock faces and squeezing through rock tunnels that are only as wide as your body. The interview begins around the 3 minute mark.

Listen or download: <http://theblindsportpodcast.com/>

Soundabout

Soundabout is an audio magazine produced by Blind Citizens Australia (BCA) every few months. It invariably includes a range of interviews with people of interest to the field of vision impairment and it’s a great way to catch up on the goings on in our community.

The August issue features former student Paula Hoble speaking about being a PhD student along with other interviews about audio description, Round Table, BCA Summit and BCA Convention.

- the August issue can be found on the BCA website:
www.bca.org.au/attachments/soundabout/2015-08/SoundAbout%20August%202015.m3u
- back issues: <http://wordpress.bca.org.au/category/soundabout/>

New Apple Watch

Mel, who is currently on placement at the SVRC, spoke to us about her new Apple Watch. Mel describes her experiences as a blind user and in summary says, “It’s very cool. I love it!”

Mel ordered early and received her Apple Watch on the Australian release date of 24 April this year. The watch face is square and relatively heavy and looks a little like a little iPod with a screen. The band can easily be removed and swapped for another with quick-release buttons at the back.



Other buttons include:

- The digital crown (top right corner) which acts like a Home button and allows the user to scroll through display.
- Lock button (long button on the right side) which brings up power options, press once for contacts etc

The Apple Watch interacts with any iPhone 5 and higher, running iOS 8 and the Apple Watch application, allowing the user to manage settings on the watch from the iPhone. Mel has her Apple Watch paired with her iPhone 6 via Bluetooth and interacts with it using Siri and VoiceOver. She chose the stainless steel model in preference to the aluminium frame as this offers greater strength and the glass screen is stronger. However, when faced with almost 10 different bands to choose from, she decided to go with the most simple sports band. This band is flexible and easy to put on and take off.

When asked for her favourite features, Mel listed being able to access her mail, messages, time, alarm and the timer from her wrist (paired with her phone) rather than having to carry her phone with her. She especially finds that being able to access a timer/stopwatch assists her greatly when she is doing things around her home, such as cooking. This is because she finds it so much quicker and more effective to start her stopwatch right away.

Her favourite apps are fitness apps called Activity and Workout. These apps allow her to monitor steps taken, calories used etc. She says, “We country people love the weather. So with the in-built weather app I can press a button and know what the temperature will be and when it is going to rain.”

Mel likes that almost everything she can do on the Apple Watch has the same accessibility features as the iPhone, iPad and other such Apple products. She thinks the best thing she can do is select emoticons using VoiceOver in the messages application.

“From a blind person’s point of view, there aren’t many things that are not accessible. Apple do a great job with accessibility.” The Apple Phone doesn’t seem to connect to a braille display and there are limits to the way you can store and access music and so on. The speakers are small so she listens to music via Bluetooth headphones and loves that she is able to control her Apple TV from her watch.

Mel gives her Apple Watch 4 stars!

ABLES Online Professional Learning Program

Source: www.education.vic.gov.au

The Abilities Based Learning and Education Support (ABLES) program supports the teaching and learning of students with disabilities and additional needs. It provides a suite of curriculum, pedagogy, assessment and reporting resources that assist teachers in recognising and responding to the diverse learning needs of all students, and in assessing and reporting student learning, monitoring student progress and providing accurate intervention advice.

ABLES provides an approach to effectively assess, monitor and respond to a student's abilities by:

- Accurately identifying and setting learning goals for students with disabilities and additional learning needs.
- Tracking a student's progress against their individual learning plan over time, and providing new information to parents on their child's learning and development.
- Identifying the optimal resources that are known to improve learning, which can be adjusted as the learning needs of students change over time.

The ABLES professional learning course is a free online course suitable for teachers and ES staff. The course comprises five modules, each focusing on a specific element of the ABLES suite of resources and each requiring approximately one hour of online participation to complete.

The professional learning modules provide information on how to:

- complete the ABLES assessments
- interpret and use the reports which the assessments generate
- link these to curriculum planning, teaching and learning strategies to better support students with disabilities.

The course assists teachers to effectively plan and teach to the individual needs of students with disabilities and additional learning needs; and enables schools across Victoria to engage in the assessment and reporting of student achievement in order to identify next steps in learning, appropriate strategies and teaching resources.

International Journal of O&M (Issue 7) Available

The International Journal of Orientation & Mobility (7) is now available online. Examples of articles in the current issue include:

- Teaching Orientation and Mobility Skills to Students with Autism and Vision Impairment in Public Schools: A Data-Based Study by Banda et al
- iPhone Video Link FaceTime as an Orientation Tool: Remote O&M for People with Vision Impairment by Nicole Holmes and Kelly Prentice
- Providing Travel Instruction to Individuals with Disabilities Other Than Blindness: A Practitioner's Perspective by Dodson-Burk et al

Download an issue (\$10) or order a hardcopy (\$20): www.ijorientationandmobility.com

Applications for Vision Australia's 2016 Graduate Program are Now Open

The Career Start Graduate Program offers a 12 month opportunity to graduates who are blind or have low vision to gain valuable work experience in either a Business role or Service Delivery role.

WHAT can graduates expect?

- Make a difference You'll be completing real work and contributing to the delivery of services to clients who are blind or have low vision
- Gain valuable training and work experience You'll receive business area-specific training and encouragement to continually improve your skills
- Networking and support opportunities You'll be assigned a mentor to support you and will build networks and relationships with colleagues and managers across Vision Australia
- A great start to any career! You'll be working at one of Australia's leading charities and at the end of twelve months, will either be offered an ongoing role within Vision Australia or assisted with employment at another organisation

WHO's eligible?

To be eligible to apply for the 2016 Career Start Graduate Program, applicants must:

- either be blind or have low vision;
- have completed a tertiary qualification within the past two years in an area where your capabilities and future employment prospects (within Vision Australia or elsewhere) will be enhanced by employment at Vision Australia for 12 months;
- be living in Australia and have permanent residence status;

If you know of an individual that meets the eligibility criteria above please visit our website to find out more contact Belinda Wilson, Vocational Consultant, Employment Services Team, Vision Australia.

New SPEVI Website

From: Phia Damsma, SPEVI web moderator

The new SPEVI website is a response to growing demands and changing requirements from our organisation. It aims to reflect the views of SPEVI members who shared their ideas and expectations in a recent survey, and consequent strategic planning of the SPEVI committee of management.

SPEVI's aims include an emphasis on advocacy, information dissemination/sharing, and promotion of professional collaboration and networking in Australia, New Zealand and Pacific Island countries.

The SPEVI website supports these aims by serving as a portal, linking people to information in the related fields of education and vision impairment. The posts of the new SPEVI Facebook page can also be accessed from the Homepage of the new website.

Please visit the new website and have a bit of a browse around.

VTAC is Coming to Vision Australia Kensington

VTAC staff are coming to Vision Australia Kensington to help potential tertiary education students who are blind or have low vision with their applications for study in 2016.

When: Wednesday 2 September

Time: From 1pm to 3pm

Where: Vision Australia Training Room 1, 346 Macaulay Road, Kensington VIC 3031

Bring: Your university and course preferences. Relevant documentary evidence of your eye condition and its impact on your studies would also be useful.

RSVP ASAP to: Belinda Wilson, Vocational Consultant.

New Technology: Dot Smart Watch

Source: Sydney Morning Herald: Digital Life

A group of university students in South Korea are developing a world first Smart Watch that will enable blind people to read messages from their smartphones.



Called Dot, the device – which looks like a cross between an Apple Watch and a Fitbit fitness tracker – makes use of pins that rise and fall at customisable speeds using magnets to show four braille characters at any one time.

Until now, most blind people have had to rely on their smartphones reading out messages to them, which creators of the braille smartwatch say can be impersonal.

“If you got a message on iOS from your girlfriend, for example, you had to listen to Siri read it to you in that voice,” says Dot co-founder and chief executive officer Eric Ju Yoon Kim. “Wouldn’t you rather read it yourself and hear your girlfriend’s voice saying it in your head?”

The device makes use of Bluetooth technology, which tethers it to a smartphone, allowing it to retrieve text from applications like iMessage.

“PECS” for Users with Low Vision

Widget Software has developed a range of symbols for children and adults who use symbols to communicate but who find the current set visually complex or who require greater contrast.



These symbols have been designed for children with vision impairments. They may also benefit children in the early childhood, children of 5 to 7 years of age and children with speech and language or learning difficulties. They can be used in conjunction with communication software such as Communicate: In Print 2 ANZ, Communicate: SymWriter ANZ and Communicate: By Choice ANZ. The new symbols are simplified and less cluttered, avoid overlap and offer better contrast. They have been designed to be printed in colour but may also be printed in black and white. For more information please visit the Spectronics website.

Food for Thought?

The following paragraphs appeared in the editorial by Kay Alicyn Ferrell, thematic editor for the January issue of ICEVI News:

The words we choose is an issue in all parts of our joint and collaborative work. For example, in this issue you will also read, “Compensatory skills that permit access to the general curriculum” within the Inclusive Education Implementation Guidelines.

On its face, the term compensatory seems harmless enough, but I believe it surreptitiously conveys to the reader that there is something to be compensated for, something that is missing. If we start with the premise that these skills are essential, necessary components of the education of a person with visual impairment, using the term compensatory implies that persons with intact vision set the standard of normalcy. How does the meaning change if we use alternative skills, which seems to suggest (at least to me) that braille, large print, and cane travel are just a different way of accomplishing the same activity?

“Focus on Ability” Short Film Festival

Victorian student, Rohan who travelled to Space Camp with VT chaperones last year, has entered a video describing his experiences in the “Focus on Ability” Short Film Competition. Voting has closed but you can still view Rohan’s video, “Reaching for the stars” on the Focus on Ability Short Film Festival website: www.focusonability.com.au

Staff and Student News

- **Lyn Robinson** is back from Leave! Hooray!
- **Nola Houghton**, Braille Transcriber-extraordinaire, will be taking extended Leave without Pay – the SVRC really won’t be quite the same without her! I believe that she plans to walk, canoe, ski and enjoy the Australian outdoors! Great plan!
- **Lyn Petty** has decided that it is time to move on from the Statewide Vision Resource Centre. We will certainly miss her quirky sense of humour and her incredible wardrobe of fancy dress options! We wish her the very best for the next chapter of her life!
- **Denise Probert** (photo right) who retired at the end of last year has turned up in the “Humans of Blackburn” section of the 29 August 2015 issue of The Weekly Review! When asked what she loves about living in Blackburn she answered, “It’s a good mix. Close to the country if you want to go up to the Yarra Valley, and if you want to get into the city it’s only 20 minutes on the train. Perfect.”



VT Vacancies

- **Visiting Teacher Special Education – General:** South-Western Victoria Region – please see vacancy 1021897 on DET’s Recruitment Online.
- **Visiting Teacher Physical / Health Impairment:** South-Eastern Victoria Region – please see vacancy 1021974 on DET’s Recruitment Online.
- **Visiting Teacher – Hearing Impairment – General:** North-Eastern Victoria Region – please see vacancy 1022184 on DET’s Recruitment Online.

Wanted

A family are looking for a second-hand refreshable braille display to link to an iPad and Bluetooth keyboard for their Prep-aged child. Please contact Kelly: akgship@bigpond.net.au

For Sale

Mel Stephens currently has two items of technology up for sale. The first is a **BrailleNote Apex**, which is in pretty good condition. The BrailleNote is a 32 cell braille display, 8gb internal storage, bluetooth and wi-fi enabled device, which usually costs around \$8000 new. Mel would like to sell it for \$2000 or thereabouts. If you have any more questions about the BrailleNote, please contact Mel. The second thing which she is trying to sell is a **VictorReader Stream**. This device is able to: read text files, dotdoc and dottxt; record audio files; play daisy books; and play almost any other kind of music. This is not, however, the newer version of the VictorReader and does not connect to the internet. Because of this, Mel is not asking for any money for it.

To ask Mel about either the Braille-Note, or the VictorReader, please contact: Mob 0438 542 274 or email: mell1994@bigpond.com

Interesting Feedback Regarding the SVRC Website

At the end of last term, Lyn Robinson prepared an online survey to canvas our community about the SVRC website.

Feedback was received from VTs, family members, teachers, ES staff, O&Ms, students therapists and others; and from around Australia including city and rural/remote

Here are some interesting statistics and observations from the survey:

- 35% of survey participants use the SVRC website weekly or more than once a week.
- The pages listed as most visited include For VTS, Professional Learning, The Bulletin, Access Technology, Educational Programs, About Vision and For Parents.
- Survey participants navigate most using the navigation sidebar.
- **100% of survey participants can generally find what they are looking for.**

Thanks to everyone who participated in this information collection! We'll use the information to update our website and improve on content and accessibility.

Finally

Editor Deb Lewis would like to thank everyone for their contribution to this issue of The Bulletin particularly Helen Caldow, Phia Damsma, Desiree Gallimore, Annette Godfrey-Magee, Glen Morrow and Emily White.