

The Bulletin

Statewide Vision Resource Centre

Number 12

Friday 31st July 2009

This issue was edited by Lyn Robinson, Resource Teacher, Statewide Vision Resource Centre.

Professional Development Activities for Term 3 and 4, 2009

Professional Development Event 2009	Date
New! Education Seminars 2009: Including students who are blind or have low vision in physical education programs. Presented by Vision Australia and the Statewide Vision Resource Centre, this is a hands-on workshop for PE teachers, VTs and any other interested school staff.	Friday 14 August
Term 3 Visiting Teacher Professional Development Day	Friday 28 August
Literacy Numeracy Week Activity – Louis Braille Day	Monday 7 September
SPEVI Day	Monday 5 October
Educational Expo – Access Technology Options This day is suitable for teachers, aides, therapists, parents/care-givers, visiting teachers, students and members of the wider community	Friday 27 November
SVRC Christmas Morning Tea	Wednesday 2 December
Dot Power for 2010 Kinder and Prep Braille Readers and their Teachers, Aides & Parents	Monday 7 December

*All Skill Power days - **BYO laptop** and lunch. For a complete list of the Professional Development offered by the SVRC go to: <http://www.visiontech.svrc.vic.edu.au/PD2009.doc>

Transitions

This edition of the Bulletin has a feature article by an ex student who is now working at the Statewide Vision Resource Centre as a volunteer. She talks about her experience of moving from High School to University, the challenges she faced at University and ultimately the rewards she experienced through completing her degree. There are transition activities planned for students in Years 5 and 6 to help them prepare for secondary school as well as range of articles on technology and professional development. I hope you enjoy this edition of the Bulletin!

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VTAC applications

VTAC staff members are coming to the Prahran office of Vision Australia to assist future further education students who are blind or have low vision with their VTAC applications, including SEAS and Scholarship applications, on Wednesday 26 August 10.00am to 12.00 noon.

There should be close to 400 students with a vision impairment applying through VTAC for tertiary study in 2010.

What to bring

- Students will be required to bring their course preferences and either credit card details or a mailing address for the invoice for the processing fee.
- Current year 12 students should also have their student number. A VTAC ID and PIN can be obtained on the day.
- It would be beneficial to have the required supporting documentation but this can be sent to VTAC later.

VTAC dates and fees

- Timely applications 3 August to 30 September (to be considered for early offers) - Current Year 12 students \$23, Non-Year 12 applicants \$37.
- Late application 30 September to 13 November \$82.
- Very late application 13 November to 12 December \$106. (All invoices carry a further \$8 fee.)
- SEAS applications and documentation - 3 August to 9 October.
- Scholarship applications and documentation - 3 August to 30 October.
- Pi form and documentation to be considered for early offers - 30 October.
- Pi form and documentation final closing date - 11 December.

Offer dates

- Early offer round 27 November.
- First round offer 18 January (most offers occur in round one).
- Second round offer 5 February.

RSVP

Please inform Max Bini if you will be attending as they need to know numbers.

Max Bini - Tertiary Education Consultant

Vision Australia

201 High Street

Prahran Vic 3181

Ph: 03 9520 5555 Freecall: 1300 84 74 66 Email: Max.Bini@visionaustralia.org

Online guide to university open days 2009

The Good Uni guide is an online resource which lists open days for universities around Australia

http://www.gooduniguide.com.au/University-Open-Days?gclid=CJe06IHR9JsCFY0vpAodEzdt_A

Other useful websites include:

<http://www.myfuture.edu.au>

<http://www.year12whatnext.gov.au>

<http://www.youthcentralovic.gov.au>

<http://www.skills.vic.gov.au>

Referrals to East Melbourne Optometry and Low Vision Clinic

Many Visiting Teachers are referring students to the wonderful Alan Johnston and he has been very responsive with reports and ideas for optical aid options. If it is a Visiting Teacher's or a family's understanding that optical aids are to be paid for by the child's school then Alan needs to be provided with a contact name at the school to whom he can send an invoice. Visiting Teachers also need to ensure that the school has agreed to this arrangement.

UltraKey 5.0

If you are looking for a new typing program to try with students then this extract from the June OnLine Newsletter may be of interest:

Many students will need is to develop the capacity for proficient keyboarding. Students will rely on being able to access the computer throughout their life and, until the technology is available to get rid of the keyboard completely, keyboarding skills will enhance students capacity to interact with an environment rich in technology.

Keyboarding tutors have been around for almost as long as keyboards themselves. The “key” to keyboarding tutorials is to provide sufficient motivation to what can be a mundane task without distracting the user from the skills they need to develop.

UltraKey 5.0 is a keyboarding tutoring program that provides interactive activities to enable students to develop their keyboarding skills. The application is easy to follow and provides straightforward and clear information on all aspects of keyboarding.

Providing Information

The program provides the information in a number of ways.

UltraKey utilises SAPI 5 voices which means if you have the Australian voices installed they can be used to provide speech support. This is a significant benefit to students who may need such auditory support during training. All the instructions are delivered to the students in clear speech, making it easy for most students to interact with the tutorials and activities.

Lessons

UltraKey ensures all aspects of good keyboarding are covered within the program including posture, finger techniques, hand positions, various letter position practice. Each of these activities includes speech support if required and a video tutorial. All the keyboarding lessons explain the various letter sets and allow the user to practice proper words (not just typing the letter over and over) as well as typing sentences with the letter in the sentence. Even from the first lessons the student can type real words without getting bored with straight letter drills. The screen layout is not busy or distracting but does offer a number of desktops for students to customise their keyboarding activities.

Tracking Progress

The software records and stores student progress and the activities they have undertaken. It can display a report of which activities the student has undertaken. This report can be printed out if required.

Licensing

UltraKey has a number of licence options including Stand Alone and network. A very good asset to its licensing is a home version which is very inexpensive and allows students to continue developing skills at home as well as at school.

Conclusion

Typing is one of those skills that students just have to keep persisting with in order to become proficient. It's difficult to motivate students with drill and practice of any skill and keyboarding is no exception. If you are looking for an exciting keyboarding application that is going to hook in the students and presents the activities in game format, this isn't the application you will be looking for (there aren't many game style keyboarding applications that also provide good keyboarding skill development activities). If you are looking for a comprehensive keyboarding tutorial that provides clear multimedia information to enhance students keyboarding skills and will keep students on task during keyboard skill development sessions, UltraKey is certainly worth considering. UltraKey provides significant support material to make it easy to follow instructions. With the provision of speech feedback and video support, UltraKey caters to a diversity of students and keeps track of their success. UltraKey is certainly worth considering.

<http://www.learningplace.com.au/deliver/content.asp?pid=44126>

OnLine Newsletter

If you found the article above useful then you may like to subscribe to the Online Newsletter. The OnLine Newsletter is published by the Queensland Department of Education and is an excellent source of information about assistive technology for students with disabilities.

The most recent edition has information about the following technologies:

- Pulse Smartpen: Expanding on the Capacity Of Digital Pens
- WordTalk 4.2: Freely Adds Even More Functions To MD Word.
- Universal Access using Word Prediction.
- UltraKey 5.0.
- Nintendo Wii Game Reviews
- Universal Access using Text-to-Audio & Sound Editing Programs 14
- Learning Development Centre – ICTs – Students With Disabilities Events Term 3

The OnLine Newsletter is published on a regular basis throughout the year. The newsletter is published in Acrobat format although other electronic formats are available on request.

You can receive your own copy of the OnLine Newsletter by subscribing to the OnLine listserv. Using your web browser go to <http://education.qld.gov.au/listserv/subscribe.html> and select *OnLine Newsletter* from the drop down menu. After you fill in your name and email details, press the button labeled *Subscribe to the list*. You should receive a response from the OnLine team within a day. Alternatively, the Online Newsletter is available on the Assistive Technology Professional Community (PC) at <http://www.learningplace.com.au/en/dssulc/assistive>
All current editions and some past editions are available.

Audio Graphing Calculator

The Audio Graphing Calculator (AGC) is now available from HumanWare.

The AGC provides the functionality of handheld scientific calculators commonly used in the classroom. Operating on a flexible Windows platform and augmented with audio and tactile feedback, the AGC provides an alternative for people who cannot effectively use a handheld calculator, or those seeking a more interactive interface. The AGC is accessible to anyone who can use a computer, regardless of ability, allowing the user to concentrate on math, not on learning the tools to access it.

Features:

- Describing of graph shape through audio tones and cues
- Speaking menus
- Scalable visual display
- Keyboard navigation
- Tactile output options
- New Features for AGC include:
 - Advanced matrix functions
 - More powerful expression evaluator
 - Ability to locate polar coordinates
 - Display multiple graphs and find intersections
 - Faster computation time
 - More statistical functions

A thirty day demo can be downloaded from

<http://www.viewplus.com/products/braille-math/AGC/>

People in the news: Eye for the positives by Caryn Metcalfe

SHE'S a walking textbook, can be found all over the Sydney Eye Library and doctors find her special. Yet Lauren Davis, who has almost every eye condition under the sun, doesn't let it get her down. The bubbly Penrith 21-year-old recently received a \$6000 further education bursary from Vision Australia to buy equipment to help her with her studies.

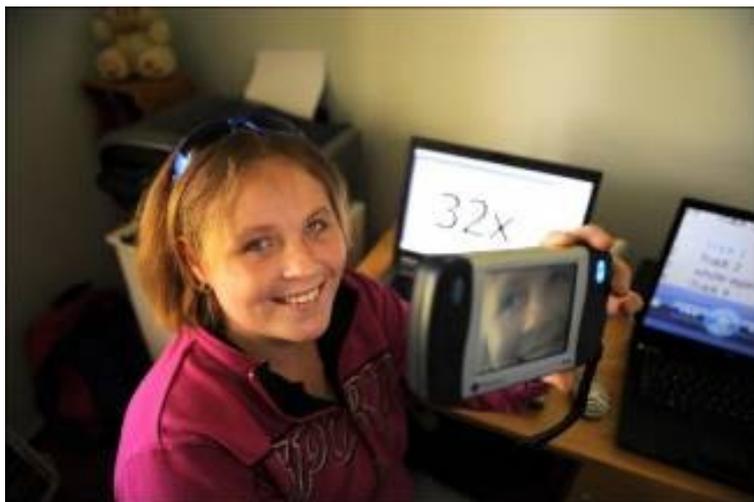
Ms Davis says she loves all the equipment she bought. "I got a Talks program for my phone, which basically reads everything out for me, a new laptop with a voice program, and a printer/scanner/photocopier," she said.

"I also got a PICO - you put it over something and it comes up really big, plus you can change the colour - a dictaphone and a monocular, which I can use to read the board notes and stuff like that. "I think I had about \$13 left over."

Ms Davis was born with many eye conditions, which she jokes about taking hours to list. These include glaucoma, which affects the pressure behind the eye, so if she gets hit in the head it can knock her about for a week or two; nystagmus, rapid involuntary eye movements causing both eyes to move side to side; and a condition known as the pinhole effect, which means her pupils don't dilate.

Ms Davis said the doctors did not know what caused her multiple eye conditions. "Part of it would have to be genetic and part of it I got stuck with," she said. "Mum had seven kids and I'm the only one that copped everything. It made me stronger being the seventh.

"Mum picked on me as a kid to make me ready for school, so when I got there I was just as nasty back." Ms Davis is studying a Diploma in Community Welfare Work at the Ourimbah TAFE campus.



The picture above shows Lauren with some of her new equipment.

Source: <http://penrith-press.wherelive.com.au/news/story/eye-for-the-positives/>
Thanks Maranatha for finding this story for the bulletin!

Vista Accessibility Options

Vista has an Ease of Access Centre which allows you to use a wizard to deliver accessibility solutions to your computer. You can access the magnifier and Narrator from the Ease of Access Centre however sometimes you need to tweak a few settings to meet the needs of individual needs of a student with low vision e.g. change the size of the icons on the desktop or increase the font on the title bar. You can still do this but there's a trick to it which Helen Caldwell and I discovered the other day! Here's what we discovered:

If you want to modify the settings through the "Appearance Setting dialogue box" you need to:

- Go to Start
- Go to Control Panel
- Go to Personalization
- Go to Theme
 - Under the "theme" drop down menu, select Classic, then select Apply, then select Ok
- Go back to the Personalization and choose "Window Colour and Appearance".
- The Appearance Setting Dialogue box will come up, select "Advance"
- Select the "item" drop down menu. This will give you access to icons, menu headings, font sizes etc which you can individualize. E.g. select icons, then on the right of this is a drop down menu called "size", select the size you want your icons to be. You can do the same for fonts, title bars etc.

Easy!

What a great idea!

From Emma – NSW Department of Education Itinerant Teacher, It's Vision Time Issue 11
I have a kindergarten student who requires size 28-32 print. We were faced with the dilemma that she only requires the reading books for a relatively short period of time and we thought we could produce them ourselves as there was very little print. At first, the teacher's aide and I were photocopying and colouring each book for in class reading groups and for home readers. This system was very time consuming and because the pictures were being hand coloured, some of them were hard to recognise. I decided that it would be much easier to re-type the sentences, print them and simply attach them over the top of the original writing in the book. This would allow the font size to be enlarged and the font type to be changed. The problem however, was finding something to attach the enlarged typed writing to the book that was not going to be permanent. I visited Office Data Systems and found 'Pritt refill roller non-permanent glue' for \$12.85. This glue is applied to the back of the paper and can then be placed on the book. The paper will stick to any surface and can be quickly and easily removed when finished without leaving any residue or marking the book. This is a great little tool that can be used in many situations and is so quick and easy to use.

Louis Braille Day – Coming Soon! PRIZES! FUN! MEET NEW FRIENDS!

We are really looking forward to a fantastic celebration of the 200th anniversary of the birth of Louis Braille.

Please come and invite all of your friends too. The day will be fun for students who read Braille and students who have low vision. Bring friends, brothers, sisters and school staff!!

We'll be having a **Dot Quiz** (who likes Rock Wiz?), an **Exploration** of braille writing implements, old and new, and a hilarious **Gameshow** in the afternoon!

Time: 10:00 am - 2.00 pm

Place: Statewide Vision Resource Centre

Wear: Costumes from 200 years ago, or something about Braille

SPEVI List

The South Pacific Educators in Vision Impairment – SPEVI now has its own email list where members of SPEVI can share ideas and keep up to date with SPEVI activities. SPEVI, for those of you unfamiliar with the group, is an association of educational professionals who work in the area of vision impairment within the South Pacific region.

The aim of SPEVI is:

- To act as the professional body in matters pertaining to the education of people with a vision impairment within the South Pacific region
- To stimulate research and encourage the raising of educational standards
- To promote and encourage the training of educators in vision impairment
- To evaluate and encourage the use of appropriate, up to date materials, including technical equipment, in the education of persons with vision impairment, and to facilitate in depth in teacher education programs in the use of new techniques and technology
- To promote and encourage the interchange of information from both within our organisation and with ones of a similar interest
- To promote and encourage the utilization of services and materials and the sharing of professional literature, opinion, and experiences
- To use all available resources to further the objectives of the Association.

Membership of SPEVI provides many benefits including:

- Contact with a network of people who work in a similar field
- A SPEVI Journal
- Access to professional development
- A website
- And now an email List for SPEVI members

About SPEVI List

The mailing list (known as *SPEVI List*) is provided as a membership service to facilitate communication between members. Messages emailed to *SPEVI List* will be automatically forwarded to every other member who is on the list.

The list is an open, moderated web forum intended to facilitate discussion and exchange of ideas. The value of *SPEVI List* is the collective knowledge and experience of SPEVI members, which can be shared to benefit students with vision impairment. Anything to do with SPEVI or vision impairment can be discussed freely, provided it is consistent with SPEVI's aims.

For example, *SPEVI List* is the place to:

- Seek assistance from others regarding education issues for students with vision impairments
- Let members know about research projects you are undertaking
- Share assistive technology solutions and innovative approaches to teaching
- Publicise funding opportunities
- Advertise job vacancies
- Promote conferences, seminars
- Tell others about the availability of interesting publications, new equipment, etc

If you would like to find out more about SPEVI or join the SPEVI List go to:

SPEVI Website: <http://www.e-bility.com/spevi/index.php>

SPEVI List: <http://www.e-bility.com/spevi/maillinglist.php>

Better Vision, With a Telescope Inside the Eye

By Anne Eisenberg Published: New York Times July 18, 2009

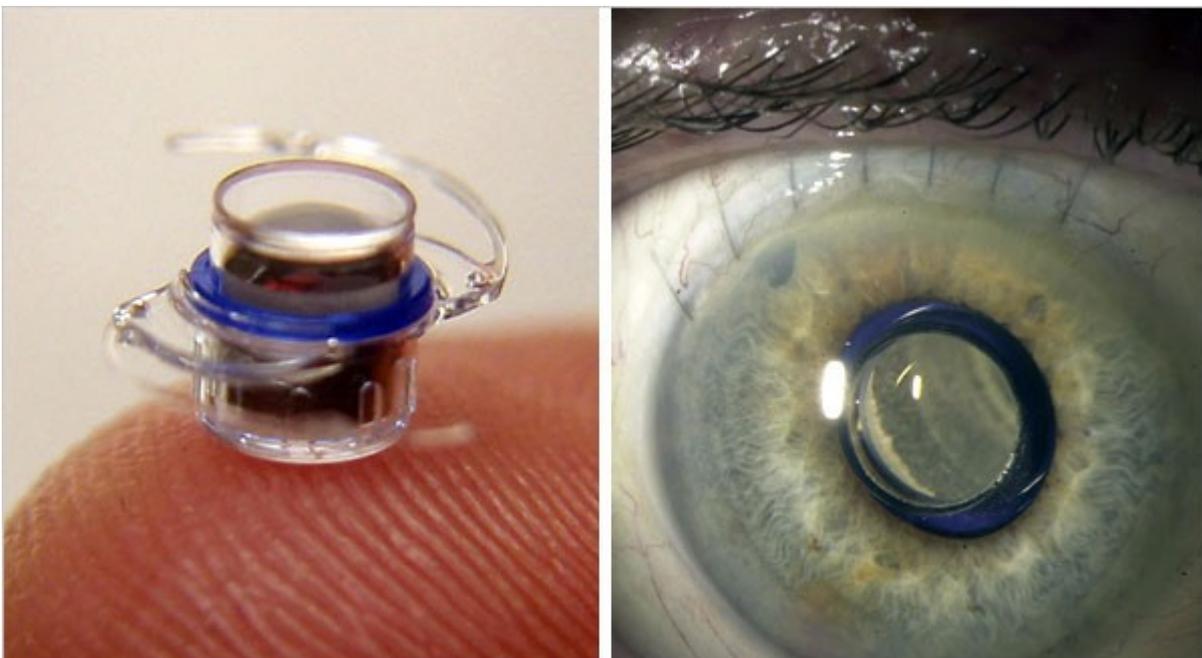
A TINY glass telescope, the size of a pea, has been successfully implanted in the eyes of people with severely damaged retinas, helping them to read, watch television and better see familiar faces. The new device is for people with an irreversible, advanced form of macular degeneration in which a blind spot develops in the central vision of both eyes.

In a brief, a corneal specialist implants the mini-telescope in one eye in place of its natural lens. The telescope magnifies images on the retina, extending them so they fall on healthy cells outside the damaged macula, said Allen W. Hill, chief executive of VisionCare Ophthalmic Technologies in Saratoga, Calif., the implant's maker.

In March, an advisory panel to the Food and Drug Administration unanimously recommended approval of the device. VisionCare says it expects the F.D.A. to give its O.K. later this year. The device has already been approved for use in Europe.

The implanted telescope holds much promise for patients, typically elderly, who suffer from end-stage, age-related macular degeneration, or A.M.D., said Janet P. Szlyk, a member of the advisory panel. Dr. Szlyk is executive director of the Chicago Lighthouse for People Who Are Blind or Visually Impaired, a social services agency.

The device does not cure the disease, but it does improve visual acuity, she said. For example, a person who might usually see a blur when looking at a friend's face might, with the help of the magnified image, see a blur only in the area of the person's nose or mouth. "People can use it to recognize faces in a social setting," she said. "That's a huge advance."



The picture on the left shows a tiny telescope, already approved for use in Europe, which can be implanted in one eye to help people with an advanced form of macular degeneration. The picture on the right shows an eye with the lens implanted.

To read the entire article go to: <http://www.nytimes.com/2009/07/19/business/19novel.html>

Renwick Centre – August Courses

Don't take the fun out of FUNctional: Communication strategies as core curriculum for students with sensory and multiple disabilities

When: Thursday 13 and Friday 14 August 2009

Where: Royal Institute for Deaf and Blind Children, 361-365 North Rocks Road, North Rocks, NSW 2151

Presented by: Sharon Barrey-Grassick, B.Sc., M.Sc.

Adjunct Lecturer in Deafblindness (Sensory & Multiple Disability), Sharon has been involved in the field of sensory disabilities for over 30 years. Originally from Upstate New York, Sharon was the recipient of a Rotary International Award in 1980 to study at Macquarie University. Sharon is widely considered Australia's National Guru in the development of communication in children with sensory disabilities. Sharon is an Adjunct Lecturer with Renwick Centre.

Fee: \$200 (includes morning tea and lunch)

Course Code: RC09C202M

Transdisciplinary approaches for young children with sensory and multiple disabilities

When: Monday 10 to Wednesday 12 August 2009

Where: Royal Institute for Deaf and Blind Children, 361-365 North Rocks Road, North Rocks, NSW 2151

Presented by: Professor Deborah Chen, Department of Special Education, California State University, Northridge, USA

Prof. Deborah Chen is a World Leader in her field and teaches in the areas of early childhood special education and severe disabilities. Her extensive background in early intervention services as a service provider, program administrator, in-service and pre-service instructor, and researcher includes the administration of several federally funded grant projects related to professional development in early intervention/early childhood special education and program development for infants with multiple disabilities/sensory impairments, as well as work with families from diverse cultural and linguistic backgrounds. Her research and publications have focused on early communication in infants with multiple disabilities and sensory impairments, infant-caregiver interactions, and effective practices for working with families from diverse cultures.

This course explores the ways that educators and professionals can adapt the educational environment to facilitate learning for students with sensory impairments who have additional multiple disabilities (particularly physical disabilities). The course will focus upon an integrated approach with emphasis on the need for a variety of disciplines, including physical and occupational therapists, psychologists, audiologists, orthoptists and communication specialists. Issues associated with creating an appropriate learning environment and adaptations to programming will be examined. The curricular needs of students will be presented and analysed across a range of learning environments including early childhood settings, special schools, mainstreamed settings and students in transition to post secondary education and training.

Fee: \$300 (for the 3 day duration) including Morning tea and Lunch.

Course Code: RC09C201M

Please contact 02 9872 0207 or 02 9872 0302 for more information or visit The Renwick Centre website at: http://www.ridbc.org.au/renwick/courses/continuinged_register.asp

Transitioning from High School to University: A time of change

Written by Marantha

When I left high school at the end of 2004, I was looking forward very much to attending university to take a Bachelor of Arts degree, with a major in Literature, as I'd always enjoyed studying the humanities, particularly English and Literature, with Psychology or any science-related subject being the subjects I liked the least. At any rate, I was fortunate enough to finish from high school at a time when the tertiary entrance ranking scores were scaled down quite significantly, hence, my score of 77.53 meant I gained entrance into Deakin University at Burwood to take up my Arts degree, because the university only required scores in the low seventies but not in the early eighties, as was the case initially.

To increase my positive mood, I managed to get my first university preference, one that was very convenient to get to and from by public transport, once I had completed the necessary orientation and mobility training with my instructor, and so, when I attended my first day of classes, I was feeling confident. However, I soon discovered that all the confidence in the world cannot always help you when you have problems outside university distracting and impacting on your studies and academic performance. More specifically, what with laptop problems and a lengthy delay in receiving my papers back from New Zealand to assist in my becoming an Australian citizen so I could be on HECS, the majority of 2005 wasn't enjoyable for me, and being withdrawn halfway through the year didn't help matters, either. Of course, I eventually got my papers back from New Zealand, became an Australian citizen, obtained HECS and the university put the information on their records. Yet, the fact that the matter was sorted out still meant that, as aforesaid, the rest of my first year wasn't a memorable one, even more so because being withdrawn halfway through upset me greatly and made me realise that, after all my hard work to get to university to learn and undertake a degree that I loved, it could end very quickly. Nevertheless, the end result was that I had to repeat my first year in 2006, a fact which I felt ashamed of at first as I despised and feared failure, but I soon overcame that I started to enjoy my studies again.

Since starting at Deakin University, I have been part of the Disability Unit, with Margaret McKeough as my Disability Liaison Officer, whose responsibilities include organising a supervisor and extra time for exams, but also emailing the unit chairs of all my subjects prior to the start of every year to find out the list of books, readers and study guides, which are eventually copied on to CD and posted to my home address at random.

In lectures and tutorials, I use to tape record those classes for note taking purposes. However, as Deakin is very technology-based, all notes are provided online, and so, I'd download them after the lectures, or, as is the case nowadays, prior to the start of semester.

With a major in Literature, some of the subjects I've taken to go towards my major have been wide-ranging. Last year, for example, I studied Greek tragedy in first semester, which included selections from playwrights such as Euripides and Sophocles, and in semester two, a selection of Shakespearean plays like *Othello*, *Anthony and Cleopatra*, *The Tempest*, *Merchant of Venice* and *King Lear*. What is fascinating about a subject like this is that you learn something new; in this case, the fact that all Shakespeare's plays were based on traditional fairytales, and he only made the necessary changes from these sources to suit the plays' characters or plot. Apart from this, though, the electives I've studied have varied significantly, from Linguistics in 2006 and 2007 to Race and Place in Children's Texts and Political Philosophy. Now, significantly, these are all subjects I've enjoyed and that in itself is the key to being successful at university: studying what interests you the most and what would enable you to get the most out of yourself personally and academically, while at the same time increasing your own knowledge and learning experience.

I am currently in my final semester of my course, and as I do not aspire to undertake post-graduate studies after I complete my degree, one of my goals is to continue in my voluntary role at Statewide Vision Resource Centre by making a valuable contribution to the team.

SPEVI Day – October 5, 2009 at Vision Australia, Kooyong Finding the Balance: Life skills, technology and education – required pre-reading!

Your three Victorian Counsellors, Garry Stinchcombe (Vision Australia), Dean Johnson (Guide Dogs) and Marion Blazé (SVRC) have been brainstorming around what we'd like participants to get out of the PD day for 2009. So far we've come up with a list of questions based on what we think we would like to investigate on the day. SPEVI is a great forum for pooling our collective wisdom in this special field. We'd love this day to be an opportunity for us to put together a useful document on a topic of need to us as educators and also to our students.

Here is an outline of the questions. Start thinking about them now! We'll have speakers on related topics but also opportunities for all of us to add to our practice wisdom and generate a handy resource for the future.

Technology:

- What is the process and how do we choose the technology which is most appropriate for students?
- What time frames do we use to choose the technology/what milestones?
- How do parents and educators best support their student/child to acquire the necessary technology skills?
- Funding - what are the issues for students, parents, VTs and schools?
- Could recycling and equipment banks assist students? What other strategies/suggestions could be made?
- Strategies for planning for the future technology needs of a student.
- How do support staff update their skills and knowledge in the area of assistive technology?
- Where do staff/parents get help? (independent advice/second opinions)
- What are the essential and prerequisite skills for a student's technology requirements?
- Who is responsible for promoting and supporting the equipment needs used by a student and school – VT and/or supplier?
- Life Skills: where does technology sit re education and/or vocation?

Life Skills:

- How can educators support parents in ensuring the development of life skills is being addressed?
- What are the issues around life skills for students who are blind or have low vision?
- Where/how do these life skills fit into the expanded core curriculum? Which elements of the Expanded Core Curriculum are the VT responsible for?
- Current research and resources re: life skills – e.g. NULM
- Does the mainstream curriculum address the life skill needs of students who are blind or have low vision?
- Who is responsible for coordinating the overall growth and development of the life skills and education program for a student?

Stay tuned for more about SPEVI Day 2009, in the next Bulletin!

Fun at secondary school-transition activities for Years 5 & 6

This activity aims to promote friendships, resilience and advocacy and is presented by Jennifer Blake – Visiting Teacher Southern Region and Geoff Bowen - Psychologist Statewide Vision Resource Centre.

Excursion Activity Details: Fun Transition Activities and Orientation and Mobility

When: 12th August 2009

Time: Arrive 9.00 am-9.30 am

Location: 9.00 am – 12.00 noon Chelsea PS, 12.00 noon – 3.00 pm Mt Chelsea Park, Scotch Parade or Ultimate Family Fun Centre, Station Street Chelsea if poor weather.

Teacher In Charge: Visiting Teacher Southern Region - Jennifer Blake

Transport: Private parent or visiting teacher car to Chelsea PS. Walk to Mt Chelsea or Ultimate Family Fun Centre indoor venue

Cost: Please bring \$5.00 per child and \$5.00 per adult in case we attend the indoor venue

Bring: Cane, drink bottle, lunch, comfortable shoes, camera.

Do Not Bring: mobile phones, talking compasses, GPS

Program Goals:

- To discuss secondary schools and differences between primary and secondary schools
- To explore making new friends and changes in peer groups
- To participate in fun activities that explore some of the questions students might face in an unfamiliar environment.
- To develop self advocacy skills
- To promote a sense of humour and patience when faced with challenges
- To practice travel skills using a cane, road crossing and for students with low vision

Please contact Jennifer Blake for more information including permission forms:

Mobile 0428 134 660 Email: blake.jennifer.a@edumail.vic.gov.au

Staff and Student News

Congratulations to Jodie Elliot from Keilor Downs P.S. who has successfully completed the SVRC Literary Braille Correspondence Course. If you know anyone who would like to start either the Mathematics or the Literary Braille Correspondence Course please contact Zhi at the SVRC on 03 9841 0242.

Plans are underway for six students and two teachers to travel to Space Camp in Huntsville Alabama in September. There will be more information about this exciting trip in the next bulletin.

Finally

Thanks to Maranatha, Deb Lewis, Jeni Blake, Marion Blazé, Leanne Nagel and Max Bini for contributing to this edition of The Bulletin. Many thanks to our proof readers, collators and mailers for helping get this Bulletin out to our readers.

Don't forget, we appreciate your input.

If you have something you would like included in "The Bulletin", please contact:

Lyn Robison lynrobin@svrc.vic.edu.au

To read The Bulletin online: <http://www.svrc.vic.edu.au/bulletins2009.html>

Professional Development Program Visiting Teacher Day - Term 3 Friday 28 August 2009

The SVRC Professional Development Program for Visiting Teachers concentrates on areas of the Expanded Core Curriculum for students with vision impairments and its context within the school's curriculum.

The ECC includes:

- | | |
|---|--|
| <ul style="list-style-type: none"> • compensatory or functional academic skills, including communication modes • visual efficiency skills • use of assistive technology • social interaction skills | <ul style="list-style-type: none"> • self-determination • orientation and mobility • independent living skills • recreation and leisure skills • career education |
|---|--|

Today's program will present:

- | | |
|-------------|--|
| 9.00-9.30 | Networking time over a yummy cup of coffee |
| 9.30-10.30 | HumanWare Products: Update Yourself on the New Range of Products for Students who are Blind or have Low Vision
Phil Hazell, HumanWare National Sales Manager |
| 10.30-11.00 | Morning Tea |
| 11.00-1.00 | Magnification in Your Pocket: Efficient Use of Low Vision Aids
TBC |
| 1.00-1.45 | A light lunch will be provided |
| 1.45-2.10 | VT Show and Tell:
Recent Research: Wendy Morley, VT Vision Australia
RadaR: Teaching students with vision impairments to use the www safely
Lea Nagel, Visiting Teacher, Eastern Metropolitan Region |
| 2.10-2.30 | Insights from the Sighted: Braille Reading by Touch
Anthea Skinner |
| 2.30-3.30 | Relatively New Kids on the Block: Septo-Optic Dysplasia
Geoff Bowen, Psychologist |
| 3.30 | Resource and Network Time |

Cost: \$33.00 – Registration is essential – by Monday 24 August
phone 9841 0242, fax 9841 0878 or email svrc@svrc.vic.edu.au