

# The Bulletin

## Statewide Vision Resource Centre

Number 15

Monday 21<sup>st</sup> October 2013

This issue was edited by Deb Lewis and Lyn Robinson, Statewide Vision Resource Centre.

### Professional Development Activities for Term 4, 2013

Event	Date
<b>Support Skills Program Try Day</b> (information attached to issue 13)	Friday 8 November
<b>Dot Power</b> – for braille readers from pre-school to grade 3	Tues 19 November
<b>SVRC Educational Expo</b> (program attached)	Mon 25 November
<b>SVRC Masterclass – Ike Presley</b> (program attached)	27-28 November
<b>SVRC Christmas Morning Tea – all welcome!!!</b>	Wed 4 December

The program for 2013 is available from this link: <http://www.svrc.vic.edu.au/PL.shtml>

### Upcoming PD

A quick reminder about the professional development activities for the remainder of term 4:

- **SVRC Masterclass – Ike Presley:** 27 and 28 November 2013  
Ike will present on the use of technology to develop literacy skills at this upcoming Masterclass for Victorian Visiting Teachers.  
Registration is essential. There are a limited number of places for other interested educators – please see the flier: <http://svrc.vic.edu.au/PLPikepresley2013.pdf>.
- **SVRC Educational Expo:** 25 November 2013  
Expo showcases the access technology options for students with vision impairments including enlargement, voice output, electronic magnification, talking books, optical equipment, braille technology, sports equipment and more.  
No need to register – just come along to the SVRC on the day between 10.00 am and 2.30 pm.  
For further details including parking and public transport information, please see the flier: <http://svrc.vic.edu.au/PLPexpo2013.pdf>

### Upcoming Support Skills “Try Day”

**When:** Friday 8 November at SVRC

**Who:** Students who are interested in attending the Support Skills Program in 2014 (eligible students from Years 4 to 10 in 2014)

**Registration form:** <http://svrc.vic.edu.au/Arefssp.pdf>

### Inside This Issue

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## Scuba Adventure

“The Amazing Dalton Family” by Simon Hall from the Reef Safari Facebook Page  
<https://www.facebook.com/reefsafarishangrila>

A couple of days ago a fabulous opportunity came my way. A family came into my dive shop asking if they could go for an introductory scuba dive. My answer was of course you can this is something we do every day and I started telling Judy Dalton all about what was involved and how it is a really wonderful experience. Then she told me that 2 of her 3 children are blind and would this really be possible. When scuba diving our communication underwater is almost completely visual, we use hand signals to communicate. You may ask why blind people would want to dive.



When I first went diving I was really interested in all the different reef fish which come in every colour of the rainbow and every size and shape imaginable but after a while things changed for me and I learned to love the experience of simply floating around underwater. When we dive we aim to achieve something we call neutral buoyancy which means that we are neither floating nor sinking we are simply suspended underwater and drifting along like astronauts. I often use this expression, as for me it is the closest thing I think you can get to floating in space. NASA actually does some training underwater with scuba equipment to prepare astronauts for space. To accompany this floating experience you are also free to move 360 degrees so you can float face down looking at the coral or face up looking at the surface or even head down feet up if you like, something which is quite difficult to achieve on land. As well as this freedom the breathing equipment is noisy with each inhalation there is a reassuring whoosh of air and as you exhale there is a low drone accompanied by bubbles which rise and expand as they head for the surface.

So if you take away the visual side of diving with the interaction of fish and other marine life as you swim through their world you are left with being weightlessly suspended and as you relax you find yourself focussing on the sound of your breathing. It is very easy to zone out and find yourself in a highly relaxed meditational state.

Yesterday the whole family came into the dive shop for their dive. I was already teaching so my colleague Dylan Burgers gave the family a briefing explaining a little of the physics of diving in terms of how pressure affects your body, how the equipment works and describing a few basic skills and then one at a time Dylan took the family through their skills and got them prepared for a reef dive in the ocean.

On the boat there was a little tension which is to be expected as you prepare yourself for a leap into the unknown. Wayne, Judy and Nick put their equipment on whilst on the boat and Dylan helped Daniel into the water where I was waiting to help him into his scuba system and weight belt, I then repeated the process for Daniel's sister Abbey.

Once Dan and Abbey were in their equipment we had a quick review of our hand signals for

communication. I buddied up with Daniel and Dylan took Abbey and we started to slowly descend. We were at a depth of around 2 meters and Daniel was reaching over his head to see if he could feel the surface of the water. So I brought him up to the surface just to check that he was OK and he was clearly very excited and really enjoying himself. I explained that we had been 2 meters below the surface and next I wanted to take us a couple of meters deeper so that we could get a little closer to the reef so that we might hear some of the fish. Some anemone fish make little chirping sounds when you approach their home.



After a few minutes Daniel really started to relax. About 20 minutes into the dive we assembled the whole family for a photograph and then turned around and headed back towards the boat.

The mood on the boat as we headed back to the resort was wonderful. The family was obviously delighted by the experience, we the instructors were very proud of our achievement.

## **New Australian Braille Authority Website**

The **Australian Braille Authority** has a new web-home which, according to Chair of the ABA Christine Simpson, is “modern, visually appealing, easy to use, comprehensive and full of interesting and informative reading.”

Visit: <http://www.brailleaustralia.org>

The **Round Table on Information Access for People with Disabilities** website remains in the same location but has a brand new look and updated content.

Visit: <http://printdisability.org>

## **Displaying a Smart Board on an iPad**

As far as we can tell there are many options for displaying a Smart Board on an iPad for example in the classroom. Here are a few:

### ***Team Viewer***

One option demonstrated at the recent SPEVI Day uses Team Viewer which is a free web-based software offering 2-way access for remote access on iPad and iPhone. The teacher is able to control student access.

For more information, see: <http://www.teamviewer.com>

### ***Join.Me***

Another free option that allows a teacher to share the screen of their PC and therefore the image on the Smart Board so it can be viewed on an iPad. Students with low-vision can then view the information using the low-vision features of the iPad such as zoom and colour inversion.

For more information, see: <http://support.sas.com/misc/accessibility/education/ios/smartboard.html>

## **Transitioning from Education to Employment:**

### ***Creating high expectations and socialising to become work-ready***

Source: Blind Citizens Australia Parent News, September 2013 article by Jessica Zammit, National Policy Officer

Across the world, the employment rate of people who are blind or vision impaired is staggeringly low – around 30-40% in Australia and less than 10% in some developing countries. While there are many contributing factors behind these rates, one area where improvement can be made is in building the capacity of young people who are blind or vision impaired to successfully transition into employment.

In October last year, I was fortunate to attend a two-day workshop hosted by Dr Karen Wolffe, a renowned international presenter on the transition from education to employment...

The limited exposure of the public to blindness or vision impairment often leads to low expectations of the capacity of people who are blind or vision impaired. Conveying high expectations and encouraging socialisation are critical to building capacity, according to Dr Wolffe, and should start from the very beginning of a child's life.

Children tend to strive to meet the expectations of teachers and parents, highlighting the importance of ensuring that expectations are not set too low and more importantly that expectations incrementally increase so that a child continues to develop and excel. Furthermore, Dr Wolffe notes that self worth, particularly for a child who is blind or vision impaired comes through the reflections and beliefs of others about their capacity – a parent who does everything for a child who is vision impaired may inadvertently convey to a child that they are not capable. As Dr Wolffe notes “kids should be able to believe that they can do almost anything”.

Achievement is also dependent on the recognition that it can be harder and take longer for children who are blind or vision impaired to do the same things as their peers, but that it is not impossible to do so. Dr Wolffe notes that while a child may see this as “unfair”, it is real, with children needing to understand from an early age that they may need to work harder than their peers to achieve their goals and receive the same recognition.

A common case in point is the provision of additional time to complete work within the classroom. Dr Wolffe notes that while additional time may be appropriate in the beginning – so that a student can understand how a task can be completed with modifications such as technology – it is critical that goals are set along the way by teachers and parents to bring the student up to speed with their peers. A potential employer, unlike a teacher or a parent, will have set expectations about the performance of an employee. Employers will expect that the successful applicant will be able to do the “whole” job on time and to the standard they require. Further they will expect them to be punctual, display appropriate workplace behaviours and attitudes, and perform commensurate to the team. It is therefore critical that students are taught to work towards these real world expectations in order to be competitive applicants.

How a person who is blind or vision impaired presents themselves is also critical. Dr Wolffe notes that allowances are often made for the behaviour and presentation of people who are blind or vision impaired because of their blindness. This includes exhibiting behaviours which are socially inappropriate such as rocking back and forth, poor body language and lack of knowledge of social conventions, such as the importance of a handshake and eye contact at an interview. While children

with sight learn social skills incidentally by observing others, children who are blind or vision impaired need assistance to learn non-verbal cues such as the messages conveyed from shrugged shoulders, raised eyebrows, nuanced facial expressions and slouched body language.

It is also important to allow children who are blind or vision impaired to learn from their own mistakes – as Dr Wolffe notes, “if it’s good enough for sighted kids, it’s good enough for blind kids”. Dr Wolffe shared the example of a 7-year-old child she was working with who decided, much like any other 7-year-old boy his age, to jump out of the highest tree and see what would happen. He did, and broke his arm. Rather than cotton-wooling the child from danger, his parents rightly took the view that he should take risks no different to other children. This actually proved to be beneficial as his broken arm led to a cast, new friends and becoming an instant hit with the girls!

As Dr Wolffe notes, people see us differently to how we see ourselves which can be critical in not only a work situation, but in daily life. Dr Wolffe notes that it is important to determine and understand how others feel about you and whether you like how they feel about you – if not, it is important to determine what you need to do to change a person’s perspective about you and your capabilities. For a child who is blind or vision impaired, raising the perception of capability could include a discussion about a favourite book and an explanation about how the child reads, or starting a conversation about music, sport or anything in which the child is interested.

Effective socialisation is also reliant on understanding and setting clear boundaries. Dr Wolffe notes that many children who are blind or vision impaired can misinterpret the boundaries of relationships and may not apply the rule that not all relationships are friendships. It is important that children are taught that not all relationships have the same value – while it is appropriate to share personal information with a loved one, it is entirely inappropriate to share these details within a professional relationship or with someone you have just met in order to “be friends”. Overexposure can actually make it more difficult to make lasting friends.

Building this connection is reliant on bridging the gap and learning how to initiate a conversation. As noted at the start of this article, people often don’t know how to establish a connection with someone who is blind, so the ball falls to the child or person who is blind. It can be as simple as “Hi, is someone there?” If you engage in a conversation, most people engage in return.

While these points may not seem directly relevant to employment, these skills create a more employable individual. Further, these skills around initiation and socialisation are particularly crucial in an interview setting where an applicant is selling their skill set – if an employer cannot understand how a role can be performed, they may not believe that it can be done. As noted by Dr Wolffe, misconceptions abound so it is important that applicants who are blind take on the role of educator and educate a potential employer about what they can do and how it can be done by showcasing the skills first-hand. This could include explaining how notes are taken, how documents are created, and how these are converted to a printed format for sighted colleagues (particularly if braille or adaptive technology is used), and how the applicant effectively and efficiently uses technology to demonstrate competence first-hand.

Blind Citizens Australia recently released an employment policy suite. This resource, which includes five policy documents and six factsheets, is a great resource for people who are blind or vision impaired and the employment sector and is well worth a look!

You’ll find our employment policy suite on the BCA website, <http://www.bca.org.au>, or contact the Blind Citizens Australia National Office to request copies in an accessible format.

**Note:** If you’d like to contribute to an upcoming issue of The Bulletin, please contact SVRC.

## Support for Students in DEECD Schools

### ***Accessible Buildings Program***

<http://www.education.vic.gov.au/Documents/about/programs/needs/accessbuildprogguid.doc>

The Department undertakes an annual program to provide facilities that will enable students, parents and teachers with injuries or disabilities to access mainstream schools. It provides funding for projects to:

- meet the needs of new students at a school
- meet the needs resulting from deterioration of a student's condition
- expand existing facilities to cater for the curriculum requirements of the student.

Applications for this program may be submitted at any time throughout the year. Priority will be provided in situations where:

- the student with disabilities is a new enrolment;
- if the school is unable to provide sufficient access to school facilities essential to the curriculum or toileting needs of the student.

### ***AusVELS***

<http://www.vcaa.vic.edu.au/Pages/foundation10/curriculum/index.aspx>

AusVELS is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

AusVELS incorporates the Australian Curriculum F-10 for English, Mathematics, History and Science within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS). AusVELS uses an eleven level structure to reflect the design of the new Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning. Students with vision impairments may require additional disability specific skills – the Expanded Core Curriculum: <http://www.svrc.vic.edu.au/CUecc.shtml>

### ***Equipment Grants for Students with Vision Impairments***

<http://www.education.vic.gov.au/school/principals/health/pages/programsupp.aspx>

Equipment grants are available to assist Victorian government schools to purchase major items of essential, specialised equipment for students with vision impairments who do not meet the eligibility requirements for the Program for Students with Disabilities.

### ***Medical and Accessibility Support***

<http://www.education.vic.gov.au/school/principals/health/Pages/programsupp.aspx>

The Schoolcare Program is a service provided by the Department in partnership with the Royal Children's Hospital (RCH), RCH@Home program, which gives Victorian government school staff the skills to support students who have complex medical needs.

The Schoolcare Program enables students with ongoing complex medical needs to have their health care requirements met safely at school. This is done by providing training to the school staff that care for them. This service provides specialist training to staff who deliver interventional medical care to students while they are attending school.

## ***Program for Students with Disabilities***

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/pages/handbook.aspx>

The Department of Education and Early Childhood Development is committed to improving the learning outcomes of all students, by acknowledging and catering for their diverse learning needs. A key element of this commitment is an emphasis on improving the learning outcomes for students with disabilities and additional learning needs, including strategies that ensure inclusive practices are in place in schools.

## ***Student Support Officers***

<http://www.education.vic.gov.au/school/students/support/Pages/ssso.aspx>

Student Support Services help children and young people facing barriers to learning to achieve their educational and developmental potential. They offer specialised support at individual, group, school and network levels.

Through Student Support Services, you can speak to a range of professionals including psychologists, guidance officers, speech pathologists, social workers and visiting teachers. Student Support Services Officers work as part of an integrated health and wellbeing team within networks of schools. They offer individual and group support, workforce capacity building and the delivery of specialised services.

## ***Special Provision for VCE***

<http://www.vcaa.vic.edu.au/Pages/vce/exams/specialprovision/specialprovision.aspx>

The Victorian Curriculum and Assessment Authority offer a range of Special Provisions to eligible students including:

- alternative arrangements to school-based assessment
- special examination arrangements for external examinations
- derived examination scores

## ***Statewide Vision Resource Centre***

<http://www.svrc.vic.edu.au/>

Located in Donvale, the SVRC provides professional development, materials in alternative format, educational programs; and aims to promote an understanding of the educational needs of students who are blind or who have low vision.

## ***Visiting Teachers***

<http://www.education.vic.gov.au/Documents/school/principals/spag/safety/studsuppguidelines.pdf>

The purpose of Student Support Services is to assist children and young people facing a range of barriers to learning to achieve their educational and developmental potential through the provision of a range of strategies and specialised support at individual, group, school and network levels. Student Support Services comprise a broad range of professionals including psychologists, guidance officers, speech pathologists, social workers and visiting teachers.

Visiting teachers provide direct teaching, high-level advice and a range of supports to classroom teachers, education support staff, students, families and the wider school community. Visiting teachers often provide region-wide support to students, working with eligible students in three streams: physical/health impaired, vision impaired, and hearing impaired.

## Tips for Creating Accessible ePub Files

Source: <http://www.diagramcenter.org/standards-and-practices/54-9-tips-for-creating-accessible-epub-3-files.html> via the Roundtable list

Tips for improving accessibility of ePub files include use images only for pictures (not for tables or text), use image descriptions and alt text, include page numbers, provide alternative access to media content etc. Further details can be found on the website above.

ePub3 is the publishing standard which many are seeing as the best format for accessible e-book production in the years to come, and it has the endorsement of the DAISY Consortium, the International Digital Publishing Forum and others.

## Apple's Braille Support?

Jonathan Mosen offers an interesting reflection about Apple's shortcomings in the area of braille support when pairing an i-device with a braille display. Teachers and families might like to consider Mosen's comments when planning access technology for braille students:

<http://mosen.org/index.php/the-apple-braille-crisis-its-got-to-be-fixed-for-the-kids/#comment-1066>

## iPad: NaviDys

Ever wish that you could change the font size in your iPad web browser? Well, with NaviDys you totally can. You can also switch up the font, and adjust letter spacing and line spacing.

Read more at: <http://www.cultofmac.com/225958/navidys-for-ipad-offers-total-control-over-browser-text/#eqAxD5X7MR18K2qH.99>

## New Mobility/OCR Product: OrCam

The OrCam, designed in Israel is a small camera worn in the style of Google Glass, connected by a thin cable to a portable computer which fits in the wearer's pocket. The system clips on to the wearer's glasses with a small magnet and uses a bone-conduction speaker to offer speech as it reads aloud the words or object pointed to by the user. OrCam can read out traffic signs, a menu, and recognise faces.

For more information visit: <http://www.orcam.com> or read the NY Times article: [http://www.nytimes.com/2013/06/04/science/israeli-start-up-gives-visually-impaired-a-way-to-read.html?\\_r=5&](http://www.nytimes.com/2013/06/04/science/israeli-start-up-gives-visually-impaired-a-way-to-read.html?_r=5&)

## Games for Blind Players

Spoonbill Software has recently released six new games in the Blind Gamers series. There are three new word games and three new solitaire card games:

- Word Builder
- Word Jumble
- Word Solitaire
- Aces Up Solitaire
- Elevens Solitaire
- TriPeaks Solitaire

You can browse descriptions of these new games from the links at: <http://www.spoonbillsoftware.com.au/news.htm>.

Ian Humphreys from Spoonbill Software in Albany, Western Australia writes: "If you would like a copy of any of these games, just send an email to [games@spoonbillsoftware.com.au](mailto:games@spoonbillsoftware.com.au) with a list of the games you require. Please don't forget to mention your full name and country, as this will ensure that I can uniquely locate you in my data base."

## Eccentric Viewing Assessment and Training

Efficient eccentric viewing is the skill of using the optimum part of the retina to gain the best detail vision, when central vision is damaged. In past years, the wonderful Kerry Fitzmaurice (Associate Professor, Associate Dean Academic, Faculty of Health Sciences, Latrobe University) has conducted assessments of Victorian students with vision impairments and set Visiting Teachers up to provide ongoing training in the use of eccentric vision, once the optimum retinal location is established.

Kerry would like to offer this service again, on **Monday 18 November 2013**. It will be offered at **SVRC** and Visiting Teachers will need to attend with children, so that Kerry can set them up with some training exercises that can be used as a basis to include eccentric viewing practice in their regular interactions with students. Kerry would then remain available for contact regarding any problems or advice required by Visiting Teachers in the progress of training.

Please contact Marion Blazé at SVRC to express interest in including any of your students in this special program. Once we are aware of numbers, we will negotiate times:

[blaze.marion.g@edumail.vic.gov.au](mailto:blaze.marion.g@edumail.vic.gov.au)

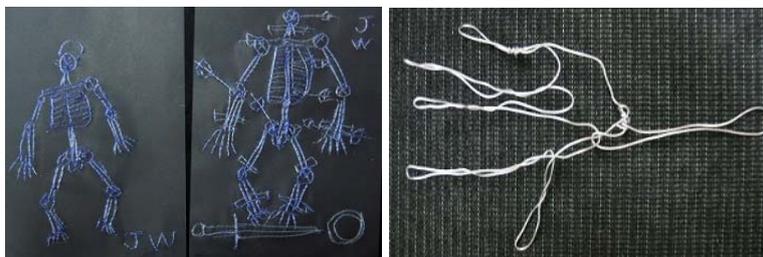
## Perkins for Sale

Perkins Brailler with extended keys. Good working order: \$300. Please contact Marcus: [cmhgod@gmail.com](mailto:cmhgod@gmail.com)



## SSP Art

Albert the skeleton visited the Support Skills Art classes recently. Students had the opportunity to respond with a variety of art media (see examples by two students below). Josh produced two versions using a drawing kit and Veronica made a hand from wire. Thanks Helen for the use of Albert the skeleton and well done to Michael for more great Art sessions!



## Staff News

- **Rachel Morgan** has taken a position at Deakin University as a Disability Liaison Officer. We know she will be sadly missed from Guide Dogs Victoria and by her students and families but we are glad that she will stay on as co-convenor of the SPEVI Conference for 2015.

## Finally

And finally thanks to everyone for their contributions to this Bulletin, especially Jordie Howell, Lea Nagel and Garry Stinchcombe.

If you have something you would like included in “The Bulletin” please email Lyn Robinson [lynrobin@svrc.vic.edu.au](mailto:lynrobin@svrc.vic.edu.au)

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

Statewide Vision Resource Centre

presents

# Expo featuring best practise in access technology options for students with vision impairments

**When:** Monday 25<sup>th</sup> November 2013  
10.00am - 2.30pm

**Where:** Statewide Vision Resource Centre  
370 Springvale Road, Donvale

in the grounds of Heatherwood School  
(please park in the **lower carpark** at the Sports Centre next door)

Displays and demonstrations of the latest in access technology for students with vision impairments.

**Come and see and try: enlarging and talking computer software, electronic magnification, calculators, talking books, optical equipment, braille technology, sports equipment and more.**

The day is open to teachers, teacher aides, parents, students, mobility instructors, rehabilitation workers or anyone with an interest in access technology for students with vision impairments.

Create Your Own Top Tech Tip (audio or video) – prizes presented on the day  
For entry details see <http://www.svrc.vic.edu.au/ttt.shtml>

**Plan to spend the time to try out something new!**

**Cost:** Free (and no need to register)

**For further details:** phone 9841 0242 or email [pd@svrc.vic.edu.au](mailto:pd@svrc.vic.edu.au)



Department of Education and  
Early Childhood Development



# Determining AT Needs of Students Who Are Blind or Vision Impaired

*MasterClass presented by Ike Presley  
at the Statewide Vision Resource Centre*

**When:** Wednesday 27 November 2013 from 10.00am to 3.30pm

**And:** Thursday 28 November 2013 from 9.30am to 3.00pm

**Where:** Statewide Vision Resource Centre 370 Springvale Rd Donvale

**Registration essential:** email (preferred) [pd@svrc.vic.edu.au](mailto:pd@svrc.vic.edu.au) or fax 9841 0878

**Cost:** Victorian Visiting Teachers \$30 per day (no further discount available)

A limited number of additional places are available (\$160 per day). This program is also available through RIDBC: [www.ridbc.org.au/renwick/calendar-events](http://www.ridbc.org.au/renwick/calendar-events)

## ***Determining AT Needs of Students Who Are Blind or Vision Impaired***

Determining the AT needs of students with vision impairments can be a daunting task for teachers of students with vision impairments with limited technology experience and for assistive technology specialists with limited knowledge of vision disabilities. The objective of this presentation is to provide information about conducting an assistive technology assessment of students who are blind or vision impaired.

### ***Intended audience***

Victorian Visiting Teachers are warmly invited to attend this 2-day presentation.

### ***About the presenter***

Ike Presley became a staff member of AFB's National Literacy Center in 1999. As a member of the Literacy Team, Presley helps develop resources and materials that can be used by service providers to improve the quality of their service. Presley presents and facilitates training workshops for service providers on issues related to literacy and the use of technology to develop literacy skills. For the previous five years, he was an assistive technology specialist at the Georgia Project for Assistive Technology, where he assessed students with visual impairments to determine the most appropriate assistive technology for their educational program. He has also specialised as a technology instructor at the Georgia Sensory Rehabilitation Center and in both itinerant and resource room settings where he supported students in grades K-12 who were vision impaired or had additional disabilities.



Presley earned his B.A. in Music Therapy/Psychology and his M.S. in Special Education-Visual Disabilities from Florida State University. He has authored several articles and made numerous presentations at national and state conferences on assistive technology, literacy, and teaching students who are blind or vision impaired. He is co-author of the recently published *Assistive Technology for Students Who Are Blind or Visually Impaired: A Guide to Assessment*.



## Join SPEVI

### Eligibility

Full Membership of our professional organisation is open to anyone who is directly involved in the education of people who have vision impairments. Membership is wide and includes more than just professionals working in the field. Membership may come from any of the following areas:

- teachers
- orientation and mobility instructors
- orthoptists
- medical professionals
- optometrists
- students
- parents
- therapists
- social workers
- teacher aides
- case workers
- welfare agencies
- agencies for people with vision impairments

There are many individuals and groups in addition to those listed above who might like to consider membership.

### Cost

All memberships are current for 2 years and are exempt from GST.

Full Membership: \$110 (no GST) NOTE THIS HAS NOT BEEN INCREASED FOR AGES!

Pacific area residents (including PNG): \$11

Students and parents: \$44

**Membership form: Download from our SPEVI website:**

<http://spevi.net/spevi/join-spevi.php>

**As a member you receive the Journal of SPEVI and can stay up to date with advances in the field via the listserv and website.**

**Attendance at SPEVI days and the biennial conference is discounted for members.**

**UPCOMING EVENT NOT TO BE MISSED 7 OCTOBER 2013**

**SPEVI DAY AT VISION AUSTRALIA KOOYONG – an exciting agenda is planned.**