

# The Bulletin

## Statewide Vision Resource Centre

Number 4

Friday 20<sup>th</sup> March 2015

### Professional development activities for 2015

Download fliers for the SVRC PD programs: [www.svrc.vic.edu.au/PL.shtml](http://www.svrc.vic.edu.au/PL.shtml); and for an overview of SVRC activities this year visit: [www.svrc.vic.edu.au/Acalendar\\_2015.doc](http://www.svrc.vic.edu.au/Acalendar_2015.doc)

Event	Date
<b>Big Arts Picnic</b> – flier attached	Saturday 28 March
<b>Skill Power</b> 9.30 BrailleNote basics 11.30 Pearl Camera + Openbook + Duxbury to hard copy braille 1.30 Victor Reader Stream	Tuesday 21 April
<b>Art4Kids with VI?</b> @ Heidi – more information and flier attached	Wednesday 29 April
<b>PE, Recreation &amp; Sport for Students with VI @ SVRC</b>	Monday 18 May

### iPad Project: How are students with vision impairments using iPads to access the curriculum?

By Lyn Robinson

In 2013-2014 many students with vision impairments in Department of Education and Training schools were loaned iPads to use in the classroom as part of the More Support for Students with Disabilities National Partnerships Program. A part of this project involved research into how students with vision impairments use iPads to access the curriculum.



This research has now been completed and the findings presented at the recent SPEVI Conference in Melbourne. We received 61 surveys from students in Prep to Year 12 detailing such things as how often they used the iPad, what accessibility features they used and what they valued most about their iPad.

The research data revealed that use of the iPad by students who are blind or have low vision is extensive. The students are choosing to use this technology as evidenced by the frequency and the variety of tasks iPads are used for in the classroom. This was evident across all school settings including primary, secondary and special schools and across all age groups from 5 – 18 years.

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Here are some quick stats:

Top 10 uses for the iPad:

- Camera
- Taking photos of books or whiteboard
- Educational apps
- Internet
- Games
- Clock
- eBooks
- Accessibility Features
- Audio Books
- Calculator

What else did we find?

- 80% of students said they used the camera
- 67% of students said that the iPad has increased their independence in the classroom
- 57% said that their access to the curriculum has increased
- 55% of students were using iPads on a daily basis
- Accessibility: 78% use Large Text, 66% use Zoom, 55% use Adjust Brightness
- 75% use a Bluetooth keyboard as their main input device

The most valued features of the iPad to the students were Portability (72%), the Camera (60%) and the Accessibility features (55%). When asked, “What App wouldn’t you be without” 72% of students said, “The Camera”.

When asked where they learnt the skills needed to operate the iPad:

- 85% said their visiting teacher, followed by family members.

A group of students were also interviewed about their experiences using the iPad. When asked how he used the iPad in class a Year 10 student commented:

*In cooking theory I can take a picture of the teacher’s notes on the whiteboard rather than having to copy the notes down. I can then write the notes out or if it’s a good picture I just save the picture. It’s a quick and easy way to get notes off the board.*

When asked “Has using the iPad made you more independent?” the same student answered:

*Yes because I don’t have to rely on the teacher to tell me what to do because now I can just use the camera to zoom in on the whiteboard to read whatever’s on the board.*

Many thanks to all the students who participated in the survey and the visiting teachers who helped facilitate the process.

If you would like to read more there is a Q and A on the Media Access Australia website called “iPads, and improved access to education.” You can find this interview on the Media Access Australia website at: [www.mediaaccess.org.au/latest\\_news/digital-technology/ipads-and-improved-access-to-education](http://www.mediaaccess.org.au/latest_news/digital-technology/ipads-and-improved-access-to-education)

For more information about this research contact:

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## Reflections: SPEVI Conference 2015

### Catch phrases

There were two particular ‘catch phrases’ from the SPEVI Conference which caught Marion Blazé’s attention.

The first was from Karen Wolffe who said we should constantly ask our students **“What will you be when you grow up?”**. Students with vision impairments need to be reminded that they should expect to ‘be something’, to work and contribute when they are adults. Asking this question of them reminds them to think about what they are doing now in terms of what they could be. It also tells them that we believe that they will one day earn a living.

The second was from one of the BLENNZ team who spoke about work with profoundly and multiply-impaired children. She said we need a parrot on our shoulders to always ask us as teachers **“What's the purpose?”** Any activity we undertake with children should have a learning outcome and a meaningful purpose.

### iPad Tutorials on YouTube

This is a great resource if you are looking for some iPad tutorials. Diane Brauner, Itinerant Teacher Vision (TVI) runs iPad training for TVIs in South Carolina. They run a series of one day workshops and even offer an “iPad Institute” programme which runs for a term. Diane has created a YouTube channel about using iPads with students with vision impairments. If you are looking for information on VoiceOver or pairing a device such as BrailleNote, try Diane’s YouTube channel.

Other tutorials include:

- Speak Screen
- Pairing a braille device with the iPad
- Navigating Pages using a braille device
- Uploading files to Dropbox
- Use Voice Dreamweaver
- Create a tactile overlay for the iPad

Diane’s YouTube Chanel is <https://www.youtube.com/channel/UCSsHoghKRJ8VEm7U1s7KKjg>

### Kinetic Sand – tactile fun for children

From Raelene Turpin & Helen Caldow

Kinetic Sand is 98% sand and 2% magic, where the ‘magic’ a bonding agent that causes the sand to stick only to itself in a soft clump. This sand-in-motion flows and shapes just like wet sand, but leaves surfaces completely dry and mess-free. When pressure is applied to Kinetic Sand, it keeps its shape allowing for all kinds of sculpting and molding. Kinetic Sand is totally reusable and it never dries out. As well as non-toxic, Kinetic Sand is anti-microbial and also adheres to Australian safety standards.

Available with Kinetic Sand is a set of moulding tools specifically designed to amplify the crisp sculptural details this super sand can produce. For children aged 3 and up, and packaged in 1KG and 5KG boxes, Kinetic Sand is fun, indoor, mess-free sand! The price for 2.5 kg is \$34.95



For more information go to <http://educationstation.com.au/kinetic-sand.html>

## Prado exhibition unlocks paintings for the blind

By Ralph Minder – The Age 7/3/2015

**Madrid:** Guards make sure visitors to the Museo del Prado stay at arm's length from its masterpieces. But here on a recent morning was Jose Pedro Gonzalez running his fingers over one of El Greco's most famous paintings, *The Nobleman With His Hand on His Chest*. He went back and forth over the nobleman's eyes, rubbed his beard and eventually reached his hand, tracing the edges of each digit.



The work, of course, was a copy. But more surprisingly, the copy was in three dimensions so that Mr Gonzalez, who is 56 and has been blind since the age of 14, could experience the painting firsthand.

"It's an unbelievable sensation," Mr Gonzalez said. "I'm feeling this painting down to the detail of each fingernail."

He was visiting a small, highly unusual exhibition, *Touching the Prado*, designed to give the blind or those with limited sight an opportunity to create a mental image of a painting by feeling it. The show, which runs until June 28, occupies a side passage of the museum, near a room that contains an original of another work copied for the blind: a version of the *Mona Lisa* by a pupil of Leonardo da Vinci. Altogether, six 3D copies are on display, all of them rendering famous works in the Prado. They include Goya's *The Parasol*; a still life by van der Hamen; *Apollo in the Forge of Vulcan* by Velazquez; and *Noli Me Tangere*, Correggio's painting of Christ meeting Mary Magdalene.

An audio guide accompanies blind visitors through the special show, but regular visitors are also provided with an audio guide, as well as a mask so they can relate better to what a blind person perceives.

Mr Gonzalez had never seen the El Greco portrait of the nobleman, one of the many masterworks in the Prado. But he had visited museums as a child and has continued to do so since going blind, helped by his wife, who describes the paintings to him.

"It's great to look at paintings with my wife and spend time with her, but it's clearly a big difference when I can discover a painting for myself or have to listen to what she tells me," he said.

Read the complete article at: <http://www.theage.com.au/world/prado-exhibition-unlocks-paintings-for-the-blind-20150307-13xwg8.html>

## Tactile Graphics with a Voice

From Phia Damsma - SPEVI List

A closed-captioned recording of "Tactile Graphics with a Voice" has now been posted on the DIAGRAM Webinars page on <http://diagramcenter.org/webinars.html>

Downloadable PowerPoint slides of the presentation can be found here:

<http://diagramcenter.org/wp-content/uploads/2015/02/LadnerTGV-24feb2015.ppt>

And here is a Q & A Word document that contains a record of the questions participants raised along with answers from Richard Ladner: <http://diagramcenter.org/wp-content/uploads/2015/03/Written-summary-of-Webinar-Q-A-Word-document.docx>

## Braille in the community: The Story of How Braille Wound Up on Wine Labels



Intro: Garry Stinchcombe started this by bringing in a bottle of wine with a braille label on it to demonstrate braille in the community at one of our professional development days. Well that's what he said anyway. We had noticed some French and Australian wines have braille on the label but did not know how it came about so we put the question out on the internet and this is the reply.

Have you ever picked up a bottle of wine, especially one from the Côtes-du-Rhône region of France, felt braille on the label, and wondered how it got there? You may have even wondered if the little bumps were braille at all. Well, they are, and the story of how they got there is a pretty amazing and thoughtful one.

Michel Chapoutier comes from a dynasty of winemakers. The family has been making wine in the Rhône region for years, and because their influence is so expansive – it doesn't hurt that the Belleruche Côtes-du-Rhône red and white blends they make are around \$12 and very easy to find across the U.S. – things they do tend to get adopted by the larger wine community, and the use of braille on wine labels is no exception.

In 1993, when Chapoutier was only 29 and had been the main winemaker in the family business for only three years, he turned on the television to watch his friend and musician Gilbert Montagnin on the screen. Gilbert, who is blind, was talking about the experience of buying wine and was explaining on the program that he never felt comfortable going into a wine shop alone because he didn't know which wines he was picking up. Therefore, in order for him to take part in the simple pleasure of buying wine, he'd have to always be accompanied by a friend who was able to describe the wines he was choosing.

Chapoutier knew his friend was a big fan of his Côtes-du-Rhône and he didn't like the idea that it was uncomfortable for him to seek it out, so he decided to look into whether or not his old printing machine could print braille. After a bit of research it turned out it was a relatively simple process to add braille to his labels, so Chapotier decided to include the braille text to every bottle of wine he produced. From that point on, on every bottle of Chapotier – and there are millions, from not only the Côtes-du-Rhône but also Languedoc Rousillon, Provence and even Australia – he includes the appellation, name of the wine, vintage and whether it is red or white, all written in braille.

After Chapoutier adopted the braille, so did many other winemakers, making it much easier for those without sight to choose and enjoy a bottle of wine. And that's how braille wound up on wine bottles. Story by Adam Teeter

<http://vinepair.com/wine-blog/the-story-of-how-braille-wound-up-on-wine-labels/>

## The 13<sup>th</sup> WBUAP Onkyo world braille essay contest

This contest is for people who are blind or vision impaired living in the Asia Pacific region. The Project is sponsored by the Onkyo Corporation Ltd. and The Braille Mainichi Newspaper in Japan, in collaboration with the World Blind Union-Asia Pacific WBUAP.

The **Onkyo World Braille Essay Contest** is a worldwide initiative planned and sponsored by Onkyo Corporation Ltd. and the Braille Mainichi in Japan, and is implemented by the World Blind Union - Asia Pacific (WBUAP). It is administered locally by the Australian National Onkyo Selection Committee for the World Braille Essay Contest. The Committee comprises representatives from Blind Citizens Australia, the Australian Braille Authority, the Round Table on Information Access for People with Print Disabilities, and Vision Australia.

The purpose of the contest is to promote braille literacy and encourage the reading and writing of Braille; and to encourage cultural and social interaction among blind and vision impaired persons through their writings.

This is an annual project with cash prizes awarded to the best five entries received from within the WBU Asia Pacific Region. The main prize, “the Otsuki Prize” is \$US 1000. Other prizes are for “Excellent Works” (\$US 500) and “Fine Works” (either \$US 300 or \$US 200) depending on the age group. Participation in the contest is open to people from 14 years of age, living in the World Blind Union-Asia Pacific Region. Entries are divided into two age groups: persons between the ages of 14 and 25 years; and persons from the age of 26 years upwards.

Essay topics:

- Is Braille Still Relevant in the Age of Technology?
- The Positive Experiences of Living with Blindness: Opportunities That Can Come from Being Blind.
- The Impact of Music on My Life: Socially &/or Professionally.

Essays must be between 700 and 1,000 words and presented in hard copy braille or in computerized Braille provided you can provide proof of your braille literacy. This can be in the form of a letter from your braille instructor, teacher or other professional who can vouch for your skills.

Read about last year’s winners: [www.euroblind.org/projects-and-activities/activities/nr/210](http://www.euroblind.org/projects-and-activities/activities/nr/210)

When submitting your essay to BCA, you must also provide:

- an electronic photo of yourself
- a cover letter stating your full name, address, and contact details, your date of birth, your status i.e. Student, home maker, worker
- if a student state what school you are from including the name, address and email contact for your school.

**What:** Onkyo World Braille Essay Contest

**Where:** Entries to BCA, Ross House, Level 3 247-251 Flinders Lane Melbourne, VIC 3000

**When:** Entries Close 15 May, 2015. Winners announced November 2015

More information: <http://wordpress.bca.org.au/the-13th-wbuap-onkyo-world-braille-essay-contest-2015/>

## Premiers' Reading Challenge is now open!

Source: S072-2015 2015 Victorian Premiers' Reading Challenge is now open

The Challenge promotes the importance of reading for literacy development and encourages families to be actively involved in supporting their child to read. It is open to young children from birth to five as well as all Victorian students in Prep to Year 10. The 2015 Challenge is now open and ends on 14 September 2015.

To find out how to register visit: [www.education.vic.gov.au/prc](http://www.education.vic.gov.au/prc)

To see if the SVRC holds titles in alternative format (for eligible students) see our catalogue page: <http://svrc.vic.edu.au/Acatalogue.shtml>

## News

- Visiting Teacher Jeni Blake's student, **Zeynep**, has been given a "Good Thinking and Independent Student" award which was presented to her at school assembly. She is pretty pleased about receiving the award.  
Zeynep is also working on a surprise for one of the SVRC braille transcribers. We're not allowed to say what the special surprise is yet but stay tuned!
- **Sue Clyne** from **Keilor Downs College** recently completed the SVRC Braille by Correspondence, achieving 100% for the assessment!!! Big congratulations to Sue!
- **Leigh Morrison** is on leave from her role as VT for the remainder of 2015 – we look forward to seeing her back in 2016!
- There is a vacancy for a 0.6 VT in NWVR till then end of 2015 – ROL position number: 1015370.
- Below is a team photo of the **Victorian Men's Blind Cricket team** featuring three secondary school debutants that you might recognise: **Zac, Nathan and Josh**. Congratulations guys!



## Finally

Editors Deb Lewis and Lyn Robinson would like to thank everyone for their contribution to this issue of The Bulletin, and in particular Helen Caldwell, Jordie Howell and Rod Pritchard.

If you would like to contribute to The Bulletin please email [svrc@svrc.vic.edu.au](mailto:svrc@svrc.vic.edu.au)

To read The Bulletin online visit: [www.svrc.vic.edu.au/Abulletin.shtml](http://www.svrc.vic.edu.au/Abulletin.shtml)

# SVRC Big Arts Family Picnic!

We invite you to get together to kick off the term 1 school holidays with a staff and family picnic at the acclaimed McClelland Gallery and Sculpture Park!

[www.mcclellandgallery.com/](http://www.mcclellandgallery.com/)

Date: Saturday 28<sup>th</sup> March 2015

Time: Meet at 12 noon on the lawn opposite the main entrance to the Gallery building

Where: McClelland Gallery and Sculpture Park (see below for map)  
390 McClelland Drive, Langwarrin

Cost: **No cost for this event or to enter the Gallery/Park**

What to bring: Picnic food for you and your family (and something to share if you'd like to), picnic rug or chairs, sun/rain attire.

[Take away coffee is available from the café but not take away food.]

Student supervision: Though several SVRC staff will be attending this event, parents/carers will be responsible for their children.

Tour of selected outdoor sculptures: begins at 2.00pm; touch permitted for VIPs for most sculptures – more information on the day

Finish: 3.30-4.00pm

Phone / email for further

info: 9841 0242 /

[svrc@svrc.vic.edu.au](mailto:svrc@svrc.vic.edu.au)

How to get there:

- **From Melbourne, take Peninsula-Link Fwy & Skye Rd exit OR**
- **From the Peninsula, take Cranbourne Rd exit**



**No need to RSVP – just come on the day!**

## Art 4 kids with VI?

What to do with the student who is blind or has low vision  
in my art room?

### Heide Museum of Modern Art Sculpture Park

7 Templestowe Road, Bulleen, 3105

<http://www.heide.com.au/>

(Melway Ref 32 E5, or see page 2 maps)

(Please note: not at SVRC)

**Tuesday 29<sup>th</sup> April 2015 from 9:00am – 3:30pm**  
**(8:45am meet at the Sidney Myer Education Centre)**

A one day seminar and workshop to be held at the Heide MOMA's unique public art museum and Sculpture Park, in association with and input from Heide's Education staff.

The seminar will investigate options, strategies and issues related to working with and teaching a student who is blind or has low vision in your art room or classroom art-making session.

#### **The day will include:**

**Morning:** (indoors at Heide's Sidney Myer Education Centre) information on setting up or adjusting the room to better accommodate your student; issues of access to the visual arts; specialist techniques; budget options; and opportunities for "hands-on" art making; and then, **Afternoon:** (outdoors in the Heide Gardens & Sculpture Park) exploration of works of art under blind-fold; investigating the use of visual description, tactile diagrams and touch access.

#### **About the Presenter**

From 1999 to 2009 Michael Donnelly taught students who are blind or have low vision at the RVIB / Vision Australia School in Burwood, Victoria. He previously taught Art & Design in Catholic Secondary Colleges for many years. Michael currently teaches art in the Support Skills Program of the DET Statewide Vision Resource Centre in Donvale and is part of the Visiting Teacher Service - Vision Impairment in North Western Region (Metro).

Michael has presented papers at the South Pacific Educators in Vision Impairment Conferences in 2003, 2005 & 2015, and has produced "*Meaningful Art for All Children*", 2008, revised 2014, an illustrated manual for creating art with school students who are blind or have low vision; "*Do Touch the Sculptures*": A walking tour of the public sculptures along Swanston Street and the Bourke Street Mall, Melbourne. 2005, revised 2015, a Tactile / Braille Tour Guide; and "*All My Own Work!*" *Independent Artist or Co-active Collaborator: The fine line Art Teachers to the Blind and Vision Impaired tread.* Australian Art Education Journal, Special Education Edition. 2003.

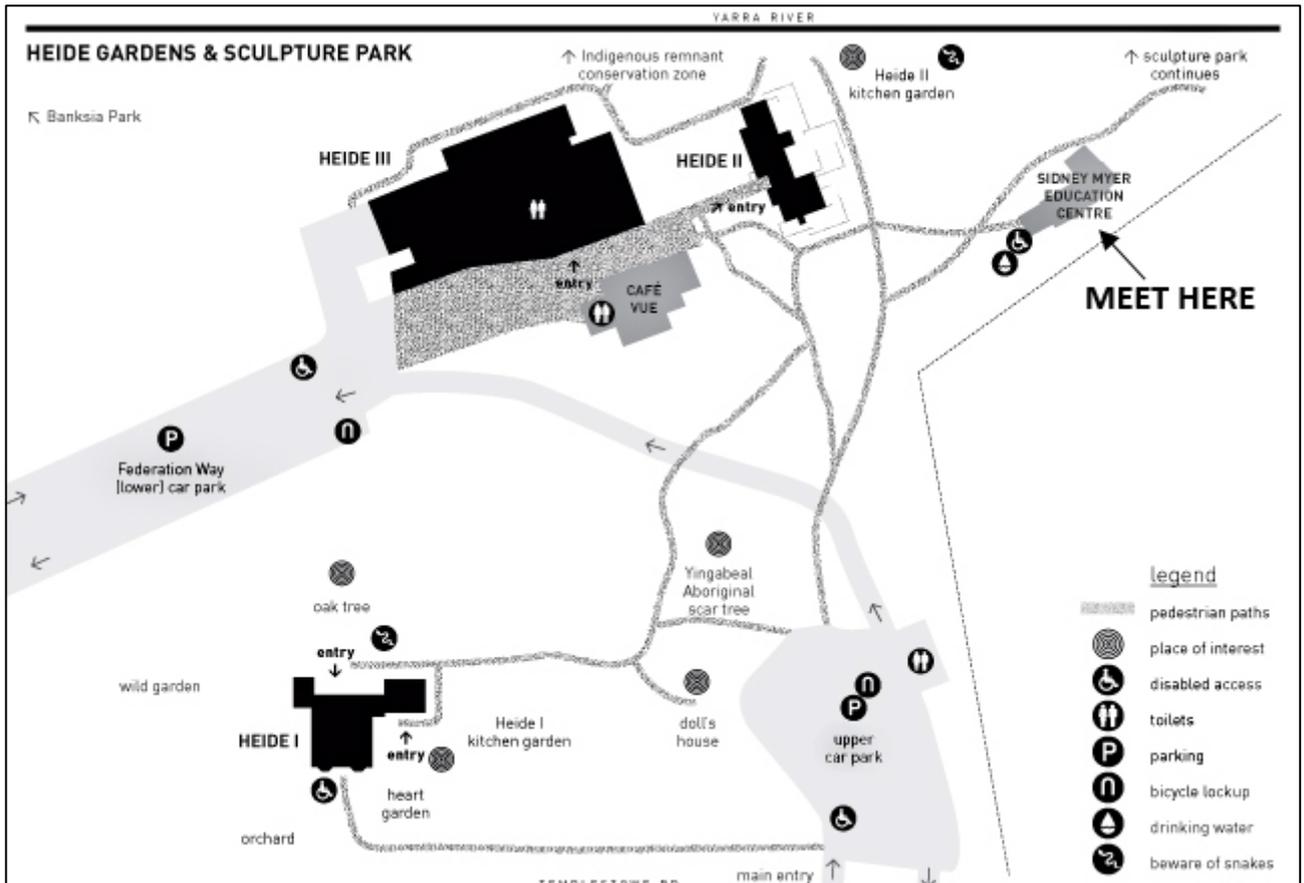
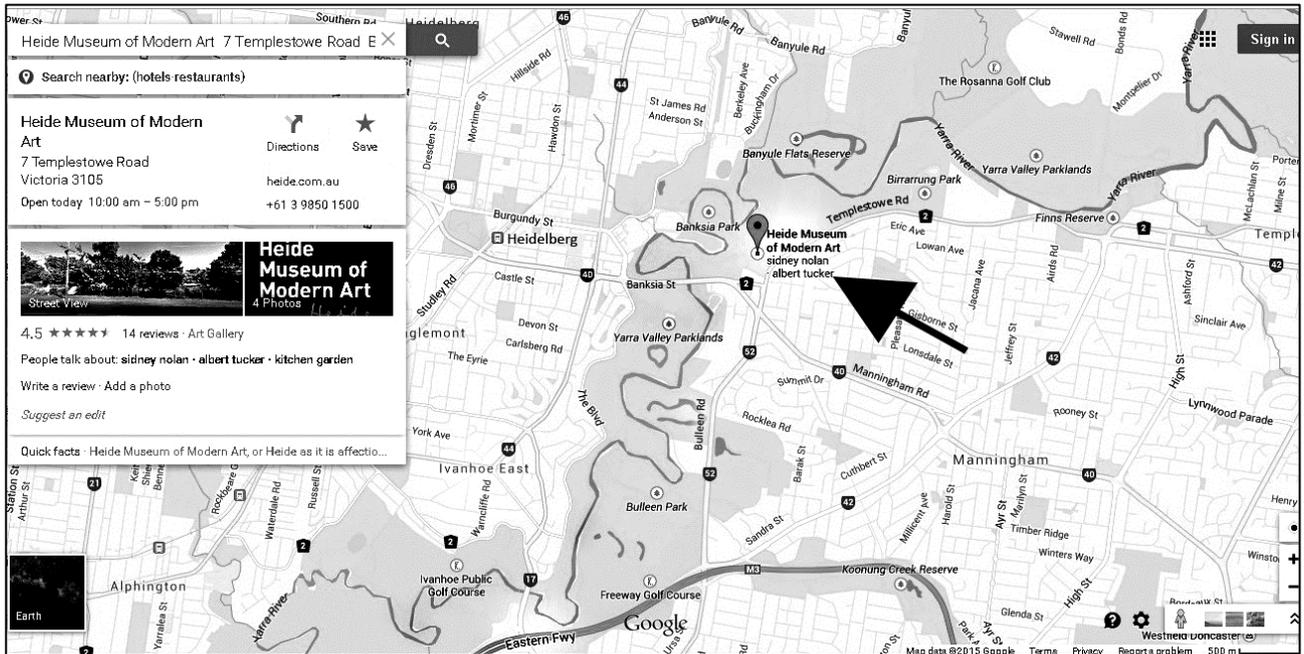
**Cost:** \$90.00 (includes morning tea & light lunch)

**RSVP:** by Monday 20 April, 2015 (registration is essential)

**For enquiries:** (03) 9841 0242; **for an invoice:** [pd@svrc.vic.edu.au](mailto:pd@svrc.vic.edu.au)

# How to find Art4Kids with VI

Tuesday 29<sup>th</sup> April 2015 (meet at 8.45)



# Including Students with Vision Impairments in Physical Education, Recreation and Sport

**Presenters: Emily White, Education Programs, SVRC &  
Charlie Roberts, Support Skills, SVRC**

**Monday 18 May 2015 from 9.00am to 3.30pm**

**This professional development seminar is intended for  
PE or Classroom Teachers, Integration Aides  
and Visiting Teachers.**

The interactive program features:

- Simulation activities – experience PE as a student with vision impairment to better understand the implications of vision loss
- Philosophy of inclusion: what it does and doesn't mean
- Assessment process for determining appropriate supports
- Strategies and teaching methods
- Equipment and resources
- Vision impairment-specific and accessible mainstream sports
- Interschool Sport for Athletes with a Disability (AWD)
- Paralympic Sport development pathways
- Networking opportunities for PE teachers who work with students with vision impairments
- Q & A session

Please wear suitable clothes and shoes for participation in physical activities. A light lunch will be provided (please bring own fruit).

**Cost:**

**PE or Classroom Teachers and Integration Aides:** \$88 (GST incl.)

**VTs and family members:** \$44 (GST incl.)

**Video conference:** available for some sessions but will not allow full participation (cost as above)

**Registration is essential:** by Wednesday 13 May 2015

**For further information or an invoice:** phone 9841 0242 or email

[pd@svrc.vic.edu.au](mailto:pd@svrc.vic.edu.au)

## Parking

There is no parking available at the Statewide Vision Resource Centre or Heatherwood School. Please park **in the lower carpark** behind the Donvale Sports Centre - the building beside (to the north) of the SVRC. You can then walk through the double gates and the Statewide Vision Resource Centre is to the left.

## Public Transport: Bus and train

The nearest and most accessible train station is Nunawading. Trains on the Belgrave and Lilydale lines run through this station. A bus also runs from Box Hill Central which also has good train access.

The Statewide Vision Resource Centre is serviced by **3 bus routes**.

- 902 Smart Bus, Chelsea to Airport West
- 271 Box Hill to Ringwood
- 273 Nunawading to The Pines

The 902 and 273 both leave from the Nunawading station. It is an 8 minute trip to the SVRC.

