

# The Bulletin

## Statewide Vision Resource Centre

Number 17

6<sup>th</sup> November 2015

### Professional Development

For the PD calendar and downloadable programs for 2016 visit: [www.svrc.vic.edu.au/PL.shtml](http://www.svrc.vic.edu.au/PL.shtml).

| Event – 2015                                     | Date                 |
|--|----------------------|
| <b>SVRC Expo from 10am to 2pm</b>                | Monday 23 November   |
| <b>SVRC Christmas Morning Tea – all welcome!</b> | Wednesday 2 December |

### SVRC Expo 2015!

**Come one! Come all!**

**Technology options for students with vision impairments are in town!**

Come on 23 November 2015!

Come any time between 10am and 2pm!

Come to Statewide Vision Resource Centre 370 Springvale Rd, Donvale.

We have seminars where you can see/learn about Audacity audio editing software, NVDA:

- 10:40 NVDA (20 min)
- 11:40 Audacity for students

We also have the following companies and distributors ready to answer your questions:

**Bolinda Audio, European Eyewear, Guide Dogs Victoria, Humanware, Pacific Vision, Puggles Pieces, NVDA, Quantum RLV, Real Thing, SVRC, 22 Point and Vision Australia!**

Need a copy of the flier with map included: <http://svrc.vic.edu.au/Expo2015.pdf>

### SVRC Christmas Morning Tea

You are all invited to the event-of-the-year – the SVRC Christmas Morning Tea. It's a chance for us to thank you for your efforts and support to students with vision impairments in Victorian schools. It's a great opportunity to mingle with members of our community – and to eat yummy food!

We hope to see you here!

### Inside This Issue

|     |   |
|-----|---|
| 1   | PD 2015, SVRC Expo 2015, Christmas Morning Tea                              |
| 2   | Feature: Support Skills Magic Moment!                                       |
| 3   | About to Embark on VCE?   |
| 4   | Prodigy Connect 12, Audacity with the Keyboard                              |
| 5-6 | Vision Matters: Sight in Only One Eye                                       |
| 7   | Braille Code Update, What Furniture Looks Like When the Designers are Blind |
| 8   | Blind Sports Summer Activities, Apple Resources                             |
| 9   | JAWS Update, Support Skills News  |
| 10  | Space Camp 2016   |
| 11  | SVRC: Upcoming ES Vacancies and Request for CRTs, New VA Library App        |
| 12  | News  |

## Support Skills Magic Moment Featuring Braille and Recording Studio!

By Lea Nagel

Last Friday, a group of 5 braille reading children in Group A had a wonderful session combining braille reading with a recording studio. They were presented with the script of a short play and began by reading the entire piece together as a group. This was an exciting choral activity as it is rare for children to be a member of a group of 5 students all reading from braille! Students were encouraged to consider the way in which punctuation such as exclamation and question marks might impact upon the way that they use their voices to read the lines. They did a wonderful job, and the process of reading as a group encouraged all readers to keep in time and keep up with the pace.



Each student then chose a character and the students performed the play while it was being recorded. This was an opportunity to see how a recording studio works, with sound checks, microphone placement and considering background noise from page turning and coughing! Students met Glen, our recording technician and thought about his career, as well as the career of voice over artist. We also discussed posture, facing the microphone, speaking clearly and speaking with expression to engage a younger audience.

For your enjoyment, here's a link to the radio play: A Little Friend:

[http://svrc.vic.edu.au/media/little\\_friend.mp3](http://svrc.vic.edu.au/media/little_friend.mp3), adapted from the Ozzie Dots book of the same name.

Expressions of interest for Support Skills 2016 are closing soon! Read more about Support Skills:

<http://svrc.vic.edu.au/EPsupportskills.shtml>



## About to Embark on VCE?

Here are some useful resources for senior students:

### **Choosing VCE studies**

Source: [www.education.vic.gov.au/school/students/Pages/vce.aspx](http://www.education.vic.gov.au/school/students/Pages/vce.aspx)

As part of the VCE, you are able to choose from more than 90 study or subject areas. Your school decides what VCE studies and VCE Vocational Education and Training (VET) programs it will offer. A VCE program generally consists of 20 to 24 studies taken over two years, and you can vary the number of units you complete in a year.

When choosing you study areas you should consider:

- what interests you
- what you are good at
- if the subject leads to a job you are interested in
- if the subject prepares you for further training or tertiary courses you are considering
- if the subject leads to a VET qualification within the VCE.

### **Learn About VCE**

Source: [www.education.vic.gov.au/school/students/Pages/vceadvice.aspx](http://www.education.vic.gov.au/school/students/Pages/vceadvice.aspx) or the webpage above which has links to PDF and Word files

The top VCE students provide practical tips about their best exams to assist students approaching their end-of-year exams or about to embark on their VCE year. Each of the students scored a perfect 50 in the subject they are offering advice about.

### **Past Exams and Exam Reports**

Source: [www.vcaa.vic.edu.au/pages/vce/exams/examsassessreports.aspx](http://www.vcaa.vic.edu.au/pages/vce/exams/examsassessreports.aspx)

VCAA offer a range of past papers, sample exams and exam reports from past years. Studies are listed in alphabetical order and curriculum materials such as the assessment handbook for individual subjects, frequently asked questions and other resources are available.

When available, the exam timetable can also be found on the VCAA website.

### **VCAA Special Provision**

Source: [www.vcaa.vic.edu.au/Pages/vce/exams/specialprovision/specialprovision.aspx](http://www.vcaa.vic.edu.au/Pages/vce/exams/specialprovision/specialprovision.aspx) and [www.vcaa.vic.edu.au/Pages/vce/exams/specialprovision/specialprovisionwithinvceandvcal.aspx](http://www.vcaa.vic.edu.au/Pages/vce/exams/specialprovision/specialprovisionwithinvceandvcal.aspx)

The underlying principle of the VCAA Special Provision policy is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by illness, impairment or personal circumstances. Special Provision should provide equivalent, alternative arrangements for students but not confer an advantage to any student over other students.

Information is available about types of Special Provision and eligibility including school-based assessment and VCE external assessments.

## Prodigi Connect 12

By Lea Nagel

Last Tuesday, Tony Wu from HumanWare demonstrated the newest member of the award-winning Prodigi family. The Prodigi™ Connect 12 is a highly portable digital magnifier and 12-inch Android tablet. This features distance viewing and portability with 12.2-inch full HD touchscreen, long-lasting 12-hour battery and wireless distance viewing camera with up to 40X magnification and integrated capture function.



Watch the video:

<https://www.youtube.com/watch?v=Y2SgRHUdVPI>

The Prodigi Connect 12 will be on display at SVRC's expo next month.

Cost: \$3,995.00 which includes the Sony Camera for distance viewing or \$3,695.00 without the camera.

We loved it!

## Audacity with the Keyboard: The Basics

From Glen Morrow

Audacity is free – and very powerful audio creation and editing software. It's available on both the Mac and PC platforms and offers a lot of features to help create, edit and export audio files.

This guide will give you a basic introduction to using and control Audacity with keystrokes. It's designed for people who rely on a keyboard and may either find using a mouse difficult or impossible.

Audacity is a non-destructive audio editor - meaning that all your work happens in a project and when you edit an audio file, the original file is left intact.

You can download Audacity at this link: <http://audacityteam.org/download/> – Windows and Mac versions are available here.

**NOTE:** Due to the licensing of the MP3 file format, if you wish to export audio to an MP3 file, you will need to download the LAME MP3 encoder which is also available via the link above.

Audacity is multitrack meaning that you can have audio on different tracks to create a mix – you can use this to make podcasts, audio stories, documentaries, music – and many other things. Multi track just means you can have a voice over on one track, music on another track and sound effects on a third track and move these all around to make an audio piece. Another example of using multitrack is if you are composing music. Often in music production, you will have drums on one track, vocals on another and other instruments like guitars, bass and keyboards on different tracks. This gives you control over each component of the musical composition.

For the Audacity basics – opening, closing and saving; recording, playback and moving around; basic editing; and exporting audio – visit: [http://svrc.vic.edu.au/Audacity\\_with\\_keyboard.pdf](http://svrc.vic.edu.au/Audacity_with_keyboard.pdf)

## Vision Matters: Sight in Only One Eye – Monocular vision

By Marion Blazé

We often get questions about children who are blind, or have very poor vision, in one eye. If the good eye is normal (6/6), such children are not eligible for any support, but still may have some difficulties in school. They may benefit from referral to an Orientation and Mobility instructor.

The following is adapted from a 'Handout' on our SVRC website.

The child with normal vision in one eye should be able to read regular size print and to access visual information in the classroom as efficiently as children with normal two-eyed vision. S/he should have no difficulty with reading from the chalkboard, seeing a TV screen or projector screen, or discriminating objects in the distance. S/he should be able to gain a driver's license at age 18. S/he may, however, experience some difficulties with eye-hand coordination or mobility. Depending on the diagnosed reason for the loss of vision in one eye, there may be concerns about prognosis for the other eye.



### ***Check on prognosis for other eye***

- Check with parents or specialists
- Teachers need to be aware of prognosis for vision in remaining eye
- Know what signs indicate degeneration in vision
- Know what action should be taken if such signs occur

### ***Restriction to visual field***

- With normal vision in both eyes, the field of view is about 175°
- With vision in only one eye, this is restricted to about 140°
- The field is absent on the side of the affected eye so the child will not see objects or activity on that side

### **Implications:**

- The child may bump into obstacles on 'blind' side
- Try to approach child from side of good vision
- The child will need to move head into 'blind' side to compensate for reduced field
- The child will need to be especially aware of road safety on 'blind' side

### ***Lack of depth perception***

- We need two eyes to 'triangulate' to perceive depth or distance from objects (called 'stereopsis'). With one-eyed vision, the child will need to adopt other strategies to compensate for this deficit.

### **Implications:**

- The child may have difficulty in sporting activities which involve judgement of distances (eg ball sports, hurdles, golf, high jump etc)
- Eye-hand coordination may be affected if the child cannot grasp accurately for objects or judge whether they are within reach (eg putting brush in clag bottle or paint pot, threading activities, pouring into a container etc)
- Mobility may be affected, especially when on contoured ground (eg walking up/down unfamiliar steps, negotiating contoured terrain etc)

## **Strategies for compensating for lack of depth perception**

Lack of depth perception can be compensated for by using relative size and position, object occlusion or 'motion parallax'. Most children with sight in one eye use these cues without being taught about them. If the loss of vision in one eye is recent, the child might need to be assisted to learn these strategies.

### **Eye-hand coordination tasks:**

It will be more difficult to judge how full a container is, how to place a paint brush in a container, how to pour into a container.

- Ensure child uses two hands, one to grasp container, the other to place brush or pour liquid.
- It is easier to judge how full a container is if it is viewed from an angle rather than viewing from directly above.

### **Negotiating steps and curbs:**

Looking down on steps and gutters can give a false message of depth.

- The child might need to negotiate steps and curbs more slowly and maybe use handrails. By looking at steps as s/he approaches, s/he can better judge the drop from several angles and step more safely.

### **Size and position:**

We learn that objects look smaller as they move further away and larger as they come closer. If we know the size of an object, we can often judge its distance by its apparent size.

### **Implications**

- Show the child the size of a ball before playing a game
- Build up the child's awareness of the sizes of common objects

### **Object occlusion:**

Sometimes if an object is further away from us, it is occluded (or partially covered) by objects closer to us. Children will use this information, especially when grasping for objects.

### **Implications:**

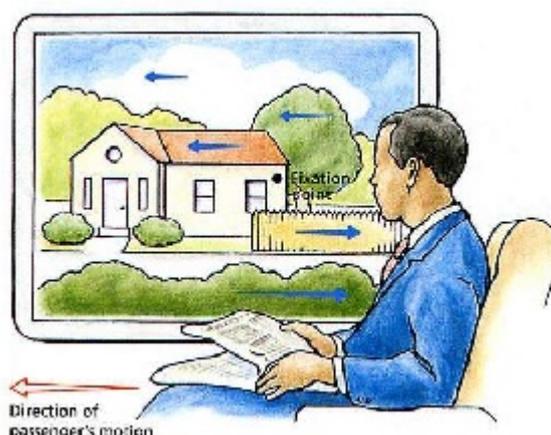
- Ensure that the child is familiar with the language and concepts of 'behind', 'in front', 'back', 'beside', etc

### **Motion parallax:**

Motion parallax is the term for how objects seem to move at different rates, depending on their distance from us. If you look out of the window of a moving car, the objects closer to you will move by quickly, but objects further away will move by more slowly. A student with no depth perception can use this to judge relative distances. If the student moves his/her head, closer objects will move relatively more quickly than more distant objects.

### **Implications:**

- Make the student aware of this and practice using it for judging the distance of objects
- Moving his/her head may assist in making judgements as to the distance of objects.



## Braille Code Update: unrepaid & unsaid

From Leona Holloway, Correspondence Secretary, Australian Braille Authority

The International Council on English Braille has advised that two words, unsaid and unrepaid, have been added to The Rules of Unified English Braille Appendix 1: Shortforms List.

This means that the shortform for said may be used in the word unsaid, and the shortform for paid may be used in unrepaid.

These changes should be implemented immediately. The Duxbury Braille Translator has already been updated with these changes. You may wish to check that your DBT translation table is up-to-date by translating the words unsaid and unrepaid from print to braille.

## What Furniture Looks Like When the Designers are Blind

Source: <http://www.domain.com.au/advice/what-furniture-looks-like-when-the-designers-are-blind-20151021-gkepj/> by Ingrid Fuary-Wagner, Domain October 22, 2015

You've probably never heard of furniture created by someone who is blind, but one Brazilian designer is on a mission to change that.

Rodrigo Brenner, a founding member of Brazilian design firm Furf, started an initiative in 2013 aimed at teaching visually-impaired youngsters about product design.

The result is a furniture line with four stylish modern chairs.



According to Dezeen, students of the Invisible Design Project were taken to a factory where they were first taught about materials, design history and the furniture-making process.

They were then given the task of designing “furniture to sit on”.

Students sketched their designs and undertook ergonomic studies before getting the assistance of the Furf design team and a factory to help with the technical aspects and actual production. Brenner, an award-winning designer himself, said it was surprising how his students understood and saw design better than most people.

“Their focus is on the functionality and the experience itself, on the essentials of the forms and shapes,” Brenner said.

The initiative has had such a positive reception that it's now in its second year, with even more students.

“What I've learnt with my students is that you don't necessarily have to see if you know how to look at the bright side of life and if you always have a vision to design a better future,” Brenner said.

## Blind Sports Summer Activities

Information from Rod Pritchard, President, Victorian Blind Cricket Association

### ***Junior Blind Cricket Program***

The cricket season has commenced and once again the Victorian Blind Cricket Association is conducting the Saturday morning junior cricket program. The program will run every Saturday morning from 10:30am to 12:00 noon until 19<sup>th</sup> December 2015 and will recommence after the Christmas break in 2016 on Saturday 30<sup>th</sup> January and continue to Saturday 5<sup>th</sup> March. The program is open to all primary and secondary school students.

### ***Blind Cricket at the MCG – Sunday 15<sup>th</sup> November***

Thanks once again to the generous support of the Melbourne Cricket Club and Cricket Victoria, the VBCA is again able to bring students who are blind or have low vision the opportunity to play cricket on the iconic MCG during the lunch break of the Victorian Bushrangers versus the Western Warriors Shield match. This is an invitation only event so to register your expression of interest via the appropriate form. Successful applicants will be notified of the event details. Please note that we may need to limit attendees to one participant plus one responsible adult per application and that under the MCC conditions for the day only participants and official program facilitators will be permitted on the ground.

### ***Let's Get Physical Sports and Recreational Program – Summer Events***

The final program for 2015 will commence on Sunday 8<sup>th</sup> November with another action packed series of activities for students who are blind or have low vision and their families. The final series of activities for 2015 include:

#### **Sunday 8<sup>th</sup> November**

Boating on the Yarra at Studley Park Boat House

#### **Sunday 15<sup>th</sup> November**

Blind Cricket at the MCG

#### **Sunday 22<sup>nd</sup> November**

Family Fun Day with picnic races, BBQ lunch and 2015 program break up at the VBCA grounds in Kooyong

For further details of any of these events including forms please contact:

Rod Pritchard: tel: 0401 718 926 or email: [pritchardrojo@bigblue.net.au](mailto:pritchardrojo@bigblue.net.au)

Darren Moyle: tel: 0406 384 357 or email: [darren.m@guidedogsvictoria.com.au](mailto:darren.m@guidedogsvictoria.com.au)

## Apple Resources

AppleVis is a website devoted to “empowering blind and low-vision users of Apple products and related applications. Updated regularly, the site includes apps, forum, blog, podcasts, guides and reviews.

Of interest, for example, is “Visualizing the Control Centre through VoiceOver, for first timers”: [www.applevis.com/guides/ios-ipad-iphone-voiceover/visualizing-control-center-through-voiceover-first-timers](http://www.applevis.com/guides/ios-ipad-iphone-voiceover/visualizing-control-center-through-voiceover-first-timers)

## Freedom Scientific Releases JAWS 17

Source: <http://www.freedomscientific.com/About/News/Article/147>, St. Petersburg, Florida - October 29, 2015

Freedom Scientific today announced the release of version 17 of JAWS® for Windows, the world's premier screen reading software. Significant new features include:

- Smart Navigation™, a more efficient way to interact with complex web pages and web apps
- Domain-specific scripting, bringing the power of JAWS scripting to the web
- Liblouis Braille Translator enhancing usage with Unified English Braille

Navigating complex web content such as pages often found in banking, shopping, or corporate sites, is a challenge for anyone using access technology. Today, JAWS 17 introduces new techniques via the Smart Navigation feature to help users be more efficient as they access this content.

“The ability to move through tables using just the arrow keys, or to skip past an entire menu bar with a single down arrow, are just two examples of how this will benefit users,” says Eric Damery, Vice President of Software Product Management. “Add the capability to script for products such as SharePoint, and JAWS further expands the employment opportunities for visually impaired people worldwide.”

The JAWS 17 upgrade is an SMA release and can be downloaded as either a 32- or 64-bit version from the JAWS downloads web page: <http://www.freedomscientific.com/Downloads/JAWS>.

## Support Skills News

- The **Student/Family Satisfaction Survey** provides you with an opportunity to report back to us on those aspects of the program you have found helpful and draw our attention to those which we could be improving on. We really do take your feedback seriously and while we can't always implement every suggestion we do take on board your comments. We are also looking forward to the report Dr Ben Whitburn from Deakin University is preparing on the Support Skills Program thanks to the contribution of many of the students who met with Ben during the year.
- The **Expression of Interest Form** is crucial as it prioritizes your interest and educational needs. When we do the timetabling and general planning for the program it is this document we refer back to so please give it some thought. Also, if you have acquired any additional equipment during the year please note it on this form as it is difficult to keep up with the diverse range of equipment students now have available to them. If there is something you particularly would like to cover at Support Skills which isn't included on this form, please note it down. We have the option for (Other). Returning the Expression of Interest Form also indicates that you are wanting to return to the program next year.
- **Being picked up early:** To reduce interruptions to the afternoon sessions could we please ask that if a student is needing to leave early that you collect them at the beginning of the session rather than during the session. The afternoon sessions start at 1:50 and swap over at 2:40.
- If student/family could let us know at the beginning of the day if they need to be picked up this would also help us with our planning.

## Space Camp 2016

Thanks to VTs and families for contacting SVRC with expressions of interest for Space Camp 2016 – we look like having a fantastic group of students who will be a joy to travel with! We'll continue with the planning process and keep everyone in the loop! Anyone else interested in attending as part of the DET group please get in touch!

Here's an excerpt from last year's write-up written by chaperones, Jeni Blake and Myriam Ash:



Whilst at Space Camp, students live in a simulated space station and participate in a program designed to develop their leadership and teamwork skills as they prepare for simulated missions. Missions are undertaken in life-sized models of the Space Shuttle, International Space Station and Mission Control and students take on roles such as pilot, mission specialist and payload specialist. Finally, students participate in an Extended Duration Mission where anything could happen – and the students must work as a team to bring everyone on the mission safely back to earth. This requires plenty of problem-solving, concentration, perseverance and commitment to the team.

Students also attend lectures about astronomy, astrophysics, rocketry, space medicine, history of the space program, robotics. Practical sessions include building and launching a rocket, daring team challenges and weightlessness training (SCUBA diving). Timetabled from 6.30am to 11pm, it's a busy but thrilling schedule for students!

Members of the Advanced Space Academy program are accredited with a subject at the University of Alabama, "Introduction to Space Science" so students leave knowing that their course is recognised worldwide.

Students have the opportunity to meet students with vision impairments from all over the world – in 2014, participants came from 23 US states and 11 countries. Students often stay in touch with their new friends and form life-long connections.

Rohan, 14 years, says that the camp "was one of the greatest events of his life. I loved it! It was better than I could have imagined. The enormity of the site, the facility was massive and we used simulators and launchers to put pretend people on the moon. We had to act as navigators and control the whole mission."

Aaron, 16 years, says "It is the best thing I have ever experienced; the SCUBA diving and the six-hour mission are amazing!"



A parent commented that Space Camp had made her son "much more confident; he seems a lot more aware of what is going on in the world and he knows that if he wants to travel he can do it, his vision is not going to impact on that."

Chaperone Jeni Blake writes, "Keller Johnson-Thompson, great-grandniece of Helen Keller was guest speaker at the graduation ceremony of the 202 students who attended in 2014. Johnson-Thompson's message was based on one of Helen Keller's quotes, and one of my favourites –

**'Life is either a great adventure or nothing'.**

## SVRC: Upcoming ES Vacancies and Request for CRTs

1. The Statewide Vision Resource Centre has had a number of staff exit the production department during the past 12 months. There are a 5 vacancies advertised through Recruitment Online advertised at ES1-1 and ES1-2, part time and full time as a 1-year contract with the possibility of extension. We hope to attract new staff members who will able to perform one or more of the following roles:
  - Braille transcription including tactile diagram production
  - Braille music transcription (applicants who can read print music are encouraged to apply)
  - Etext transcription
  - Administration support including database, record-keeping, filing
  - Accounting and budget

To apply visit Recruitment Online: [www.education.vic.gov.au/about/careers/pages/job.aspx](http://www.education.vic.gov.au/about/careers/pages/job.aspx) and search for the following position numbers or via Heatherwood School:

1031660

1031661

1031662

1031686

2. The Statewide Vision Resource Centre is also on the look-out for **teaching staff (vision)** for short term contracts such as replacements for staff on leave, working on the Support Skills program and/or possible special projects. If you are keen to be part of the team please let Garry or Deb know or email [svrc@svrc.vic.edu.au](mailto:svrc@svrc.vic.edu.au).

## ‘Connect’: A New App from VA for Downloading & Reading

Source: VA website

VA library members can now browse their i-access bookshelf for DAISY audio books, and either read them immediately online or download them to read at another time using a new app, Connect.

Library members no longer need to download a book and then pay for another app to read it – the new app does it all and it’s free.

Connect will be developed further over the next year to allow our library members to search and select any item from the library catalogue. The app will include integrated text-to-speech functionality that will read text content such as the daily newspapers, which are also available through i-access, and allow members to listen to online radio, including Vision Australia Radio. In addition, a messaging feature will be added so that users can be sent alerts and messages to library members and receive feedback directly from them.

Connect is available from the Apple app Store and the Google Play Store. Search for Vision Australia, open the app, browse your bookshelf and start reading.

If you enjoy books and a wide range of other reading materials, and would like to become a Vision Australia Library member, visit the VA website: [www.visionaustralia.org/living-with-low-vision/library](http://www.visionaustralia.org/living-with-low-vision/library), email [library@visionaustralia.org](mailto:library@visionaustralia.org) or call 1300 847 466.

## News

- **Lyndal Hancock** is a new VT in SWVR – it's great to have her back! We look forward to supporting Lyndal and students in the future.
- **Tom** from Lyndale SC has been voted school captain for 2016. Congratulations Tom.
- **Zeynep** (right) featured in her local paper, The Berwick Leader on 19 October 2015. The article, "Cane a tool for independence" states, "After receiving orientation and mobility training with her white cane through Guide Dogs Victoria, Zeynep now has more independence to walk with her mum to and from school and navigate her way around the schoolyard."
- **Van Van** (Support Skills Group 1) was recently selected for Athletics for Victoria to compete in the Nationals in Canberra.
- Blind Cricket: Three Support Skills Group B students are playing with the St Pauls Blind Cricket Club this season – **Callum, Chris** and **Caleb**.
- The following students represented Victoria in the Nationals in Queensland during the last school holidays: **Thien, Thanh, Caleb** and **Callum**. They brought home a bronze medal and from the look of their smiling faces, they had a ball! That's **Daniel** in the background.

HALLAM



Zeynep says her white cane helps her stay independent.

Picture: DERRICK DEN HOLLANDER

## Cane a tool for freedom

Mariah MacInnes

ZEYNEP is a bubbly Hallam 10-year-old who has never let her visual impairment stop her from being a normal child.

Diagnosed with optic nerve atrophy, she was classified as legally blind at the age of four.

Mum Serpil Kocas said she had at first struggled to come to terms with the fact her daughter was vision impaired.

"(It was hard) trying to

explain to my kid ... it took a couple of years to adjust ... but we are a team now," Ms Kocas said.

After receiving orientation and mobility training with her white cane through Guide Dogs Victoria, Zeynep now has more independence to walk with her mum to and from school and navigate her way around the schoolyard.

"When she is comfortable she tries not to use it ... (it is used for) the walking, the pot holes so she doesn't

trip," Ms Kocas said. Zeynep said she was disappointed she would never get the chance to drive, but with help from Guide Dogs she was now able to make the most of public transport.

International White Cane Day, which was last Thursday (October 15), is a worldwide day to create awareness of the important role that the white cane plays in aiding those who are vision-impaired to move around safely with their own sense of independence.



## Finally

Editors Deb Lewis and Lyn Robinson (who will be away from her desk for the remainder of the year) would like to thank everyone for their contribution to this issue of The Bulletin, and in particular Jeni Blake, Jane Jensen, Glen Morrow, Alicia san Martin and Emily White.

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)