WHAT’S INSIDE:

- Remembering…
  Joyce Stroh
  Doris Soult

- Nemeth Tables – What You Don’t See Is What You Get

- Those Troublesome Timelines

- Braille Literacy – Braille vs. Audio

And Lots Of Other Goodies…
Hello readers. The upcoming 50th CTEVH Conference is an exciting milestone for CTEVH. For an organization not only to have survived this long but continued to grow is a testament to the founders and wonderful members who make up this “family.”

In the issues to follow, my plan is to provide more information relevant to teachers, parents, and students. Most of this will be published in the “Announcements” section, so please be sure to browse for ideas and resources.

In keeping with the Golden Anniversary, an idea has come to me in which I hope you all will consider participating. You will find more information about this in the “Announcements” sections under the title GOLDEN MEMORIES.

Correction—Spring 2008 issue: The address for submitting Donna Coffee applications should read 19722 Buck Ridge Road, Grass Valley, CA 95949.

As always, I look forward to hearing your comments and suggestions.

Marcy Ponzo
Inside Story:

In Memoriam ................................................................. 4
President’s Message ........................................................... 5
Executive Director’s Message .................................................. 6
CTEVH Membership Application .............................................. 7
CTEVH Donna Coffee Youth Scholarship Application .................. 8
CTEVH Katie Sibert Memorial Scholarship Application .................. 10
Gifts & Tributes .................................................................... 12
Announcements .................................................................... 14

Our Specialists Say:

BANA Update by Sue Reilly .................................................. 29
Braille Mathematics by Mary Denault ..................................... 30
Computer-Generated Tactiles Getting Your Dots in a Row by Jim Barker .................................................. 34
Business Column Tactile Graphics Initiative by Bob Walling, CBT .................................................. 36
Braille2000 – Interpoint in Braille2000 by Joanna Venneri .................. 37
Literary – The BANA Update, Simplified! by Jana Hertz ................. 38
Music In Education by Richard Taesch ..................................... 40
Textbook Formats – Time for Time Lines by Joanna Venneri .............. 44
Foreign Language by Lisa McClure .......................................... 50
Education – Braille Literacy by Sheila Bonito ............................ 54
And Braille vs. Audio .......................................................... 56

CTEVH Specialists 2008 .......................................................... 64
CTEVH Award, Presidents and Editors ........................................ 65
CTEVH Executive Board ......................................................... 66
CTEVH Board of Directors and Committee Chairs ...................... 67
KATHLEEN JOYCE STROH

For over 50 years Joyce worked in the SCUSD as a teacher to blind children and as a transcriber with the Sacramento Braille Transcribers, Inc. Joyce was a talented musician and pianist, and was one of just a few that could transcribe music into braille. She will truly be missed by everyone that knew her.

Reprinted with permission from Carolyn Negrete.

DORIS SOULTS

Doris was very active in the Braille field and taught braille for many years. She was also a member of the Sequoia Braille Transcribers, and is greatly missed.
President’s Message

What’s in a name? In our case plenty – CTEVH – it is where we began, who we are, what we do, and for whom.

For the past three months, the CTEVH Board has been working to update our Mission Statement, our Strategic Plan, and our very name.

Regarding our name, after much (at times heated) discussion and to now open up dialogue with our members, we are presenting CTEBVI (Blind and Visually Impaired) for your consideration. Far from a radical departure, this simply reflects years of expressed concern with the implication of the word “Handicapped.” I’m asking that you all participate by submitting your suggestions and comments (to my attention at siloti@sbcglobal.net) for the proposed change before August 31, as this must be published in our Fall JOURNAL and ultimately be voted upon by the attending membership at conference.

Our 40 year history is now available on our website (thank you, Christy!). It offers an in depth retrospective of CTEVH, including the evolution of our name.

As we continue to challenge, overcome, and discard old barriers to opportunity for individuals who live with visual limits or a total loss of sight, the call for quality braille material and timely distribution to a dedicated core of teachers has never been more demanding. These are indeed interesting times. The effects of an uncertain economy are often keenly felt in our profession, and as such, travel to a conference may seem prohibitive. I suggest that it is precisely at such times that spending three days with kindred minds and colleagues could not be more essential. It is in this spirit that I hope all of you that are able will make every effort to plan to be a part of the momentous occasion of our 50th anniversary.

Grant Horrocks
CTEVH will celebrate its 50th anniversary in 2009! As we near five decades of commitment to promoting excellence and professionalism in braille transcribing and education, the Board of Directors has made a decision to move CTEVH into a new phase.

I recognize that this organization has been built by your efforts. While leading this ambitious new phase, I will be here to support you and to be an extension of the vision, mission, and direction of the Board of Directors (BOD). What I bring to the organization is experience in business development, marketing, events, and small business management. How I plan to carry out the strategic plans and policies is to strengthen the relationships among our partners, members, and volunteers, fundraise to support the organization, enhance and expand conference programs, and increase the membership of CTEVH.

Under the direction of Christy Cutting, I am pleased to announce that the CTEVH website will be redesigned to make it more streamlined and informative. The current plan is to have it ready prior to the conference for registration and important information. In addition, we will have many other new and exciting updates to the website. Please check our website at www.ctevh.org and give us your feedback as it evolves.

Membership is essential to our organization and it is currently strong. In order to maintain our member growth, I am exploring opportunities to expand member benefits and am excited to announce a new member discount package. This package is FREE to members of CTEVH and will include offers for discounts on entertainment, shopping, travel, gifts, theatre and events, theme parks, movies, and more. To see the new offers, go to www.workingadvantage.com, register at the top of the page, click ‘employees click here’, and enter access number 333738712 to create your account. An email will confirm your registration and you can immediately start saving up to 60% on tickets, travel, and shopping. You will earn reward points as you shop on this site and will receive 100 bonus points just for registering. (See flyer on page 28.)

I recognize that this is a strong volunteer organization and I would like to take this opportunity to applaud all of the wonderful people that put their time and effort into making CTEVH successful. Volunteers come from the heart and the passion to see an organization thrive. In an effort to recognize those hard working volunteers, please submit names of those exemplary CTEVH volunteers so we can acknowledge them. Please send suggestions to me at ctevh.la@gmail.com or call me at 805-553-0784. I encourage and welcome your involvement. I extend many thanks to Debi Martin for helping acknowledge those that have been identified as extraordinary volunteers.

Thank you for the opportunity to be an integral component of this wonderful organization. I look forward to growing with you and CTEVH for years to come. I will look forward to meeting you at the Golden Anniversary Conference in 2009.

Sincerely,

Jeannine Tieri
CTEVH membership dues are for the calendar year. Any dues received after October will be applied to the following year. Members receive the quarterly CTEVH JOURNAL as well as annual pre-conference packets. For your convenience, you may log onto www.ctevh.org to complete this form and make payment by credit card.

CTEVH MEMBERSHIP DUES

- □ Annual Membership $50 $____________
- □ Life Membership $500 $_____________ (Not currently available for payment online)

There is no distinction in price between individuals or institutions, foreign or domestic members. Families with VI children are eligible for a discount: All adults and children of the family are considered members with payment of a single membership. Please provide the names of all adults in your family.

Please indicate whether □ Renewal or □ New Member

Thank you in advance for your donation. CTEVH is a 501(c)(3) corporation, organized under the CA code for non-profit organizations. Receipt upon request.

- □ General Fund $____________
- □ Katie Sibert Memorial Fund $________
- □ Donna Coffee Scholarship Fund $________

TOTAL AMOUNT ENCLOSED $____________

Please make checks and money orders payable in US dollars to CTEVH

NAME__________________________________________________________

ADDRESS __________________________________________________________________________________________

CITY __________________________ STATE _________ COUNTRY __________________________

ZIP/ROUTE CODE __________________________

Optional information we love to have:

TELEPHONE __________________________

E-MAIL __________________________ (Necessary if requesting virtual delivery of JOURNAL)

Please help us know our membership by checking all descriptions that apply to you and would be helpful to CTEVH in planning for conference workshops.

□ TRANSCRIBER □ EDUCATOR □ PARENT

□ PROOFREADER □ ITINERANT □ O&M □ STUDENT

□ OTHER ___________________________ (eg Librarian, Administrator, Counselor, Manager, Vendor)

The CTEVH JOURNAL is available in the following formats: Please indicate your choice.

□ Braille □ Audio tape □ Audio tape with Braille examples

□ Print □ Floppy disk (.doc file)

□ Virtual (You are notified at your e-mail when JOURNAL is uploaded to the CTEVH website.)

Send this form with payment to Christy Cutting:

CTEVH Membership Chair, 379 Claremont Street, Boulder City, Nevada 89005-2640
CTEVH sponsors the Donna Coffee Youth Scholarship in honor of Donna’s exceptional service to the organization and to visually impaired individuals in California. The scholarship is for the use of the winning student as specified in his/her application. Generally, it may be used to promote the academic and social development of the student. An award up to $1,000 will be given to the successful applicant. The Donna Coffee Youth Scholarship Committee will select the recipient based on the criteria approved by the Board. The criteria are as follows:

**Award:** The Donna Coffee Youth Scholarship will be awarded in the amount up to $1,000 per year. One or more applicants may participate in the award. Award recipients shall have their names and the year of their award inscribed on the permanent plaque.

- **Process:** Application materials will be distributed through the JOURNAL and the web site, [www.ctevh.org](http://www.ctevh.org). Applications are due to the committee no later than six weeks prior to the Annual Conference. The winner will be selected by consensus of the Committee.

- **The inscribed plaque and cash award will be presented at the Conference.**
  a. The award recipient and parents shall be invited as guests.
  b. The nominating person will take part in the presentation.
  c. The award will be presented at a general meeting selected by the Conference Chair.

- **Selection:** Criteria for selection will be based solely upon:
  a. The submitted application of the nominations, letters of support, and the student’s application (applications may be submitted in the media or medium the student chooses).
  b. The consensus of the committee that the student created a plan that is complete and executable and will further his/her individual growth.
  c. Duties of the recipient(s): recipient(s) shall report the outcome of their proposal at the succeeding Conference.

**Applications for the 2009 scholarship must be received by January 15, 2009, and sent to:**

Ann Hinshelwood & Liz Perea, Co-Chairs  
CTEVH Donna Coffee Youth Scholarship  
19722 Buck Ridge Road  
Grass Valley, CA 95949  
(530) 913-1320  
FAX: (530) 265-0524  
Email: ann.hinshelwood@gmail.com

*Electronic submission of the application is preferred, but not required.*
I. APPLICATION REQUIREMENTS for the Nominating Teacher, Transcriber, and/or Orientation and Mobility Specialist

1) In less than two double-spaced typewritten pages, explain why you believe the student will benefit from his/her proposed project/activity.

2) The application and use of funds must be approved by the student’s parent or legal guardian.

3) Fill out the application form completely, sign and date.

Name of Student:__________________________________________________________

Student’s Address:_________________________________________________________________

Student’s Telephone Number:_____________________________________________________

Student’s Date of Birth:___________________________________________________________

Grade Level of Student:___________________________________________________________

Student is visually impaired or blind: _____________________________________________

Parent(s) Name:_________________________________________________________________

School/District:___________________________________________________________________

School Address:___________________________________________________________________

Name of Teacher of the Visually Impaired:____________________________________________

Name of Nominator:_________________________________________________________________

Nominator’s Email:_________________________________________________________________

Nominator’s Signature:_____________________________________________________________

Date:____________________________________________________________________________

I approve of the Donna Coffee Youth Scholarship – 2009 application and use of funds for the project/activity that my child has proposed.

Parent’s Signature:_________________________________________________________________

Date:____________________________________________________________________________

II. APPLICATION REQUIREMENTS for the Student

1) Explain why you want the Donna Coffee Scholarship in an essay of no more than two double-spaced typewritten pages.

2) Parents must approve the application and the use of funds by signing the application.

Completed application must be received by January 15, 2009.
Katie Sibert was a charter member of CTEVH. She began teaching elementary grades in the 1930’s before becoming a resource room teacher and coordinator of programs for students with visual impairments for Stanislaus County. During the summers, Katie prepared teachers at San Francisco State, University of Minnesota, Columbia University, and Portland State. She published and presented in many venues. In 1960, she was awarded the Winifred Hathaway Teacher of the Year Award for the National Society for the Prevention of Blindness. Katie retired from teaching in 1971. After her retirement, she consulted with many schools in the U.S. and internationally (including Denmark and Portugal), and developed materials for APH.

The Katie Sibert Memorial Scholarship was first awarded in 1985. The purpose of the scholarship is to foster the acquisition and improvement of skills necessary to provide high quality educational opportunities to visually impaired students in California. In a typical year, the Katie Sibert Committee awards $3,000 divided among qualified applicants. These scholarships may be used to attend CTEVH conferences, provide training, purchase books, materials and/or equipment.

**QUALIFICATIONS**

- All applicants must be current members of CTEVH.
- Transcribers must be actively transcribing.
- Educators must have a credential in the education of students with visual impairments or be enrolled in a program to earn such a credential.
- Para-educators must be actively supporting the educational and literacy needs of children with visual impairments.

**APPLICATION REQUIREMENTS**

- Completed application packet.
- Cover letter describing the applicant’s qualifications and/or experience in transcribing or educating the visually impaired. Include a description of how the scholarship will be used.
- Two current (within the past 12 months) letters of recommendation as follows:
  - **Transcribers** must have two letters of recommendation from their group or agency.
  - **Educators** must have two letters of recommendation (e.g., principal, college professor)
  - **Para-educators** must have two letters of recommendation (e.g., TVI, regular education teacher)

  **Letters should address the following areas:**
  Professional and/or volunteer experiences of the applicant including those with visually impaired or other disabled persons.
  - Community involvement of the applicant
  - Certificates or credentials held by the applicant.
  - Personal interests, talents, or special skills of the applicant.
  - Honors or awards received by the applicant.
KATIE SIBERT MEMORIAL SCHOLARSHIP
2009 APPLICATION

Name: _______________________________________________________________________________
Address: _____________________________________________________________________________
City: ________________________________________________________________________________
State & Zip Code: _____________________________________________________________________
Telephone No.: _______________________________________________________________________
E-mail Address: _______________________________________________________________________

Name of agency, school system, or transcribing group with which you are affiliated:
___________________________________________________________________________________

Please answer the following:

1. The total amount of scholarship support requested is: $ _________________________________

2. Describe how the scholarship will be used. Include a breakdown of expenditures; e.g.,
   training, registration costs, transportation, lodging, texts, materials, equipment, etc.:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

DEADLINE: December 12, 2008

The applicant is responsible for sending the complete application packet to:

Marie Hadaway, Chair
KATIE SIBERT MEMORIAL SCHOLARSHIP
8759 Ardendale Ave.
San Gabriel, CA 91775
(626) 285-3473
E-mail: mhadaway@lausd.net
THE CTEVH GIFTS AND TRIBUTES FUND

Contributions will be used to improve services to persons who are visually impaired.

DONOR: _____________________________________________________________

Name _______________________________________________________________

Address __________________________________________________________________________

City, State, Zip ______________________________________________________________________

☐ In honor of: _______________________________________________________________________

☐ In memory of: _____________________________________________________________________

FOR ACKNOWLEDGEMENT:

Name _______________________________________________________________

Address __________________________________________________________________________

City, State, Zip ______________________________________________________________________

Please direct contributions to:

☐ THE CTEVH-KATIE SIBERT MEMORIAL SCHOLARSHIP FUND
☐ THE DONNA COFFEE MEMORIAL SCHOLARSHIP FUND

All contributions to CTEVH are tax deductible. FEID number available upon request. Please make check payable to CTEVH and mail to: CTEVH Gifts and Tributes
Peggy Schuetz
10675 Harris Road
Auburn, CA 95603
Gifts & Tributes

We would like to thank the following donors for their generous gifts & tributes:

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<th>General Fund</th>
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In Memory of Joyce Stroh

Sacramento Braille Transcribers

In Memory of Joyce Stroh
Announcements

GOLDEN MEMORIES

A short while ago during a conversation with Carol Morrison, she related to me her experience at her very first CTEVH Conference. It’s a great story, and she has agreed to share it with all of you. So this got me to thinking — how many people out there must have really great stories about their very first CTEVH Conference.

Anyone who would like to submit your memorable experience, please forward them to me at the editor’s mailing address or email address shown on the inside cover no later than September 26, 2008. Because of limited space, only a few will be published in the Fall 2008 JOURNAL. HOWEVER, all the stories will be put into a scrapbook and be available in the Exhibit Hall at the 2009 Conference for everyone to enjoy. There is no limit as to length. The only requirement is you must include the year you attended your first CTEVH Conference (and we promise not to do the math). There will be blank pages in the scrapbook for anyone who would like to write in their story while at the conference. Also, if you have any pictures you’d like to include, feel free to send those in as well. Please be aware that the pictures will not be returned to you, but become a permanent part of the Golden Memories scrapbook.

I look forward to receiving all your wonderful stories.

Marcy Ponzio, Editor

* * * * *

Notice from Braille Transcribers Sacramento North Area

Braille Transcribers Sacramento North Area transcribing group is disbanding as of the end of this school year. Our last meeting will be June 6, 2008. Unfortunately our group membership has shrunk to the point that we do not have enough active members to provide Braille books in a timely manner and just barely enough people to fill officer positions, etc. We have been struggling along for quite a few years but have now decided to give it up.

If you have our group listed as an available Braille transcribing source, please remove our name from the list.

* * * * *

NEWS RELEASE FROM NBA

NBA ANNOUNCES Fall 2008 Professional Development Conference

NBA wishes to invite all transcribers, teachers, and paraprofessionals to its Fall Professional Development Conference. This fall, in Lexington, Kentucky, NBA plans to offer two strands of workshops:

**Focus on Solutions for Providing Quality Braille Materials to Students**

**Overview of the Nemeth Code for Mathematics and Science Notation**

Lexington, Kentucky is proudly known as the “Horse Capital of the World.” Visit www.visitlex.com for more information about this great Bluegrass Region of the State of Kentucky. The conference hotel is the Marriott Griffin Gate Hotel and Spa which is situated amid the rolling meadows of Bluegrass Country, offering plenty of southern hospitality.
Make plans now to attend October 29 – November 1, 2008. Plan to join us the first night on October 29th as the “gates will open” and the horses will “run for the dots.” There will be time for networking with fellow braillists. Then buckle down to serious workshops for three days. Watch the NBA Website for further details and registration information, www.nationalbraille.org
3 Townline Circle, Rochester, New York 14623-2513; 585-427-8260, FAX 585-427-0263; nbaoffice@nationalbraille.org

* * * * *

Braille Class Offered in Orange County
Six tiny dots, ingeniously arranged by a 15-year-old boy nearly 200 years ago, have brought literacy to thousands of people with visual disabilities worldwide. Many sighted adults and children recognize Louis Braille’s alphabet of raised dots, although few of them have any idea how to read it. Learning to decipher the braille alphabet is the first step in understanding its versatility and importance to the people who use it everyday.

The North Orange County Community College District is once again offering a braille transcribing course beginning September 10, 2008. This is a nine-month course in the Literary Braille code, and will prepare participants for transcribing printed materials into braille for blind persons, according to the guidelines set forth by the Braille Authority of North America. Successful completion of this course will prepare participants for the Library of Congress certification process and provide opportunities for joining local volunteer groups that provide transcribing services to braille readers in the community. Classes will be held on Wednesday evenings from 6:30-9:30 p.m. and meet at the Braille Institute in Anaheim. Braille Institute is located at 527 North Dale Avenue at the southwest corner of Dale and Crescent in Anaheim. Parking is free at the Dale Avenue parking lot.

Qualified participants should have a good knowledge of the English language; be available to regularly attend weekly class meetings and complete the weekly homework assignments, and possess a “perfectionist” attitude. Typing skills are not needed, only your time and dedication to learning this fascinating skill.

There is no tuition for this class. Textbooks will be provided free of charge and supplies are minimal. If you are looking for an interesting and challenging opportunity, we are looking for you!

To obtain additional information about the class, to reserve a space, or to register, you may leave a voice mail for Diana Burkhardt at 714-821-5000, extension 1602, or contact Jana Hertz at 949-212-7556 or via e-mail at JanaBrailles@aol.com.

* * * * *

Clearinghouse for Specialized Media and Translations (CSMT)
Friday, April 4, 2008, Monthly Update

LETTER OF INTENT Last month we sent out information about combining all four reimbursements on to one form. Our goal is to reach everyone and have all forms back by the deadline, June 30, 2008. An attachment is provided in this newsletter. Please sign up and return completed form if there is any possibility that you may use these funds at some time in the 2008-09 school year. Please fax to: 916-323-9732. Your questions can be answered by our lead consultant for the reimbursement programs; Olga Cid 916-319-0959.

* * * * *
SALUTING SUPPORT PROVIDERS This month it gives CSMT great pleasure to honor a well known student supporter; Keith Christian. Many of you know Keith and his ability not only to think outside of the box, but someone who is often found standing on the box as an advocate for all people with vision impairments to challenge themselves to dream and reach goals.

DIGITAL TALKING BOOK UPDATE CSMT made a lot of promises, which we expect to keep regarding digital talking books (DTB). We divided the tasks into two units; preparation and production. The first one, preparation involves selecting which books are going to be made into DTBs. The steps include cutting books, scanning pages, and taking the CD to production, all completed in our new warehouse facility. The production process includes removing high/low pitches, extra noise, adding captions for pictures, formatting pages, creating e-text files and voices. The final product is put on IMODS and copied for distribution. This occurs in our production center on the first floor at CDE.

IMODS GLITCH Recently we have been informed that several of the people that have an IMODS account were not able to get on the system. We aren’t sure if this applies to everyone, but there was a slight update a while back and it might have erased your saving IMODS as a favorite on your computer. Members have been telling us that reselecting IMODS as a favorite fixes the problem. If you try this unsuccessfully please call us and we will help you to restore your IMODS link.

HONORING STUDENTS Sarkis Gekchyan is a 7th grader in Costa Mesa High School. This extraordinary young man has already received accolades for improvement in many academic areas. Sako, as he is called, hopes to be a finalist for state competition.

FEDERAL QUOTA Thank you all for your timeliness in getting legally blind students registered for the federal quota program. With $11,000,000 to distribute nationally, California has two accounts (public and private) totaling 5,902 qualified students registered with American Printing House for the Blind Federal Quota Program. Based on the current federal quota fiscal year (October 1, 2007-September 30, 2008) allocation of $296.92 per student, the total is $1,752,362.82 for California. Please submit orders on IMODS to use your allotment, as it is there to support your students. If needed, half of next year’s allocation may be used towards purchases. For questions regarding this program please contact Nancy Gaffney, ngaffney@cde.ca.gov, or call 916-323-1329.

NEW PRODUCTION CENTER CSMT is proud to step forward and bump up our production of accessible materials. We now have two production centers. One will focus on the loud part of production; cutting books, trimming pages, scanning, copying, and duplicating. The other will feature real-person voiced audio, editing, and post production. Our output will include all K-8 textbooks, workbooks in digital talking book format (CD/DVD), audio (CD with special order cassette), and continue ASL videos duplication (DVD). Once our files are edited we will have the masters available for download to MP3, iPod and other devices as e-text. The write-able PDF will also be available so that students can access the workbook page their peers are working on, fill in the page, print it out at the same time others in the class turn in their work.

STUDENTS WE SERVE Cenna Papola is a second grader in Sonoma County in northern California. Due to vision loss in one eye, and an unclear future for the other eye, she is learning braille. Her teacher, Donna Wittenstein, sees her making great progress. We at CSMT wish Cenna and her
family well as this happy student moves ahead in her education. We continue to look for more students to highlight in this update from a large array of services and areas. We have a release form available by contacting me: jparissalb@cde.ca.gov.

**SALUTING OUR PROFESSIONALS** Linda McGovern from the Long Beach area is a formatter, in fact a guru of sorts in the field of formatting. A formatter is the person who receives the book to be brailled and pre-formats the work with specific directions to the transcriber that follow industry guidelines. Linda trained as a transcriber with the legendary braille instructor Norma Schecter, carrying on the tradition. Linda is a member of the CTEVH Format Specialists Committee. We understand that Linda winds down and recoups at least three times a year in Hawaii with her husband. Thank you Linda for all you add to making braille available for our students in a format that is easily understood.

**TESTS NOW AVAILABLE** Blind students and those with low vision deserve the same accessibility in preparation for test materials that they receive with text books and workbooks. Now available in both braille and large print are copies of the Release Test Questions for all tested grade levels/subjects for Standardized Testing and Reporting (STAR), and California High School Exit Exam (CAHSEE) state tests. We also have available the study guides for Reading/Languages Arts and Mathematics for the CAHSEE. We hope to receive from Educational Testing Service (ETS) the practice tests for STAR, however they will not be available this year (the practice tests do not change, or haven’t for at least five years).

**CASSETTE VS. CD** CSMT has for many years provided cassette recorded versions of text books and literature assigned to students with print disabilities. This was, and is, particularly helpful as certain recorders have the ability to slow down the speech on the tape player, an adaptation needed for a specific group of students.

New technology has spurned the compact disc (CD) revolution. Players are compact and relatively cheap. An entire book can be loaded to a CD where the same textbook might require 10-20 cassette tapes. CDs contain tracks of files by pages which can be navigated. Cassette tape players are harder to find as most stores stock only CD players. In the future we will be providing CD versions of all audio materials. There are cost and time savings in producing CDs. We will continue to offer cassettes as special orders.

**NIMAS FILES** When a rich uncle dies leaving a vast sum of money to relatives, news travels fast. When a new miracle drug is approved to cure a troublesome disease, news travels fast. The National Instructional Materials Accessibility Standard (NIMAS) is good news, and the word is being quickly spread around the country. This new industry standard quantifies to publishers exactly how files are to be provided so these files can be used to create braille, large print, audio files, and digital talking books.

Bookshare (a Benetech corporation division) has partnered with Don Johnston to make thousands of books available with a free Victor Reader and Read:OutLoud with no membership fee for students. This is all made possible with a grant from the federal government, Office of Special Education (OSEP), and will be in effect for five years.
All of the California adoptions will be placed in the National Instructional Materials Accessibility Center (NIMAC) as the files are sent to us from the publishers. CSMT will be uploading the files to our computers and providing them to our wonderful transcribers, embossers, large print vendors, and using the files to create audio versions of texts.

**IMODS ORDERS** Our goal is to serve those who work with students with disabilities. Many of you are registered on our Instructional Materials Ordering and Distribution System (IMODS), and know the system well. Only public school educators can order state adopted materials such as textbooks and workbooks, and only those who are authorized to submit federal quota orders for the registered legally blind students (public and private) can order APH products and books. Registration for IMODS is simple; download the form for a new account ([csmt.cde.ca.gov](http://csmt.cde.ca.gov)), fill it out, get it signed by the authorizing person (e.g., special education director) and fax it to CSMT. You will be emailed a username and password for logon to start using IMODS.

Please consolidate your orders that are being shipped to the same address. Use the shopping cart feature to your advantage! Place items in the cart (limit 30 different items) to be processed and only submit orders shipped to the same address as needed. Do not submit orders with only one or two items from the same location several times a day. Please help us reduce paper work by using the shopping cart feature to lower the number of IMODS orders received.

**SPENDING APH $$$** As the school year comes to a close, check IMODS under APH to see what your federal quota account balance is for this current fiscal year, 2007-2008. Anticipate your needs for federal quota books and products (for eligible legally blind students) and place your orders on IMODS. CSMT will stop taking orders for this current federal quota year on Monday, September 15th in order to process all the orders with APH before the September 30, 2008 deadline. California’s federal quota allocation (based on the number of registered legally blind students) is always all spent to stock our CSMT Warehouse with products that are in high demand. Occasionally, CSMT puts items out on IMODS as excess with no charge to your account of federal quota dollars. We believe you as professionals want to provide the tools that meet your legally blind student’s needs. If we can help, allow us to pitch in where we can.

**Friday, June 6, 2008, Monthly Update**

**APH FEDERAL QUOTA ORDERS** Do not forget to check your Federal Quota account balance in the Instructional Materials Ordering and Distribution System (IMODS). Orders should be submitted by September 15, 2008 to be processed by the end of the federal fiscal year. If your program requires more equipment and the balance doesn’t support the purchase then send a brief e-mail to jparissalb@cde.ca.gov describing the need.

**MONTHLY SALUTE** This month our salute goes to Sally McDonald an Orientation and Mobility (O & M) instructor who works at the Braille Institute in Los Angeles. Sally’s training includes a masters degree in Special Education with a concentration in Orientation and Mobility. She brings 27 years of experience as an O & M instructor practicing in Illinois and California. The goal of an O & M instructor is to provide freedom and independence for their students. Sally recalls the heart-felt memory of a client named Doris who is legally blind. She was depressed and homebound. Doris regained control over her life with cane training, a monocular, and support from Sally. She now uses public transportation to run errands and is considering opening a small business.
DIGITAL TALKING BOOK WORKSHOPS Jonn Paris-Salb and Steve Norwood have been traveling around California discussing the benefits of CSMT’s new digital talking books. If you would like a representative from CSMT to speak to your group contact Jonn at 916-323-2202 or jparissalb@cde.ca.gov.

NIMAC REGISTRATION FOR CONTRACTORS American Printing House for the Blind (APH) has The National Instructional Materials Access Center (NIMAC) that contains over 8000 textbook files in the NIMAC Repository. The Web site is www.aph.org. Letters were mailed to our transcribers, formatters, embossers, large print and digital talking book partners requesting them to register as an Accessible Media Producer (AMP) with NIMAC. An AMP works with a state agency and has authorization to download only NIMAS textbooks that have been purchased by that state. If you work in the district and could use California NIMAC files, please contact CSMT through Braille-n-Teach.

HOW TO ORDER TEST INFORMATION The Release Test Questions and Study Guides are now available on IMODS. California High School Exit Exam (CAHSEE) has released the Study Guides and Test Questions for Mathematics and English Language Arts for each grade. For the Standard Testing And Reporting (STAR), we have Release Test Questions and soon will have all of the practice tests; grades 2-12).

For the California English Language Development Test (CELDT), we have the Release Test Questions only. Type in the name of the test in the Advanced Search section at the top and the test options will appear.

REIMBURSEMENT LETTERS OF INTENT: JUNE 30 DEADLINE Thank you to those who have sent in your completed Reimbursement Letter(s) of Intent. The new Annual Letter of Intent to Participate follows this update and is also posted at csmt.cde.ca.gov.

Curriculum Frameworks and Instructional Resources Division
Clearinghouse for Specialized Media and Translations (CSMT)
1430 N Street, Suite 3207, Sacramento, CA 95814
Telephone 916-319-0959; FAX 916-323-9732
Attention: Olga Cid, Consultant

Remember, we always look forward to hearing from you to write articles, suggest changes, ask questions or tell us what you think of this update. We are still looking for pictures of students and educators that we can use in advertising the ‘good work’ being done in California. Contact Jonn Paris-Salb jparissalb@cde.ca.gov or 916-323-2202.

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Susan Hardesty, Office Technician, Clearinghouse for Specialized Media and Translations, 916-322-5048; 916-323-9732 fax
SUBJECT: International Tactile Book Competition 2008; Make a difference – make a tactile book

The Tactile Book Advancement Group (TBAG) is organizing an international competition to encourage more people to take up the challenge of designing and making books with effective tactile illustrations for visually-impaired children.
The competition is being organized in association with the Tactile Graphics 2008 conference in Birmingham, UK, from 3 - 5 December 2008, run by the Royal National Institute of Blind People (RNIB). (www.nctd.org.uk/conference) Short-listed entries will be exhibited at the conference, where conference delegates will be invited to vote for their favourite book. Further winners will be selected by a panel of specialists in the field.

There will be awards for the best books in a number of categories, including a category for commercially published books. Award-winning entries will be publicized in the press and on the TBAG website.

Everyone is welcome to enter, and we will be glad to receive entries from people who have never made a tactile book before. Entry to the competition is free. Please visit the TBAG website for full entry information and downloadable entry forms - and for guidance and ideas!

http://www.tactilebooks.org/MakingBooks/Comp/index.htm

The Tactile Book Advancement Group exists to promote the design, provision and enjoyment of tactile books for blind and partially sighted children.

The closing date for the competition is 1st November 2008.

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JAC Calendar and Announcements

October 23-26: CCB Fall Convention to be held at the LAX Four Points Sheraton Hotel.
For further information contact CCB 1-800-221-6359.


Have you been intrigued by the idea of working with a Guide Dog for mobility? Do you get around fine using a white cane and wonder if and how a partnership with a Guide Dog can enhance your life? Maybe you know someone who has a Guide Dog, but you are not sure if a Guide Dog is right for you. Have you wondered what the expectations and responsibilities of living with a Guide Dog might mean for your lifestyle? If so, this workshop is for you!

The purpose of this workshop is to introduce you to the unique benefits and responsibilities of working and living with a Guide Dog. You will gain information through discussion and hands-on experiences. You will leave with the ability to make an informed decision as to whether or not a Guide Dog is a viable choice for you.

2008 Dates – San Rafael Campus
September 4
November 13

For workshops in the LA area please call for information. To register or for information call Jeanine Kitahata at 1-800-295-4050, Ext. 4199.

GUIDE DOGS O&M SEMINARS Guide Dogs for the Blind is delighted to announce that Orientation and Mobility specialists who attend the O&M Seminar offered by our school can now
receive CE hours for participating. The Academy for Certification of Vision Rehabilitation and Educational Professionals (ACVREP) has approved our seminar for 28.15 hours. These CE hours will be available starting in our February 2008 seminar.

Our O&M Seminars are designed to educate participants in areas that will allow you to refer suitable candidates to our Guide Dog training program, as well as allow you to participate more fully in our application and assessment process. Participants are housed in our dormitory for the duration of the seminar, allowing you to mix with our students attending class, and experience first hand the facilities offered by our school.

O&M specialists who have attended a Guide Dogs for the Blind O&M seminar prior to 2003 may reapply, as the content of the seminar has changed.

2008 Seminar Schedule:
August 4 to August 8; September 8 to September 12; October 13 to October 17
For further information call Sarah Hopkins Graduate Services Department at 800-295-4050, or apply online.

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Attention Blindness Professionals and all interested in shaping the future of Braille literacy
The National Blindness Professional Certification Board (NBPCB) is pleased to offer the NATIONAL CERTIFICATION IN LITERARY BRAILLE (NCLB)
(This notice is being reprinted with permission from Stuart Wittenstein, Ed.D.)

What and Who: As of March 2007, the National Literary Braille Competency Test (NLBCT) formerly administered by the National Library Service (NLS), is solely administered by the National Blindness Professional Certification Board (NBPCB). The resulting benefit of this conversion is that candidates who successfully pass all four sections of the test are eligible to receive the National Certification in Literary Braille (NCLB). This is a professional credential, which entitles certificants the right to present their certification to employers, and to bear the NCLB title.

The NCLB exam is not designed as a transcriber's exam. Rather, it is a valid test of a person’s ability to competently read, write, and understand contracted, literary Braille, and is being targeted to all individuals who teach Braille professionally, and/or those seeking to be credentialed in this area.

When and Where:
California School For The Blind
500 Walnut Avenue, Fremont, CA 94536
Saturday, November 15, 2008, 8:00 a.m. to 5:00 p.m.

Subsequent NCLB examinations will be convened whenever the following are present:
1) Ten or more candidates are gathered, 2) An appropriate testing venue can be procured, and 3) At least two NBPCB administrative staff are present.
   • The combined application and testing fee is $250.
   • The application deadline for testing in Fremont, CA is October 17, 2008.
   • Test seating is limited, so apply now to ensure your slot!
To apply online go to: [http://www.nbpcd.org/nclb/application/](http://www.nbpcd.org/nclb/application/) or to download the NCLB Candidate Guidelines please visit: [http://www.nbpcb.org/nclb/](http://www.nbpcb.org/nclb/).

For additional information please visit the NBPCB website at: [www.nbpcb.org](http://www.nbpcb.org) or contact Louise Walch, NBPCB Coordinator, at: braille@nbpcb.org; 318-257-4554

**DISCLAIMER:** The following material has been reprinted from the Braille-n-Teach ListServ and is provided strictly for informational purposes only. Information has not been reviewed for accuracy and reprint does not imply endorsement by CTEVH.

**SUBJECT:** Transition 2 Employment: a resource for transitioning teens and young adults – update

Hello, the Transition Council is pleased to announce the continuing availability of a popular web resource for blind and visually impaired teens and young adults, teachers and parents.

On April 1st, 2008, [Transition2employment.com](http://www.transition2employment.com) has a new featured “Ready 2 Go” student success story. Featuring the story of the 2008 Northern California Braille Challenge winner along with new content and listings in our “Upcoming Events” section, [Transition2employment.com](http://www.transition2employment.com) is your go to source for transition planning information.

If you visit our site often, please be sure to refresh the site (f5) when you next launch it so the content is updated. We are always looking to improve the site and welcome feedback. Also please see our attached announcement talking about more of the tools available on [www.transition2employment.com](http://www.transition2employment.com).

Richard Rueda, Youth Employment Transition Coordinator/Vocational Rehabilitation Counselor (SVRC), Dept. of Rehabilitation: Blind Field Services
1515 Clay St. #117 Oakland, CA 94612
[510.622.3083](tel:510.622.3083) (Oakland office)
Out stationed contact: California School for the Blind (CSB), 500 Walnut Ave, Fremont, CA 94536, [510.794.3800x330](tel:510.794.3800x330)
Web Resources: Dept. of Rehabilitation: [www.dor.ca.gov](http://www.dor.ca.gov)
Transition 2 Employment: [www.transition2employment.com](http://www.transition2employment.com)

**CALIFORNIA TRANSITION COUNCIL
ANNOUNCEMENT!**

A transition web resource for blind and visually impaired young adults.
[www.transition2employment.com](http://www.transition2employment.com)

The California Transition Council is proud to announce the availability of a web resource that centralizes accessible career tools and other resources needed to succeed in higher education as well as in the field of the working world.
Established in the fall of 2005, the Council’s mission is to unify the Department of Rehabilitation’s Blind Field Services and its statewide California community partners in order to create career awareness, opportunities and resources for blind and visually impaired transition age youth.

We are proud to share with the world a website resource that will grow to meet the diverse needs of blind and visually impaired young adults and their support network. Whether searching for part time career opportunities, places to do internships or to look up independent training, college and scholarship opportunities, the site boasts many practical options.

With links on the home page that include, “Helping You Move Ahead,” College Resources,” “Disability Resources” and more, we are confident that with the site’s ease of use coupled with a name easy to recall, www.transition2employment.com will meet the demands of the curious and motivated. Add it to your “favorites” and check in frequently for Upcoming Events that are useful and fun for teens and young adults living in California!

In the weeks and months ahead, and with your input, we will continue to add valuable information that will benefit visitors to our site. Please share the site with your students, teachers and family members, and let them know that we encourage additional ideas and resources. The site is free to access, requires no subscription and is always evolving with shared knowledge.

For more information please log on and link up. We can be reached via email at info@transition2employment.com.

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SUBJECT: New Web Community Brings Together Parents of Visually Impaired Children
Contact: Adrianna Montague-Gray AFB Communications, 212-502-7675; amontaguegray@afb.net

When parents learn their child has a visual impairment, it can be overwhelming. Parents wonder, “Will my child fall behind at school?” or “Will my child make friends?” or “Will my child have a successful career?” With only 93,600 visually impaired school-aged children in the U.S., over half of whom have additional disabilities, it’s easy for families facing vision loss to feel alone.

To help these families connect with each other and give busy parents, grandparents and other caretakers a place to find comprehensive resources and support 24 hours a day, the American Foundation for the Blind (AFB) and the National Association for Parents of Children with Visual Impairments (NAPVI) today launched FamilyConnect™, an online, multimedia community for parents and guardians of children with visual impairments.

Located at www.familyconnect.org, FamilyConnect gives parents access to message boards where they can talk to other parents, compelling videos featuring real-life families, parenting articles, a mom-authored blog, a glossary of more than 30 eye conditions, and links to local resources. The site also features sections dedicated to multiple disabilities, technology, education, and every age group from infants to teens.

In addition to joining a community of parents, visitors to www.familyconnect.org can create a personal profile and receive information on news and events based on their child's age, eye condition, and location. Families can also find articles written by parents and professionals on
topics such as:

- Finding the Right Eye Care Professionals for Your Child
- Developmental Milestones: What Do They Mean?
- Your Child’s Individualized Educational Program
- Friendship in the Teen Years
- College Life Begins

In designing this web site, AFB and NAPVI partnered with leading national organizations and hundreds of local agencies that serve children who are visually impaired to keep FamilyConnect content complete and up to date. AFB and NAPVI also solicited input from families across the country. Here are representative samples of what they are saying about the final result.

**Nebraska Parents**
**Daughter, age 3, Retinopathy of Prematurity**
“Our family is truly amazed at what we’ve seen of the site. Wow! Thank you all for the insight to see that this is something that is so needed for families who are facing and overcoming the diagnosis of visual impairment. The site is more than I imagined it would be—it is so comprehensive and truly allows families to connect with one another and to resources.”

**Arkansas Parent**
**Daughter, age 2, Leber’s Congenital Amaurosis (LCA)**
“When I found out my baby was visually impaired, I immediately went to the Internet to find out everything I could about her condition and what I could do to help her. FamilyConnect is so important, and I wish it had been there for me when my daughter was first diagnosed.”

The goal of [www.familyconnect.org](http://www.familyconnect.org) is to provide connections and support. By providing accurate information and creating a forum for meaningful discussion, families and their visually impaired children will feel empowered to reach their full potential.

FamilyConnect is generously supported by grants from the Lavelle Fund for the Blind, Inc. and Conrad N. Hilton Foundation, The Annie E. Casey Foundation, and Morgan Stanley.

**About AFB** The American Foundation for the Blind (AFB) is a national nonprofit that expands possibilities for people with vision loss. AFB’s priorities include broadening access to technology; elevating the quality of information and tools for the professionals who serve people with vision loss; and promoting independent and healthy living for people with vision loss by providing them and their families with relevant and timely resources. Headquartered in New York, AFB is proud to house the Helen Keller Archives and honor the more than forty years that Helen Keller worked tirelessly with AFB.

**About NAPVI** The National Association for Parents of Children with Visual Impairments (NAPVI) is an international membership organization serving families in the U.S. and 55 countries. NAPVI helps parents to find information and resources for their children who are blind or visually impaired, including those with additional disabilities. NAPVI provides leadership, support, and education to assist parents in helping children reach their potential.

* * *
Subject: CAPVI news: new course from MusicForTheBlind

This is to inform you of MusicForTheBlind.com’s newest music course “Intro to the Harmonica for the Visually Impaired.” This course is one among over a dozen others that are taught in an all-audio format and that are specifically designed for those who are blind or who have visual impairments. These courses DO NOT require any braille skills so they are quick and easy to use.

To find out more about complete courses and song-based lessons for piano, guitar, violin, flute and others go to: www.MusicForTheBlind.com

Thanks and blessings! Bill Brown, Bill@musicvi.com

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Subject: Do you know of a young blind artist who could use $20,000?

VSA arts Invites Entries From Young Artists With Disabilities for Green Light Awards

Deadline: July 11, 2008

Sponsored by VSA arts (http://vsarts.org/) with support from Volkswagen of America, Inc. (http://volkswagengroupamerica.com/), the Green Light Awards program is open to young artists between the ages of 16 and 25 living in the United States who have a physical, cognitive, or mental disability. A disability is defined as an impairment that substantially limits a major life activity.

The program invites entries of both representational and abstract work. Artwork may illustrate actual aspects of what signals the artist’s creative motivations such as the physical world or personal discoveries. Abstract work that relates to feelings or emotions is also encouraged. Work might also reflect the artist’s experience of living with a disability and its role in shaping or transforming their work. Art must be an original work that has been completed in the last three years. Eligible media include paintings and drawings (oil, watercolor, acrylic, pencil, or charcoal), fine art prints (lithographs, etching, intaglio, or woodcuts), photography, computer-generated prints, and two-dimensional mixed media. This year the program also welcomes entries of sculpture and time-based media (video, film, etc.).

The program will award one Grand Prize of $20,000, one First Award of $10,000, one Second Award of $6,000, and twelve Awards of Excellence of $2,000 each.

Their website is extremely accessible and materials appear to be available in Braille or Large Print. Visit the VSA arts Web site for complete program information at: http://www.vsarts.org/PreBuilt/showcase/gallery/exhibits/vw/2007/

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SUBJECT: Spring 2008 Connections newsletter is now available online

The American Foundation for the Blind (AFB) is pleased to present the Spring 2008 issue of Connections, a free newsletter that brings you the latest news about AFB’s professional development activities and events.

In this issue read about: Dr. Karen Wolffe’s recent trip to Africa; The Expanded Core Curriculum Effective Instruction Project; The Career Education Workshop Series in Dallas, TX, and more!

To read the Spring 2008 issue of Connections follow this link:
http://afb.org/Section.asp?SectionID=44&TopicID=331&SubTopicID=118

We encourage you to forward Connections to your colleagues. If they would like to sign up for an e-mail notification themselves (for free, of course!) they can visit:
http://www.afb.org/myafbnewsletter2.asp

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Subject: New Graduate Certificate in Deaf-Blindness

Dear Colleagues and Friends: Please distribute to anyone who might be interested. Thank you!!!!

East Carolina University (ECU) is pleased to announce the first course in the new graduate certificate in deaf-blindness:

SPED 6810: Characteristics, Issues, and Trends in Education for Students with Deaf-Blindness. (3)

We plan to offer the course online during the Fall semester (September ‘08)! The course is open to anyone with a bachelor’s degree in special education or a related area. In order to be sure we can offer the course this Fall, we need to identify a minimum of 12-15 people who would be interested in taking SPED 6810: Characteristics, Issues, and Trends in Education for Students with Deaf-Blindness. (3 Credit Hours).

If you want to take the course during the Fall ‘08 semester please email your full name to Alana Zambone (zambonea@ecu.edu) and Melissa Engleman (englemann@ecu.edu) as soon as possible.

Some Important Facts:

1. The course will be taught on-line and is accessible to anyone across the state, the country, or overseas.

2. If interested, you can register as a non-degree/visitor student in two weeks, but we need your name as soon as possible. Please email your name to zambonea@ecu.edu and englemann@ecu.edu.

3. To register go to: http://www.ecu.edu/cs-acad/gradschool/applicationinfo.cfm#apply

Follow the directions to apply to the graduate school as a Non-degree/Visitor.
SUBJECT: Free software and access to 1000s of books

FREE TO QUALIFIED STUDENTS:
Bookshare.org (a Benetech corporation division) was awarded funding from the federal government, OSEP (Office of Special Education Programs) recently to serve students nationwide with print disabilities. Students with qualifying disabilities now receive a free membership including access to the repository of over 37,000 titles, newspapers, periodicals, and digital book reading software (Victor Reader Soft from HumanWare). These are all available for download from the site.

Bookshare.org is also happy to announce a new partnership with Don Johnston Software, which will make additional valuable software available from the site for the coming school year, Read: Outloud, a program focused on students with learning disabilities. All of this will be free to qualified students! As Bookshare.org works with states to convert NIMAS files from the NIMAC they will also make these book files available from the service throughout the coming years.

Jonn Paris-Salb, Manager
Clearinghouse for Specialized Media and Translations
California Department of Education, 916-323-3303
1430 N Street, Suite 3207, Sacramento, CA 95814
California Transcribers and Educators of the Visually Handicapped, Inc. (CTEVH) is pleased to offer Working Advantage. Save up to 60% on tickets, travel and shopping!

Entertainment
Save on movie tickets, museums, zoos, attractions, aquariums and more. Whether you’re taking a vacation cross country or planning an afternoon at your favorite local theatre, Working Advantage can get you into some of the best places for up to 40% off the regular ticket price.

Theatre & Events
From Tony Award®-winning Broadway shows to the circus, from concerts to baseball games, Working Advantage has a huge selection of theatrical productions, family and sporting events nationwide. Be a spectator at some of the country’s most exciting shows and games.

Shopping
Working Advantage has partnered with some of the most respected online vendors in the country to bring you excellent discounts on apparel and accessories, books and music, electronics, flowers, gourmet food, office supplies and more. Each vendor is selected for exceptional quality and value. Take advantage of online shopping savings today!

Gifts
Have a birthday, wedding or anniversary coming up? Send a gift without breaking the bank when you purchase through Working Advantage. Shop online or purchase Broadway tickets, movie tickets, gift certificates, and more.

Advantage Points
Earn rewards while you save. Look for the Advantage Point symbol when you purchase online at www.workingadvantage.com. You can redeem points for a variety of products, including movie tickets and gift cards. Plus—when you register for your online account, we jump start your point balance with 100 bonus Advantage Points!

Visit www.workingadvantage.com or call (800) 565-3712.
BANA Update
by Sue Reilly, CTEVH Representative to BANA

BRAILLE AUTHORITY OF NORTH AMERICA UPDATE

The Braille Authority of North America (BANA) will hold its spring meeting in Raleigh, North Carolina, from May 13-15, 2008. This meeting was hosted by the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER), a BANA member organization. Often BANA is seeking knowledgeable persons to assist with its many activities. Please consider adding your name to the list of those willing to serve. I know that CTEVH has many individuals serving on various committees, and more participation is always appreciated!

The BANA Board invited Jim Fruchterman, CEO of Benetech, Inc., to meet with the BANA Board at its spring 2008 meeting. Benetech, Inc., a company that uses “technology innovation and business expertise to solve unmet social needs,” is the parent organization of Bookshare.org. The primary reason for requesting an opportunity to meet with Mr. Fruchterman was to discuss the production of braille files by Bookshare.org. Of particular concern is the quality of the braille translation and production of materials. Bookshare.org has hired the services of a braille consultant and is working toward the implementation of a newer version of braille translation software. BANA will continue to monitor and encourage Bookshare.org to provide quality braille.

CALL FOR PARTICIPATION: BANA SEeks VolunTEers WITh Braille EXPERTise

The Braille Authority of North America (BANA) seeks knowledgeable and enthusiastic braille readers, teachers, and transcribers to serve on various BANA committees.

Much of the work of BANA is conducted by volunteer “technical” and ad hoc committees. BANA has nine technical committees and five ad hoc committees dealing with all aspects of braille codes. These committees are charged by the BANA board to develop code (e.g., rules and symbols), revise and update code, review work from other technical committees, and respond to questions from constituents. In addition to committees dealing with the technical aspects of braille codes, BANA also has committees dealing with publications, crafts and hobbies, and braille signage and labeling. All committees have representatives from both the United States and Canada, and consist of at least one braille reader, one teacher (of children or adults who are blind), and one transcriber. Most work is done via email, so all committee members must have frequent and convenient access to electronic communication.

Several committees are currently seeking members. If you are interested in serving on a BANA committee and would like to be considered, please fill out the form located on BANA’s web site at http://www.brailleauthority.org stating your areas of interest and your qualifications (for example, years of braille reading, teaching, or transcribing experience, certifications, qualifications, and so forth).

The mission and purpose of the Braille Authority of North America are to assure literacy for tactile readers through the standardization of braille and/or tactile graphics. BANA promotes and facilitates the use, teaching and production of braille. It publishes rules, interprets and renders opinions pertaining to braille in all existing codes. It deals with codes now in existence or to be developed in the future, in collaboration with other countries using English braille. In exercising its function and authority, BANA considers the effects of its decisions on other existing braille codes and formats; the ease of production by various methods; and acceptability to readers.

For additional information, visit www.brailleauthority.org.
OMISSION AND THE NUMBER INDICATOR IN NEMETH TABLES

Omission in a Table

When a table has blanks to fill in, use the full cell to show the blank spaces. This can be found in Rule X, Section 57, page 70.

The rule: When a question mark, either by itself or in combination with hyphens or dashes, or a blank space is employed in ink print to denote omission, the general omission sign must be used in the transcription.

16. Complete each table.

<table>
<thead>
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<th>Number of decades</th>
<th>Number of years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of inches</th>
<th>Number of feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td></td>
</tr>
<tr>
<td>(i)</td>
<td></td>
</tr>
</tbody>
</table>
Guide Dots in a Table

Rule II, Section 17, page 18 reads:

In tables whose entries consist entirely of numerals, the numeric indicator must be omitted. However, in tables whose entries are a mixture of words, numerals, letters, or other mathematical signs, the numeric indicator must be used. This rule applies only to the body of a table and not to the headings. Determinants and matrices are not to be regarded as tables. The minus symbol is not numeric so that, if it occurs in a table, the numeric indicator must be used throughout the table.

The lesson manual states on page 324 c. that it can consist of numerals, including interior commas and decimal points.

Guide dots are not included in this, so if guide dots are used, the number indicator must also be used.

58. Price of a Textbook If we let the year 1980 correspond to \( x = 0 \) then the table on textbook prices shown at the beginning of this section can be rewritten as shown. Following the table is an equation that approximates the pairs of numbers in the table.

<table>
<thead>
<tr>
<th>Year of New Edition</th>
<th>If ( x = 0 ) at 1980</th>
<th>Net Price ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( x )</td>
<td>( y )</td>
</tr>
<tr>
<td>1982</td>
<td>2</td>
<td>16.95</td>
</tr>
<tr>
<td>1985</td>
<td>5</td>
<td>23.50</td>
</tr>
<tr>
<td>1989</td>
<td>9</td>
<td>30.50</td>
</tr>
<tr>
<td>1993</td>
<td>13</td>
<td>39.25</td>
</tr>
<tr>
<td>1997</td>
<td>17</td>
<td>47.50</td>
</tr>
<tr>
<td>2001</td>
<td>21</td>
<td>55.00</td>
</tr>
</tbody>
</table>
If we let \( x \) correpond to years after 1980, then we have:

<table>
<thead>
<tr>
<th>Year</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>$16.95</td>
</tr>
<tr>
<td>1985</td>
<td>$23.50</td>
</tr>
<tr>
<td>1989</td>
<td>$30.50</td>
</tr>
<tr>
<td>1993</td>
<td>$39.25</td>
</tr>
<tr>
<td>1997</td>
<td>$47.50</td>
</tr>
<tr>
<td>2001</td>
<td>$55.00</td>
</tr>
</tbody>
</table>
GETTING YOUR DOTS IN A ROW

The Align palette (or as it’s called in Adobe Illustrator CS3, Align panel) can handle a yeoman’s job when creating tactile graphics. It’s often overlooked when drawing the simplest or most complex illustration.

I honestly don’t know which version of Illustrator first allowed you to align individual handles, but it was a big step for us artists. Allow me to demonstrate.

Five unrelated, unbalanced, different-length lines (A). With the Direct Selection tool (hollow pointer), click-and-drag over the top five handles. Select the “Vertical Align Top” button in the Align palette (B). Then select the bottom five handles with the selection tool and choose the “Vertical Align Bottom” button (C). Then with the Selection tool (solid pointer), drag over all five lines (D) and select the “Horizontal Distribute Center” button (E).

This works, not only on simple lines, but on selected handles of any graphic. Try it with polygons, circles, or anything. Select a few handles and experiment.
A quick way to make a custom grid is by using the above example with a twist. With the Selection tool, grab all vertical lines and the bottom horizontal line (A). Use the “Vertical Align Bottom” button to snap the verticals to the horizontal (B). Then select just the left-most vertical line and the horizontal line and use the “Horizontal Align Left” button (C). Do the same for the right line (D). Select all the vertical lines (not the horizontal) and use the “Horizontal Distribute Center” button (E). Holding down the Option/Alt key and shift key, tap your “up arrow” key to create multiple horizontal lines (F). Select the top horizontal line and any vertical line and choose the “Vertical Align Top” button (G). Click-and-drag down between the vertical lines to select all horizontal lines and choose the “Vertical Distribute Center” button (H) and—voilá—you have an aligned grid.

All you need is one point (or handle) or one line at each of the extremes of whatever it is you’re drawing, and (using the align palette) your job is so much simpler.

You’ve got to be careful when aligning text, however. This is an example of numbers aligned with the “Distribute Horizontal Center.”

And this is when “Distribute Horizontal Left” is used.

Happy Haptics!
A few years ago Rod Brawley, Peggy Schuetz and I had a long conversation about the critical need for people to do tactile graphics. There is a prison in South Dakota that opened a tactile shop and was inundated with requests in the first week. We discussed a similar shortage about ten years ago when the AFB Solutions Forum tackled the shortage of Braille transcribers. Peggy and I agreed to promote the California Tactile Graphics Initiative. Most of you have read all this before. Now it's time for the rest of the story:

Rod started the paperwork to get funding for the project in October 2006. March 2007, since the funding from the CSMT had not been established, Transcribing Mariners footed the bill for Peggy and me to present two workshops at the CTEVH conference; one about tactiles and the other about the California Tactile Graphics Initiative. The workshops had about forty participants, which was very encouraging and showed there was a real interest in doing tactiles. I was all fired up!

At the tactile workshop we passed out tactile graphic kits provided by the CSMT. I contacted a school that listed a tactile class and explained that CSMT was giving away tactile kits at our presentations. The person in charge wasn’t interested in anyone talking to their students but, if they were free, they wanted me to send them 16 tactile kits.

After much red tape, the contract with the CSMT was finally signed in September 2007 for the period July 07 to June 08. Peggy and I received word while we were attending the APH Business meeting in October 2007. We also learned that Rod was leaving and we would have a new manager for the CSMT. I figured Rod's retirement was the end of the Tactile Initiative and I could join Rod in a quiet retirement. Let me tell you about Rod's replacement, Jonn Paris-Salb. Jonn came up with a handful of new ideas and wanted us to expand the program.

About the same time, Christy Cutting started a Braille guild outside of Las Vegas. She wanted Peggy and me to give a workshop. Have any of you tried to say no to Christy? What happened to my quiet retirement? When Peggy and I went to Vegas, we were joined by Art Benitez (American Braille Company). He was just there as a friend to drive us around. Turned out Art has made literally hundreds of graphics for the Tiger Printer. He joined us at the workshop and was the highlight of our presentation.

After that positive experience, Peggy and I thought we could improve our strategy and we set up as vendors at the Dallas NBA conference. The turnout for the NBA conference was around 150 people and we told every one of them about the California Tactile Graphics Initiative. Then that Jonn guy popped up again, “Come to Sacramento, you’ll love the weather.” He jumped online and invited Northern California to spend a day at the CSMT warehouse with Peggy and me. I sent out an e-mail amending Jonn’s invitation to include free pizza, courtesy of Transcribing Mariners. That did it! 15 hungry transcribers showed up. Art joined us again and we all had a great time. Jonn even showed up and gave everyone a tactile kit.

I am slowing down in my old age (although Peggy is going stronger than ever!). The whole Braille world agrees we have a tactile problem. Transcribers and educators unite! I need your help. I am fresh out of ideas. How can we get people to produce tactile graphics in the quantities needed for our modern books? Does anyone know of a group of six or more anywhere in the U.S. that wants to start a Tactile Pod?

Please call 530-823-2209 (our answering machine is standing by to take your call) or write bigonbrl@yahoo.com.

Peggy and I will see you all at CTEVH and give you an update.
MAKE THE RIGHT SIDE RIGHT: 
INTERPOINT IN BRAILLE2000

Interpoint braille requires that each volume end on an even left-hand page. If text happens to end on an odd right-hand page, a blank even page must be added. Preliminary pages must also end on an even left-hand page and one must be added if necessary before starting the main text of the volume. When new chapters, sections, etc. are required to start on a new right-hand braille page, a preceding blank even page must be added as necessary.

All of this is well-known to transcribers. However, the interpoint setting in Braille2000 may not be equally well-known. Braille producers who emboss from Braille2000 need transcribers to set interpoint in Braille2000 correctly. If this is not done, costly, wasteful, and time-consuming embossing errors result that delay braille production and textbook delivery to students. This is unnecessary and easily prevented.

Braille2000 has an automatic interpoint setting that can be activated in a variety of ways. This article shows the quickest and easiest way to do it. Use this setting with ALL interpoint files, including separate preliminary page files.

After setting up page numbering for a new file, set the file to interpoint before doing anything else! Go to Adjust—Document.

Check Interpoint. Click All of file.

The file automatically ENDS with an even page.

If regular text is appended to a separate preliminary page file and they are BOTH set to automatic interpoint, there will automatically be an even page between preliminary and regular pages. A blank even page must still be added manually in the usual way to start chapters, sections, etc. on the right-hand odd page. Don’t forget to do that!

Interpoint embossing from Braille2000 is error-free when this setting is used.
"These are exciting times in the field of braille code development. As the vast array of print characters, styles, and formats continue to evolve so must the braille codes intended to represent the constantly-shifting representation of print. It is a real challenge to keep the medium of braille precise enough to accurately reflect complex print document formats, while remaining flexible enough to maintain readability for the braille user.

In a continuing effort to be as responsive as possible to braille readers and braille transcribers, the Braille Authority of North America (BANA) has created this new publication, BANA Braille Codes Update. This edition of the update is a compilation of braille code changes that have been adopted by BANA during the past several years, and all have been approved for early release in order to allow braille users and producers to begin utilizing these code changes, and incorporating them into the production process. The effective date of all code changes outlined in this release is January 1, 2008” (BANA Update, 2007).

This compilation of braille code changes is the first step in reconciling inconsistencies and contradictions between English Braille American Edition, rev. 2002 (EBAE), and Braille Formats: Principles of Print to Braille Transcription 1997 (BF). These changes also provide changes and errata to the Nemeth Code for Mathematics and Science Notation, 1972 Revision. It provides consistency for both braille readers and transcribers. You can obtain a copy free, from the BANA web site, www.brailleauthority.org.

The most significant changes are found in EBAE, which provides a definition of braille and spells out the rules for contraction usage, and provides simple formats for literary Braille transcription. It is these rules that affect Braille transcription in the other disciplines including Braille Formats and the Nemeth code. A new, updated and revised Instruction Manual for Braille Transcribing will be available in the fall, as these changes will also impact the courses available for those wanting to learn to transcribe braille. It is my understanding that those who started a course prior to the changes, and completed that course this year (i.e., June 2008) will have a grace period through December 2008 in order to get manuscripts completed and submitted to Library of Congress for certification without implementing the changes from January. So get those manuscripts completed!

One of the most significant changes to the literary portion of the braille code is the introduction of new symbols. These include the braille equivalent symbols for ©, ®, and ™. Prior to this update, there were no Braille symbols for these print symbols. These symbols are noted as ^C1, ^R1 and ^T. Always follow print for spacing.

Another new Braille symbol is the # crosshatch. This symbol replaces the braille previously used to represent a number. The new rules call for the use of the symbol to replace the #, whether it means number or pound.
Push the # key on the phone.

Another rule change involves the ampersand. The Braille symbol for the & ampersand is now used when it occurs in print. Spacing follows print.

M&Ms AT&T CC&Rs

Additional changes involve the slash, both in use with numbers and with certain contractions. The two-cell slash formerly used only in work following BF rules, is now an EBAE symbol. The one-cell slash is now called the fraction line and is used only with fractions that are printed on different levels of type and other fractions as determined by the agency.

Any other instance of the slash uses the two-cell slash, including numbers printed on the same level. The number sign is not repeated.

Certain contractions may NOT be in contact with the slash. These contractions include the alphabetic whole-word contractions b-z; whole-word contractions for child, out, shall, this, and which; whole-word contractions for be, enough, were, his, in and was.

**Examples:**

and/but this/that his/hers

contract/disagreement

Additional rule changes include the removal of the requirement to insert an apostrophe in plural abbreviations, numbers or letters where none exist. Follow print copy for the use of an apostrophe.

1930’s 1930s

p’s and q’s Ps and Qs

ps and qs

Follow print when transcribing the exclamation “hm.” Use a letter sign before the h to prevent confusion with the word “him.” The rules have been modified to reflect this change.

hmm h’m hm

If you haven’t done so, I urge you to visit [www.brailleauthority.org](http://www.brailleauthority.org) and get your own copy of the complete update. Take the time to visit the rules and note the changes.

Another resource to visit with questions is the National Braille Association’s Ask an Expert. Located at [http://www.nationalbraille.org/forum/](http://www.nationalbraille.org/forum/). There is a forum for every possible question you might have.
Our National Braille Association President’s message for Spring Bulletin gave such a wonderful perspective on the concept of changes occurring in our field, as well as addressing the Paradigm Shift, as President Diane Spence described it. We must all learn to accept change, as difficult as it sometimes can be. The message in the Bulletin address was to trace our beginnings and evolving technology from only direct entry, to publishers’ files, and on to NIMAS files which must be specially prepared for today’s transcribers to format and make ready for publication and presentation to our braille readers.

Long have I preached that, gone are the days of requiring a student to wait months for a complete textbook while fellow music students forge ahead of a braille reader. The paradigm shift that is important to view, is that of the change in the way we do things as transcribers: From slate and stylus, to Perkins, to direct computer entry, to translation programs, to publishers’ files, and now on to special files specifically intended for transcribers to manipulate into usable braille. In addition, we will see less hard copy, and more refreshable braille used by readers in their classes.

COMMON SENSE … has it gone the way of the cassette?
Alas, the “C” word must still be addressed. It is that change-resistant ingredient called Common Sense! In our crystal ball of predictions, those of us living in today’s technology [which brings music transcribers into the discussion] must be able to cope with at least some things that may not change as fast. Otherwise, there could be a danger of allowing our skills to deteriorate in the process of transforming into software-domination. No matter the technology, music transcribers should not be required to use their hard-earned skills investing hours of time re-formatting files of text that a textbook transcriber could do. They generally don’t attempt to transcribe music for serious readers, why then should a music transcriber be expected to do the reverse?

In the effort to see that music examples are in the hands of a reader on the class day that they are needed, there is no substitute for the combined efforts of the direct-entry music transcriber, and the textbook specialist who may use the files such as NIMAS to document-process text portions of a music book. Sadly, if the crystal ball continues to yield the direction of an un-checked paradigm shift, we could begin to see a serious decline in quality of music transcriptions used in classrooms. With so many wonderful newly–certified transcribers coming out of NLS, and only beginning the process of acquiring precious experience, the potential problems for music braille readers could become simply unimaginable. In addition, refreshable braille is great! But until the developers put aside some profits to create a note-taker whereby two to five vertical lines of braille can be viewed, the devices will remain about 80% useless for music theory in the college arena.

And so the analogous cassette tape may not have gone the way of the horse and buggy altogether, that is if we apply a little of that rare “C” word. Consider a parallel: Not long ago, a simple recorder and cassette tape was the perfect tool to use in music lessons. An instructor could instantly
re-play examples, and send home inexpensive and priceless impromptu demonstrations with his
or her student. Now, it is virtually impossible to do without mounds of digital technology at hand.
And, the result is that decline in quality of which I spoke, and clearly emerging evidence of un-
controlled paradigm shift. UNLESS we, the music teachers, apply the simple catalyst of common
sense, just like inferior and more flimsy products we see everywhere, nature will take its course
and our readers will be the losers. This is simply not a good direction, particularly considering the
dramatic increase of blind music majors now being required to read music in most colleges!

CTEVH AND MUSIC TRANSCRIBERS
Hopefully music transcribers who may read this journal are also members of the National Braille
Association. My columns have moved toward music in education over time, and rarely touch on
music transcription itself. Music Committee Chairman, Dr. Larry Smith, presents a fine article in the
NBA Bulletin each month, and I strongly recommend that all music transcribers belong to NBA in
order to receive those articles. See the NBA website at: www.nationalbraille.org

I have proposed a merging of music transcription articles into our JOURNAL, and it is possible that
we may see some past Bulletin articles presented along with the music column of your journal in
the future. In this way, an improved balance of articles for transcribers and music educators might
be achieved.

CONFERENCE 2009
For our next conference in the North, watch for two special workshops for music transcribers and
educators alike. One session planned is that of handling music braille educational materials where
readers make requests that may go against code or format recommendations. A possible theme
may be, “How to justify deviations, and not raise eyebrows [too much, that is].” The other session
planned is that of a surprise guest music specialist who will be invited to present a session strictly
for music transcription issues. Stay tuned (or mouse-clicked, as the case may be), as more will be
revealed later.

AN IDEA FOR BRAILLE MUSIC TEACHERS – *melodic dictation*
Following is an edited re-print of an article appearing in the MENVI News Journal, Issue No. 12
from Fall 2001. It is re-printed here with permission.

The ability to write down a melodic line that is played is a typical requirement for the serious music
student, and in particular, for someone in a college music program. The writing of music lines in
braille music notation is also required of the blind student. Educators do not need to know the
braille code in order to apply this area of musicianship.

In one wonderful situation involving a classic guitar major at an eastern university, a professor
called the student’s transcriber and asked the question, “... I know she is writing down the example
as it is played for her, but I can’t read braille. How do I know that she has done it correctly?” The
transcriber’s answer was: “Well, Dr. _____, you simply ask her to read it back to you.” Professor’s
response: “Oh my, I never thought of that!” Never having worked with a blind student, it is quite
understandable why the teacher did not think of such an obvious solution. Following are some
suggested steps to take for helping blind students achieve the skill of taking melodic dictation:
LEVEL I
1. The teacher plays a one-measure melody twice--using only eighth and quarter note values.
2. The student sings back the exercise first in scale step numbers or letters, then writes it on the brailler. Write the exercise at first ONLY in eighth notes, ignoring note values.
3. The teacher now plays the measure and says the value of each note or rest as it is played or counted.
4. The student writes the measure adding the correct dots 3 or 6 for notes values.
5. The measure is played again, counted, then written and checked.

LEVEL II
1. The teacher should now play at least two measures at a time.
2. The student listens, then sings the exercise back.
3. Student writes the music in eighth notes only.
4. The teacher plays the exercise again.
5. The student writes the values only using the note C in its proper value. No pitch is written at this time.
6. The teacher plays the two measures again.
7. The student now combines the music with values and pitches.
8. Experiment now with writing melodies note-for-note as they are played--very slowly.

[Ed. Note: Melodic dictation is one skill to which refreshable braille can be very efficiently applied.]

WE’VE ADDED A NEW MUSIC COMMITTEE MEMBER!
Mr. Bill McCann, a MENVI Advisor as well as MENVI technology Specialist, has been appointed to our CTEVH Music Committee! Bill is known to everyone in our profession for his work, and of special interest and support to music transcribers. He is the developer of Goodfeel Braille Music Transcription Software. Goodfeel has become known the world over as the standard icon in music translation software. He is President of Dancing Dots Braille Music Technology, L.P., and also the publisher of the music braille teaching courses, “An Introduction to Music for The Blind Student,” Parts 1, 2, and Part 3 soon to be released. Part 3 is a teacher-training certificate course.

OTHER EXCITING NEWS FOR VI MUSIC PEOPLE
No specifics are given yet, but plans are being made for a special jazz music camp for blind musicians and students to take place in summer of 2009! This will be a collaborative effort between Southern California Conservatory of Music, and the Thelonius Monk Institute. The Monk Institute is currently providing special jazz training for SCCM student, Rachel Flowers.
CTEVH Music Committee:

Richard Taesch  CTEVH Music Specialist
(661-254-0321)
richardtaesch@menvi.org

Sam Flores  Opus Technologies
(619-538-9401)
sam@opustech.com

Grant Horrocks  SCCM Conservatory & Piano Divisions
CTEVH President, 2008
siloti@sbcglobal.net

Robert Smith  Retired Professor of Music
(541-956-8900)
rrrsmit@gmail.com

William McCann  President, Dancing Dots Braille Music Technology, L.P.
(610-783-6692)
info@dancingdots.com

Carol Tavis  Elementary School Music/Special Learners
(626-339-6979)
taviscarol@yahoo.com
TIME FOR TIME LINES

A time line is defined as a visual list of dates and events given in the order they occurred. A visual list! No wonder they can be difficult to figure out how to transcribe.

The simple and straightforward rule for transcribing time lines stands in contrast to the elaborate presentations of time lines frequently found in contemporary textbooks. The time line rule is found in Braille Formats: Principles of Print to Braille Transcription, 1997 on page 169 in Rule 17, Section 8.

- Dates with a single associated event are brailled starting in cell 1 with runovers in cell 3. A blank space separates the date from the event.
- Dates with more than one associated event are brailled in cell 1. The associated events are brailled on the next line after the date starting in cell 3 with runovers in cell 5.

The bad news about transcribing a time line is that it is essentially a visual device. The good news is that a time line is just a list. These examples show typical visual devices used in time lines.

Ex. 1

Ex. 2

Ex. 1 detail

The task of the transcriber is to extract the relevant information of a time line—the dates and events—from the visual package they’re wrapped in.
Ex. 1

The visual elements on this page are the pictures and the placement of some events to the extreme right side of the page. Fortunately, the chronological order of the dates matches up with the associated events and this busy timeline is a simple list after all.

Ex. 2

The lead lines and solid squares are the eye-catchers here, meant to draw the eye from the visual representation of the chronology of events to the specific dates and events themselves. The transcriber’s eye is also drawn—to the relevant information for braille. Convenient!
Ex. 3

This time line runs across facing print pages. It should be preceded and followed by a blank line and a transcriber’s note should be inserted to say that the time line is printed across pages 92 and 93. See Formats, Rule 1 Section 13c (b) on page 17.

Ex. 3 detail

There is no provision in the time line rule for pictures as events. Obviously, the pictures are visual devices and of secondary importance. The recommendation is to preserve the chronological date-event time line format in braille. Note that the captions themselves describe the pictures. Continue the transcriber’s note described above to say that events in this time line not headed WORLD EVENT are picture captions.

Notice that the date comes first in the WORLD EVENT events.
This layered time line is intended for the reader to see the dates and events in three countries during a single time period at a glance. No specific provision is given in the time line rule.

Two methods are suggested and explained below.
Method 2

- **Calif.** California:
- United States.
- Mexico

- **Calif.** California: Portola & Yerba Buena
- Sacrament Canyon
- **Calif.** California: Monterey Peninsula is founded
- **Calif.** United States: Mexico buys & integrates its territory
- **Calif.** United States: United States buys Alleman, Tarifa & Puerto
- **Mex.** United States: Mexican Revolutions of 1858
- **Mex.** Mexico: Mexico does Sherry & Spain

Method 1: Each “layer,” or country, is formatted as a cell-5 heading and the dates and events associated with it are braille in following lines in 1-3.

Method 2: Events are braille in chronological order by date and the “layer,” or country associated with that date and event is added as a paragraph heading. The print double caps are retained in braille.
Ex. 5

This example shows two events for the same date.

The date is in cell 1, (runovers in cell 5 if there are any) and each event for that date is listed under it in 3-5.

Summary

- Single event for date: event follows date after a space in 1-3.
- Two or more events for a single date: date in 1-5, events on lines below in 3-5
- Ignore visual devices
- A time line is only a list!
Foreign Language has been just popping up in textbooks all over the place. We are hearing all kinds of reports from the trenches, especially in states such as California with Spanish speaking populations, of bilingual glossaries.

The following example has been taken from a Biology textbook for high school students. This was not a foreign language book. In print the Spanish glossary followed the standard English glossary.

In order to braille this glossary we are going to observe the following:

1. Use English guide words.

2. Use the Spanish symbols for accents, including a list of symbols used on the Special Symbols page.

3. Do NOT use contractions within Spanish context.
SPANISH GLOSSARY

ABIÓTIC FACTOR / FACTOR ABIÓTICO UN FACTOR ATENCIÓN QUE NO ESTÁ ASOCIADO CON LAS ACTIVIDADES DE LOS SERES VIVOS

ACID PRECIPITATION / PRECIPITACIÓN ÁCIDA UNA PRECIPITACIÓN DE GRANOS CHICOS

ACTIVE SOLAR / CALENTAMIENTO SOLAR ACTIVO LA RECOPILACIÓN DE ENERGÍA SOLAR POR MEDIO DE COLECTORES QUE SE

Here is a sample of a Spanish-English glossary which showed up in a math book WITH graphics. Upon on first glance this may look like quite a challenge but, using a familiar indention pattern 1/5, 3/7 the two columns will be listed as one. Be sure to insert a concise transcriber's note to explain the format change. And remember, we don’t need to duplicate both illustrations.
In order to braille this glossary we are going to observe the following:

1. Place English entries in 1/5, Spanish entries 3/7.

2. Use English guide words.

3. Insert a transcriber’s note to explain format changes.
Absolute Value -- Acute Angle
BRAILLE LITERACY

As I sit here watching snow fall on mountains in northern Utah, having driven through northern California and across Nevada sporting my “Driver Reads Braille” license plate holder, I am mulling over one of the strands of conversation on Braille-N-Teach in the recent months: literacy, particularly of Braille. Many points of view were shared as were excellent research findings about this complex subject. Some other thoughts of my own are shared in this article, based on my personal experiences.

Perhaps at least one of the drivers who waved as we drove east was responding to the reference to Braille on the back of the car, especially if they noticed the young lady in the back of the jeep who is legally blind. She is not a Braille reader, alas, as her tactile sensitivity is too poor to discriminate between various symbols. At least once a month, however, she tells me one of her friends at CSB is going to teach her to read Braille – she is tired of trying to read 48 point type while dealing with the visual crowding due to CVI!

I am the Braille reader in the family. I have read Braille by sight for about 35 years, and have taught many students – both totally blind, low vision and fully sighted – to read and write Braille. Some have used it as their main mode of reading, some have used it as a secondary mode, and others just as a novelty. This year, with a 9th grade Braille user starting at a new high school, I hope to start a Braille Club, meeting once a month to give just enough information about Braille to demystify the texts and equipment our student will be using in his classes. Perhaps in the coming years, some of those students will become interested in learning Braille and starting on a vocational path as Braille transcribers!

To be literate in any reading mode, crucial elements include: mastery of the symbols involved, mastery of the literal meaning for each symbol or combinations of symbols, and the decoding of how those elements come together to make words we read and understand. Crucial to each of these components is the cognitive ability of the individual to discriminate between similarities and differences of these characters as well as the abstract reasoning abilities necessary to make a leap from a written or tactile symbol to a verbal representation.

As only 1/8th of the students on my current caseload are students whose only handicapping condition is a visual impairment, this ability to comprehend what the ‘bumps’ on the page or the ‘squiggles’ on the paper actually mean is inhibited by learning disabilities of various significance for the majority of students with whom I work. Only 1/3 of my pupils read either print or Braille at a level within even 4 grades levels of their chronological peers.

Illiteracy among people with visual impairments is compounded by all of these factors. The decision of a team of educators and parents to expose a child to a reading mode accessible to that individual is always a complex one. The information provided by a teacher of visually impaired by a thorough learning media assessment for students who are legally blind as well as a complete functional vision assessment give the team the data necessary to make these difficult decisions at least every three years. They do not give information about the emotional needs of the child or family members nor do they predict any future growth or decline in the abilities of the individual.
I am a person who is always reading something, somewhere. My daughter has always wanted to read far more than she is able as 48 point type is uncommon in the real world – but she reads every thing she can read, struggles with a CCTV at home and at school, is excited to read what she can see, but is still not able to be declared ‘literate’ as she can read at the third grade level only. Her quality of life has been improved by the people who continued to attempt to teach her the alphabet, the corresponding sounds, sight words – and, when she was 13, in a ‘high school’ program, all of those individual skills coalesced into the art of reading! If the team had decided never to try, she would not be reading at all today!

Many of our colleagues have shared their ideas (see A Rationale for the Use of Braille in the Information Age by Stuart Wittenstein, Ed.D., September, 1997 or Phil Hatlen’s important essays on the Expanded Core Curriculum (www.tsbvi.com) and on literacy (http://www.tsbvi.edu/agenda/literacy.html). What are YOUR thoughts on the matter? Please contact me at sbonito@amadorcoe.k12.ca.us to let me know what your thoughts on literacy are!
Editor’s Note: The following items are reprinted with the permission of those who wrote the statements. However, all names have been deleted as some requested this be done.

In conjunction with Sheila Bonita’s article, a situation and questions were posted on Braille-n-Teach. It read:

Hi All,

I have a question and need some suggestions.

An administrator recently said that she’d been told that we should not worry about giving our students braille as they would be using everything in a recorded medium in the future. I was shocked to hear this kind of talk. I want to create a rebuttal for this kind of misinformation, so I’d like to get your help.

What are your thoughts and reactions to this statement?

How would you make a strong case for braille literacy?

Following are the responses that were received:

* * * * *

What about all those statistics about the employment of blind people who can read Braille vs. those who cannot. Seems to me that it’s like 80% of non-Braille people are unemployed, vs. 90% of Braille readers are employed. Of course, Braille readers are not in the majority, but parents looking into their child’s future should consider that little aspect of Braille. Check NFB or AFB or ACB sites for the actual statistics.

Parent

* * * * *

I forgot to mention that my son, who is a very reluctant Braille reader, is an abysmal speller, awful writer, largely (in my opinion, loudly refuted by him) because he is an auditory reader by choice. He’s having a terrible time passing the writing component of the CBEST because of that little problem.

* * * * *

Unlike most of the persons on this list, I work in a community college, not in K-12. Most of the community colleges in California have someone on their staff who can do some Braille transcription. That happens to be one of my duties. Among other things, I transcribe and emboss handouts, tests and similar material. I can do this because I use computer programs that automate part of the transcription process and I have an embosser that works just like a printer connected to my computer. You probably already know about these or maybe you use them yourself, but you might mention them to your administrator. They make it possible to transcribe a great deal more into Braille than was possible in the past.

In addition to staff like myself, the California community colleges also have a central facility that does Braille transcription of textbooks as needed. While a visually impaired student must pay the student fees and cost of printed textbooks, just like any other student, there is no extra charge for large print or Braille or other specialized medium.
I am currently working with a very bright young blind student. This student has completed the college level English courses (English 1A and 1B at my college) and is currently taking courses in Intermediate Algebra and Psychology. The student is proficient in Braille and uses a BrailleNote, on loan from the college, to take class notes. The BrailleNote has a Braille display that allows the student to read in Braille the notes that were taken. There is a very real chance that this student will be able to continue at a four year college and earn at least a B.A. I cannot believe that this would be possible if the student were not proficient in Braille. There is just too much material to cover and remember if a student can only listen to it and can only take notes on an audio recorder.

While there are some advantages to audio in some cases (my student does prefer audio for things like a novel for an English class), audio does not allow the ease of being able to refer back to material in the way that Braille or print does. Ask your administrator if she would be willing to give up print if all of her material were available in audio.

Disabled Students Program

* * * * *

I am a Certified Braille Transcriber for a County Superintendent of Schools. I have heard this argument before, and have an adverse reaction to it, too! How shortsighted! (No pun intended!) In the sighted world, if someone can’t read or write, we call them illiterate. Our sighted children can get much of their information auditorily, (is that a word?) but they are still required to learn to read and write. If sighted children could “get” everything auditorily, why do the teachers have to give them anything on paper? Why would anyone forbid anyone the pleasure of recreational reading? What about math? What about someone who is Deaf/Blind? Our children have a difficult enough time learning all they need to function in the real world, why would we take away any method of gaining knowledge? What if the electricity goes out???? Or the batteries go dead???? As you can see, I am pretty passionate about this. I don’t know how educated people can come up with such ignorant ideas! I wish you success in rebutting this idiotic notion. Perhaps you could post it, so we all could have access to it if we are faced with a similar situation. Thanks

* * * * *

I completely disagree with the administrator. Since the time that I became blind six months ago, I have come to realize the importance of braille. Literacy not only involves the ability to read but it also involves writing. As the Director of Assistive Technology at the Center for the Partially Sighted, I have many software programs that allow me to scan text and have the computer read the text aloud. However, auditory reading does not teach one the basics of spelling and writing. Through braille, a student will learn how to encode words by using the principles of phonics. Braille will allow students to feel the relationships between phonemes and this will later translate to proper spelling. In addition to being a most fundamental skill to develop writing, there are many times that Braille is faster than using technology. A person can skim the book, peruse through business cards, and read files in a filing cabinet much faster than with the advanced technology today.

The advances in technology are tremendous. However, simply because there are software programs that will allow users to speak into a computer and have the computer type the words aloud does not mean that we should abandon visual reading and writing in schools for children with normal vision!

Dr. O.D., F.A.A.O., F.C.O.V.D.; 310.458.3501; 818.705.5954
Listening is not reading. Period. My blind students want hard copy braille as opposed to downloadable text files for their BrailleNotes because they want to read PAGES of text when reading novels, especially. And how would you do tactile illustrations auditorially? It seems obvious to us, but maybe the uniformed need to talk to a blind person about the differences between reading and listening. There is a lot of research in JVIB about this topic. If it was me, I would get a few journal articles and do an inservice. Also, who told this to the administrator? They are the bigger problem. Boy, this one really bothers me, because it’s pretty prevalent!

I went through something very similar. I am a new teacher, and had no experience, but I asked my high school student if she preferred braille or books on tape. She told me she was not an auditory learner, that she preferred Braille.

A retired TVI who was helping me out told me to get her books on tape anyway because that’s all she would get in college and she had to get used to it. But I wanted to acknowledge the student’s preference, so I decided to plan so she would have choices. She would have the option to listen so we gave her JAWS. She would have the option to read like her fellow students, so we would give her Braille.

I called CSB and talked with Jerry Kuns, who helped me understand a very elegant system and what to order: so I got a BrailleNote, a compact flash card, a computer, and a printer. Now the transcriber puts the student’s texts on the flash card, and the student reads them on her BrailleNote. She can print out her homework. She can also plug her BrailleNote into the computer and download; she can use JAWS to read from the computer. She can read in class along with her fellow students.

Jerry Kuns explained to me that using auditory materials is a rather old-fashioned approach. To force her to use this learning medium would be like asking me to close my eyes and listen to books on tape rather than reading text.

We were able to obtain all this equipment. It is a beautiful and comprehensive approach. The student loves it, and I give many thanks to Jerry Kuns, and to Adrian Amandi who came out and answered our many questions and looked over what we had set up.

CSB Technology Team, thank you!

TVI, USD

Has this administrator ever tried to do Algebra or Spanish without the written work to aid memory and spelling. What about the kids, many of them, who have poor auditory processing. This kind of ignorance makes me angry. Would that woman want her own children to go without textbooks?

I believe that the American Foundation for the Blind has a tremendous amount of statistical data regarding the fact that persons who are blind or visually impaired and know braille are much more employable as well as better in retaining their jobs. There are hard files that continue to require...
hard copies and must be labeled in braille if the clerical/secretarial/management employee needs to access these files.

Braille, and not recordings or computer speech, is what allows a person who is blind or visually impaired to maintain and gain literacy. You must “see” the words to have the necessary literacy skills, and speech does not do that with any efficiency. I hope this will help.

* * * * *

Look at the state Program Guidelines for Visually Impaired Students (1997 Revision). Within the guidelines, a student is NOT considered literate if they cannot read a hard copy of a text, either Braille or some form of print. This may be what you are looking for to explain to your administrator the need for Braille literacy.

* * * * *

Greetings,

This is very disturbing, as well as possibly illegal. Look into the Americans with Disabilities Act and see if you could talk to someone or Email someone who could help state your case. I am sure many teachers will be responding to this.

Also you can’t reach today’s students using only one medium, speaking. Not every student who is blind or has low vision can handle auditory information all day long. There are things that cannot possibly be described using the spoken word only. I would really look into this because to deny a student braille if it is available and is their main learning modality is asking them to fail. It sounds like cutting corners to save money to me for which there is no excuse. I am not sure someone can say that to you and enforce it. We should be encouraging literacy, not denying it causing our students to go back to begging for a living etc. You can see the consequences of such a statement.

Anyway I have sounded off long enough. Don’t allow your students to be denied access to education. I would fight this all the way to the Supreme Court!!

Good luck to you, keep us posted.

Sincerely,

TVI

* * * * *

A few years ago, when school districts in our county were discussing taking over the programs that our county office of ed. was providing, we heard that statement from one of the districts’ administrators too. It must be something they are teaching in administrator school.

Anyway, we did not believe it and are still teaching our students Braille. There are several arguments. First, not all students do well with listening. Some do better when reading themselves, others by listening. We see these differences with sighted kids too, so why not with braille readers.

Another argument is that certain subjects are not suitable for listening only. Take math, for example,
kids need to be able to write problems down in one way or another to be able to work them out. Auditory input alone will not do it.

Further, a blind person has as much right to be able to write something down for themselves as any other person. With all the technology existing, the simple braille writing, including with slate and stylus still has its place in the world.

And looking at technology, even with everything that exists, in very many cases, you still want to be able to read what is out there, be it in Braille or in print.

This certainly would be a very worthy discussion topic for CTEVH.

TVI County Office of Ed.

* * * * *

Another statement that is bothering me that I have heard VI teachers make is that the college students they’ve talked to say that recordings are what is saving them in college because textbooks in braille are not as readily available, so they are emphasizing recordings over braille. While listening and at least some kind of access to the material is important, the students in question did not have access to the same level of materials in electronic format for learning and reading in braille that is available today. So I doubt they learned to use them or developed the habit of using braille. These days digital text is so much more available, and with a braille notetaker and/or braille translation software they can gain access much easier and more timely. Those students I know who used this medium in public school ARE using embossed braille and braille notetakers more in college.

* * * * *

I’ve been hearing these kinds of comments throughout my career – including by surprise during my defense of my dissertation (which studied the attitudes of TVIs to braille and to their university training in braille). Over 10 years ago I got a call from a teacher in North Carolina who was fighting to teach braille to one of her students. Both her administrators and the parents of the student told her that her belief in braille was outdated. They advocated for speech output computers for this youngster and told her that the Braille Code was obsolete. She asked me if I shared her belief in braille as a viable reading medium for blind students, and if so, she asked me to write something which supported the continued use of the Braille Code. I’ve reproduced below what I wrote her back in 1997. I think it’s still relevant and I hope you find it useful.

A Rationale for the Use of Braille in the Information Age
Stuart Wittenstein, Ed.D., September, 1997
(The following is reprinted with permission from Stuart Wittenstein, Ed.D.)

Braille is the natural literacy medium for blind persons and is an essential component of any educational program serving blind children. Braille is the foremost tactile reading and writing system and is considered by the vast majority of professionals, blind individuals, and parents of blind children to be the primary means by which blind people can become literate.

In the writings of blind persons the Braille Code has been called, “the key to opportunity,” “the means of emancipation, the greatest gift to the blind,” “a viable equivalent of the print media …
highly flexible and adaptable,” “this marvelous vehicle … [that] holds the key to genuine literacy and independence.” In fact, statistics regarding employment among blind individuals reveals that braille use has an extremely high correlation with employment. This is of particular importance since it is estimated that 70% of blind persons are unemployed or underemployed.

Writings by professionals on the Braille Code make it clear that “as long as print is the primary literacy medium of sighted people, braille will be the primary literacy medium for blind people.” In addition, there has been much recent emphasis on enhancing teacher training in braille (for example, the American Foundation for the Blind’s Braille Mentor Program).

In the recent [1997] reauthorization of the Individuals with Disabilities Education Act, the U.S. Congress accepted the input of blind persons and blindness education professionals and added language to the law that presumes the use of braille for blind children. In other words, if the Individual Educational Plan (IEP) for a blind youngster does not include braille reading and writing, the law requires assessment data to justify this decision (e.g., the child can successfully read print, or is too cognitively impaired or physically impaired to be able to read braille). Legally, braille is considered the literacy medium of choice for blind children.

In this modern “information age,” new questions have arisen about the continued importance of the Braille Code even as technology has increased accessibility to information for blind individuals. It should be noted that much of the best assistive technology (for example, Braille N’ Speak) combines speech and braille and requires knowledge of the Braille Code by the consumer. Even as speech output technology has improved, blind computer users throughout the world have found that the ability to use braille input and output devices, to refer to hard copy and refreshable braille products, to be able to read and write in a tactile medium, has enhanced their professional and personal lives. Technology has actually improved and increased the use of the Braille Code, not made it obsolete. As long as sighted computer users access information in print on the screen or in hard copy format, blind computer users must have a tactile equivalent.

Finally, as seen in a wonderful video available through the Hadley School for the Blind, entitled “Personal Touch,” braille is not only a literacy medium but much, much more. In this video, blind persons are shown using braille to label their clothing, to cook using a recipe, to measure wood for cutting with a power tool, and to read aloud to their sighted children. For persons who are blind, braille represents independence and equality, as well as literacy -- in the workplace, in the home, and in the community. Far from becoming obsolete, braille’s importance is more recognized today than at any time in its history.

* * * * *

Well, my first reaction is to ask if that we are also going to stop providing printed texts for print readers in general education classes, as well? It seems that more and more digital media is available, so shouldn’t we just unburden ourselves of ALL print then?

Of course, I’m being facetious. Similar questions have come up when speech recognition first became popular: why teach keyboarding when we’ll all be talking to computers in the future.

The thing is, we don’t live in the future, we live in the now. Embossed braille doesn’t need to be plugged in, doesn’t need batteries, so is ultimately more portable (even taking into account
the number of volumes needed for most texts). If your administrator acknowledges that teaching reading via print/braille is still important, then in my opinion the reader needs to touch the braille (as a print reader would look at the letters/words/sentences/paragraphs). So, especially for students who are still learning to read, they need the availability of pages of braille to work on tactual tracking, the meaning of formats such as centering, new paragraph, etc.

In Los Angeles, we’re exploring some of the new alternatives for etext/ebraille, and the technology needed to make use of them. I think that the advantage right now of some of the digital text is the more immediate availability of the text. But, from what I’ve seen of the digital media, it often has a lot of cleaning up needed to be really understandable for the majority of students. I see digital text as a viable alternative to waiting a year for the text to be brailled by braillists, when the student needs it NOW, but NOT to the exclusion of any other alternative format.

Does that help at all? I feel so strongly that braille needs to always be accessible, and hope that you get lots of responses from the braille-n-teach readers. Please make sure to share your feedback--I’d love to know what others are feeling/thinking.

Lore Schindler
Technology Coordinator, Visually Impaired Program, LAUSD

P.S. I may be a techie-geek when it comes to accessibility issues, but I still love braille and print, and the feel of turning pages in a book. :)

* * * * *

For one thing, on the IEP you have to give rational for why the child will NOT be taught braille. There are also the braille standards to show this administrator. I might make an audio recording to prove the point that blind people like a hard copy to reference in many cases instead of having to listen to something again and again to find what they are looking for.

TVI

* * * * *

Good morning,

Braille literacy is indeed important in providing access to the world at large for those who are blind. I do not read braille. I do read books however, and when I read a book I picture the characters and settings in my head based on the words I read. There is great value in that creative process.

Often when a book is turned into a movie the director or producer has all the say on how the book will be interpreted. I would therefore continue to provide braille to students so that they can create their own interpretations from the literature.

I am not sure how that plays out for non-fiction curriculum. As for the Clearinghouse we will continue to provide braille and large print, but also provide audio and soon digital talking books as options, particularly for core subjects.

Manager, Clearinghouse for Specialized Media & Translations

* * * * *
The Ed Code (56352) requires assessment to determine the primary reading medium. Our STATE guidelines (pg. 17, pg. 85) define the primary reading medium and specifically distinguish it from aural media for acquiring reading literacy, which of course includes access for grammar, syntax, spelling, and format not conveyed via listening alone.

TVI-High Desert

* * * * *

There are a lot of great websites with articles and other info about the importance of Braille literacy that you could share with your administrator in order to educate him/her about Braille literacy. This one is good: http://www.nbp.org/ic/nbp/publications/brailleresource-read2.html

It has links to articles and also citations for several research articles that show the importance of learning Braille.

Also, this one is very concise http://www.nbp.org/ic/nbp/braille/case_for_braille.html

NFB has a “Model State Statute” for Braille literacy, which includes information about their Braille literacy campaign: http://www.nfb.org/nfb/Braille_literacy_background.asp?SnID=4604457

Another article on the necessity of Braille Literacy:
http://www.braille.org/papers/jvib0696/vb960323.htm

“One Comprehensive Literacy” by Phil Hatlen: http://www.braille.org/papers/jvib0696/vb96034b.htm

Or by Fred Schroeder:

One article noted that if a sighted person is unable to read print and gets all of his/her information only in an auditory format, he or she is considered to be “illiterate.” So doesn’t it follow that a person who is blind who does not read Braille and gets all of his/her information only in an auditory format would also be considered “illiterate”? Why would someone want to “force” another person to be illiterate by not bothering to try and teach him or her how to read (either print or Braille)? I wonder what the administrator’s response would be if someone suggested that the school stop teaching sighted students with learning disabilities how to read, on the basis of the same argument that the students “would be using everything in a recorded medium in the future”? Today (Mon. 4/21) there is an article of the governor of NY, David Paterson, who is blind, in the New York Times. Apparently he does not read Braille. It describes how he has to listen to hours and hours of taped messages that his aides have to call in for him and he spends listening to in the evening. If he just would be able to read Braille, he could do email or other written exchanges and it would go so much faster. Just an example.
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(805-648-2224)  
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lisa@readmydots.com

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JanaBrailles@aol.com

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marybraille@gra.midco.net

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<td>2009</td>
<td>(1st)</td>
<td><a href="mailto:patbiasca@aol.com">patbiasca@aol.com</a></td>
</tr>
<tr>
<td>Sheila Bonita</td>
<td>2011</td>
<td>(1st)</td>
<td><a href="mailto:viteacher@sbcglobal.net">viteacher@sbcglobal.net</a></td>
</tr>
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<td>Christy Cutting</td>
<td>2010</td>
<td>(2nd)</td>
<td><a href="mailto:christy.braille@cox.net">christy.braille@cox.net</a></td>
</tr>
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<td>Sue Douglass</td>
<td>2009</td>
<td>(1st)</td>
<td><a href="mailto:2sonias@msn.com">2sonias@msn.com</a></td>
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<td>Norma Emerson</td>
<td>2011</td>
<td>(1st)</td>
<td><a href="mailto:braillewriter@aol.com">braillewriter@aol.com</a></td>
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<td>Tracy Gaines</td>
<td>2010</td>
<td>(1st)</td>
<td><a href="mailto:tdgaines@brailleinstitute.org">tdgaines@brailleinstitute.org</a></td>
</tr>
<tr>
<td>Bonnie Grimm</td>
<td></td>
<td></td>
<td><a href="mailto:bgrimm@brailleinstitute.org">bgrimm@brailleinstitute.org</a></td>
</tr>
<tr>
<td>Marie Hadaway</td>
<td>2010</td>
<td>(1st)</td>
<td><a href="mailto:mhadaway@lausd.net">mhadaway@lausd.net</a></td>
</tr>
<tr>
<td>Ann Hinshelwood</td>
<td>2009</td>
<td>(2nd)</td>
<td><a href="mailto:ann.hinshelwood@gmail.com">ann.hinshelwood@gmail.com</a></td>
</tr>
<tr>
<td>Melissa Hirshson</td>
<td>2010</td>
<td>(1st)</td>
<td><a href="mailto:lissa@theworld.com">lissa@theworld.com</a></td>
</tr>
<tr>
<td>Grant Horrocks</td>
<td>2011</td>
<td>(3rd)</td>
<td><a href="mailto:siloti@sbcglobal.net">siloti@sbcglobal.net</a></td>
</tr>
<tr>
<td>Debi Martin</td>
<td>2009</td>
<td>(1st)</td>
<td><a href="mailto:ortenza@att.net">ortenza@att.net</a></td>
</tr>
<tr>
<td>Lisa McClure</td>
<td>2009</td>
<td>(2nd)</td>
<td><a href="mailto:lisa@readmydots.com">lisa@readmydots.com</a></td>
</tr>
<tr>
<td>Jonn Paris-Salb</td>
<td></td>
<td>Ex officio</td>
<td><a href="mailto:jparissalb@cd.eca.gov">jparissalb@cd.eca.gov</a></td>
</tr>
<tr>
<td>Elizabeth Perea</td>
<td>2010</td>
<td>(1st)</td>
<td><a href="mailto:Liz.Perea@wuhsd.k12.ca.us">Liz.Perea@wuhsd.k12.ca.us</a></td>
</tr>
<tr>
<td>Marcy Ponzio</td>
<td></td>
<td></td>
<td><a href="mailto:mponzio@brailleinstitute.org">mponzio@brailleinstitute.org</a></td>
</tr>
<tr>
<td>Sue Reilly</td>
<td></td>
<td></td>
<td><a href="mailto:sreilly@sandi.net">sreilly@sandi.net</a> or <a href="mailto:sreilly@cox.net">sreilly@cox.net</a></td>
</tr>
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<td>Peggy Schuetz</td>
<td>2011</td>
<td>(2nd)</td>
<td><a href="mailto:peggys@juno.com">peggys@juno.com</a></td>
</tr>
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<td>Fred Sinclair,</td>
<td></td>
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<td></td>
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<td>Cath Tendler-Valencia</td>
<td></td>
<td></td>
<td><a href="mailto:eyebabe@aol.com">eyebabe@aol.com</a></td>
</tr>
<tr>
<td>Jeannine Tieri</td>
<td></td>
<td></td>
<td><a href="mailto:Abundantnrg@aol.com">Abundantnrg@aol.com</a></td>
</tr>
<tr>
<td>Jane Vogel</td>
<td></td>
<td></td>
<td><a href="mailto:jrvogel@earthlink.net">jrvogel@earthlink.net</a></td>
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