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Welcome to the Fall 2018 CTEBVI JOURNAL. As always, we hope you find the JOURNAL to be full of meaningful information. Your board of directors has had a busy and productive fall. Some of the board members were able to attend the APH Annual Meeting in Louisville, where comments on our conference were extremely positive. Those comments have led your board to seriously reflect on the value of our conference; to those in California as well as attendees from around the nation and internationally. For that reason, we encourage our members to speak widely about the conference, which will celebrate its 60th anniversary this spring.

We hope to expand our membership as broadly as possible, because we believe that quality services to students with visual impairments must be protected. To that end, we have supported John Romeo in his efforts to recognize and support prison braille transcription throughout the United States. CTEBVI recently trademarked those services as Braille Beyond the Walls™, which continues to be an important part of our ongoing support of prison braille transcribers.

Our recent conferences have been extremely well received. Part of that success is the substantial financial support for conference events, our specialists, and the networking opportunities provided to our members, families, students, vendors and others in our field. This support comes at a cost to our organization, so for the first time this year we will be actively seeking sponsorship of some of our activities. If any of you know a business or organization who would like to support a nonprofit organization in existence for 60 successful years of service, please contact our executive director, Grant Horrocks.

Finally, at the next conference, look for board members as you attend. Each of us would like to meet and talk with as many of you as are there. CTEBVI succeeds because of you, your attendance at conference, and your willingness to support CTEBVI. Each of us on the board would welcome the opportunity to thank you personally for your support!

Maureen Reardon
President, CTEBVI
WASHINGTON — Late Tuesday night, Sept. 25, the U.S. House of Representatives passed the Marrakesh Treaty Implementation Act (S. 2559). The implementing legislation now moves to the President’s desk for signage, and the treaty to the State Department for final preparation of the diplomatic papers allowing the U.S. to become one of the official Marrakesh countries committed to the expanded availability of accessible published works from around the world.

“We’re excited that Congress was able to move Marrakesh over the legislative finish line during its final days of business before leaving for the October recess,” said ACB president Kim Charlson. “But what is most exciting is that U.S. citizens who are blind or have other print disabilities will soon be able to have access to special format materials available in other countries in English and other languages, as well as people with all types of print disabilities around the world who will soon be able to gain access to American published works for the first time in an accessible format.”

The Marrakesh Treaty was the product of years of deliberations between the World Intellectual Property Organization (WIPO), publishers, libraries, and disability rights advocates. The treaty was a response to the grave concerns over the cumbersome international copyright laws that make it difficult to gain access to published works in accessible formats like braille or audio format.

The act, which was brought to the House floor by Rep. Bob Goodlatte, Chairman of the Judiciary Committee, amends U.S. copyright law necessary for full implementation of the treaty. The legislation passed with unanimous consent.

“We’ve had countless numbers of advocates who have helped make this treaty a reality in the United States,” said Eric Bridges, ACB’s executive director. “We wish to thank the U.S. Congress, particularly House Chairman Goodlatte and Senate Foreign Relations Chairman Bob Corker for showing true leadership by shepherding this treaty through the legislative channels.”
On Thursday, 11/8/18, at 6:45 AM, fire broke out in Pulga, California. Although it is 33 miles to drive there, it is only 8 air miles from Paradise, which it covered in less than 3 hours. When Paradise was engulfed, we (my family in three different, adjacent homes) began packing. We are just below Lovelock, 10 miles above Paradise. The chance of a fire seemed remote. At 4 PM, we were given a mandatory evacuation order...

Our vehicles had all the family photos, financial records, and a change of clothes. My brother took his tower computer, for safekeeping. I took my tower computer for the same reason, and a Tiger and Index embosser, which weren’t covered under the homeowner’s policy. I figured we would be home in 2-3 days.

We (5 family members) took three vehicles further up in the mountains to Butte Meadows, across to the next butte, then down to the valley—the only way out. That highway closed to new traffic, 10 minutes before we got to the valley floor. The trip to Chico is normally about 40 minutes; it took 4 hours. Chico is a college town with almost no vacancies, so we headed north 65 miles to Redding, and got the last two rooms listed online. Altogether, 56,000 people were evacuated and we were lucky to have a place to stay.

I had two braille projects due that week. When it became evident this was long term, I bought a monitor, keyboard, and mouse, and went to work in our motel room. It helped that I have been a workaholic all my life. I sent a set of braille files out on time. The other project needs to be embossed, and American Thermoform was gracious to send me partial quantities of supplies, since room is limited. The needed cables came this morning, as did a printer/scanner. I had been using a FedEx store for printing.

As I write this, seven days after the fire started, it is now at about 228 square miles, 40% contained. Due to all the dangers (burnt trees, power lines down, possible body remains), it is estimated we may not be able to return for 1 to 3 months. For four days, off and on, the fire has been within a mile of our homes, and still is. It has created a lot of anxiety for us, and thousands of others. We are very fortunate. Two other family members lost their homes in Paradise. Every friend (about 21 families) of mine and my brother have lost their homes, and so far over 8500 structures are destroyed. I am grateful to have a home to return to, to be able to continue work during the interim, and to have so many people reach-out to me through concern or offers of help.

When I sent files to Peggy Schuetz, I wrote, “Remember, you told me that an evacuation was no excuse for missing a braille deadline!” I draw inspiration from a 90-year-old friend (a German survivor of WWII) who sent us the following:

I have not given any thought of my future, at my age of 90 the outlook is different. Suffice to say, this is third time that I lost my home, except these days the conditions are the BEST that the world has to offer, good friends and a great infrastructure. Ultimately I SHALL PREVAIL.

The very best to all of you!!
FIRST ANNUAL YOUTH AND PARENT INSTITUTES A SUCCESS!

At the 2017 CTEBVI conference in Los Angeles, two full-day institutes were held; a Youth Institute and a Parent Institute. The participating youth were generally from Southern California. The hosts for the events were Braille Institute (led by Sergio Oliva) and Wayfinder Services (led by Rob Schulenburg). I’m not sure which group felt it had the most fun, as there were hoots and hollering from both groups.

The day began with greetings and team building. The guest speakers talked about laws and advocacy, independence, assistive technology, and the day included a tour of the exhibit hall. Lots of conversations, networking, clarifications, personal stories, and chocolate were shared. The whole day was quite interactive and the hosts were outstanding in providing support, comfort, and resources.

The planning has already begun for the 2019 Institutes, hosted by the SF Lighthouse. We have a limit of 50 youth and 50 parents so, if you are interested, be sure to register (this is a separate registration, but also on the CTEBVI website). Hope to see you all there.

CVENT

By Jonn Paris-Salb

If you have enjoyed the new look of the JOURNAL you are going to love the new registration process for CTEBVI conferences! We are proud to partner with CVENT and modernize our conference registration processes.

We hope you find this new tool helpful this year. Going forward to register for next year’s conference, your data will be saved and can be accessed on the website to autofill registration forms.
GIFTS AND TRIBUTES

By Judi Biller, judibiller.ctebvi@gmail.com

We welcome any and all donations by using this link to our website where you can securely use your credit card. Also find the address to mail a check: http://www.ctebvi.org/donate.html

Donations received June 1, 2018 through November 30, 2018. Thank you to:

KATIE SIBERT: Maureen Reardon, Peggy Schuetz, Jayma Hawkins

DONNA COFFEE: Carol Morrison, BFR Dinner Club, Maureen Reardon, Peggy Schuetz

GENERAL: Amazon Smile, Melinda Wong, Beverly Scanlon, Peggy Schuetz

Please support CTEBVI by using Smile Amazon! We are listed as California Transcribers & Educators of the Visually Handicapped (our old name), whereby Amazon donates 0.5% of the price of eligible purchases.

** I have found that you must check out via the website, rather than the app, in order for the donations to take place. Go ahead and shop with the app, just be sure to checkout in the website! **

The link that takes you directly to us is: https://smile.amazon.com/ch/94-6139176

ELECTION RESULTS

At the close of the 2018 CTEBVI Conference, the members ratified a slate for the Board. There were also two members recommended and approved for second terms as board members. Finally, we added new members to the Board whose bios appeared in the Spring JOURNAL just before conference.

NEWLY ELECTED

President: Maureen Reardon
Vice President: Jonn Paris-Salb
2nd term: Lupe Arellano
2nd term: Don Ouimet
New member: Adrian Amandi
New member: Jayma Hawkins
Braille Beyond the Walls™

By John Romeo

Braille Beyond the Walls™ is a unique program that allows men and women in prison braille programs to share their braille expertise at a national conference through live video conference or by pre-recorded video. Some participants are allowed to be on camera per their program or state’s decision, but it is not necessary. The rights of all victims are respected. CTEBVI does not maintain or keep pre-recorded videos.

The response from conference attendees has been overwhelmingly positive because prison braille programs provide much needed advanced training in textbook formatting, Nemeth, UEB, and computer-aided tactile creation. The prison braille programs boast many of the brightest and best minds of our vocation and share a collective understanding within each program.

The programs that have participated in Braille Beyond the Walls™ in past years have benefited from the opportunity to showcase the talent and knowledge of their transcribers in front of potential future employers and customers. The men and women in the program also enjoyed the process of developing the content with the guidance of seasoned CTEBVI presenters who travel to meet at their location. The programs are embraced by their vocational peers and praised for their ability to teach transcribers on matters of deeper content. And of course, the participating programs also enjoy the feeling of satisfaction that comes from helping others. The goal of our combined efforts is to help ensure that quality braille is produced for the blind and visually impaired.

Our team is always willing to help develop prison braille programs so they may present at future conferences. I am extending an invitation to prison braille programs interested in being part of our vocational community on a national level. If accepted and chosen to present, representatives of the Braille Beyond the Walls™ team will visit your program on-site, discuss potential training ideas, provide presentation skills assistance for transcribers who will utilize video conferencing, and guide the prison braille program throughout the conference experience.
CHROMEBOOKS

FAQS FOR TVIS

By Jessica McDowell

What are they?
A very common device in classrooms for going online and completing curricular activities. Most classrooms use 9 or 11 inch Chromebooks.

What aren’t they?
They are not a computer like a PC or Mac. They don’t have a hard drive to store files or load applications. They must be connected to the internet. You log on with a Google account (schools set up Google for education linked logins). They get you to the web and Google world. Apps, extensions and add-ons can be added which function like programs and tools.

The Chromebooks in class are so small! Can my student with low vision use one?
Probably not that efficiently! Although there are options for accessibility like magnification, the small screen size, low resolution, and need for close viewing distance makes using small Chromebooks a problem for many of our students.

My student with low vision has an iPad, can’t they just use that?
Good question. Quick answer, are they young? Probably best to have large screen Chromebook. Are they older? Assess tasks, environment and student’s skills to determine best tech. Any online device can access the Google platform.

Our students need fluency on different devices. For early elementary school, use same device (just get one with big screen); teacher is teaching content but also how to use the tool. They will have guided lessons on logging in, getting oriented, learning keyboard, clicking buttons, writing, etc. Teacher can easily assist student with VI since device is the same. Kids will look to each other as they figure it out. A teacher will not have time to problem solve with student who is trying to do the same activities on an iPad if student runs into difficulties. As kids get older, hardware tends to be less of an issue since students work with their tech more independently. An older student might benefit from using a PC or Mac because of increased accessibility and power of a PC or Mac.
Uh-oh, what if they have to take tests on Chromebook?

It is likely that classrooms with Chromebook carts do state testing on Chromebooks as well as district-wide tests. If your student has a large Chromebook that is set up with appropriate visual settings, students can just test with the class. Student’s Chromebook should be managed by the school/district tech team – they will keep it updated with secure browsers, etc. Working with district tech departments is often necessary to set up a device for a student who needs accessibility features (special education supervisor may need to be the go between).

What about my Braille student?

Your student’s assistive technology will be based on a thorough assessment with many considerations. Although Chromebooks use ChromeVox screen reader and there are compatible braille displays, for non-visual access to a computer the braille student will likely be learning JAWS or NVDA on a PC. Currently the required hardware/software combination for California state testing for a braille student includes Windows software (PC), a braille display, and JAWS. That said, accessibility and the CAASPP test is evolving so keep in touch with the VI Tech community and go from there!

There are many different Chromebooks, does it matter?

More recent Chromebooks have the ability to run Android apps from the Google Play Store which potentially can increase accessibility tools and options. District managed Chromebooks may lock students out of the Play Store. Again, working with district administration and tech departments is often necessary. There are touch screen Chromebooks and Chromebooks where the screen flips to use like a tablet. There may be advantages to Chromebooks with these features. Keep exploring sites like Perkins Paths to Technology or Google.com/accessibility to explore and discuss recent developments.

How do I get a Chromebook to trial and how do I justify that my student needs a Chromebook even though they have other assistive technology?

Assessment > Recommendations > Goals! All TVIs are technology specialists for students with visual impairments. But remember that you are not alone – we all need go-to people for support since we don’t have time to build expertise in all areas and things change fast in the tech world! Having access to devices that we can learn on, plan lessons on, and use to demo is important. We need to make recommendations but often don’t have an assessment bag that includes all the devices that may be relevant to explore. Look for ways within school budgets or from grants or donations to get devices to learn on and show students.

Large Chromebooks are cheap ($250), compared to other technology, and they are an easy solution to the accessibility problem of a 9-inch screen so districts are usually eager to simply provide a larger device. Touch screen Chromebooks cost a bit more but may provide some additional accessibility benefits. Again, even if our student has an iPad or other AT, he or she needs to learn to use all the technology used in the school setting. The IEP process and team approach are core parts of getting technology for our students.
CHROMEBOOKS

SETTINGS AND TIPS FOR STUDENTS WITH LOW VISION

How do we set it up?
Turn on Chromebook accessibility features

Step 1: Find accessibility features
1. Click your account photo or press Alt Shift s.
2. Click Settings gear icon.
3. At the bottom, click Advanced.
4. In the “Accessibility” section, click Manage accessibility features.

Step 2: Turn on a feature
Choose the accessibility features for vision you’d like to use:
• Display: High contrast mode, screen magnifier, screen resolution, text size
• Mouse and touchpad: large cursor (and change its size), cursor highlighting

There are also some font size and type options in general Appearance section

Can we zoom in and out?

Video on setting up large mouse pointer and magnification options
Yes, there are three ways to zoom! Students should eventually be familiar with all of these. Teachers and even district tech specialists are often surprised there are more options than just Control-Plus.
1. Webpage zoom
   • Zoom in or out on the page: Ctrl + or -
   • Reset zoom level: Ctrl 0
2. Zoom using full screen resolution (needed to read tabs!)
   • Change screen resolution: Shift Ctrl + or -
   • Reset screen resolution to default: Shift Ctrl 0
3. Screen Magnifier
   • Enable Screen Magnifier in accessibility settings
   • Use mouse cursor to pan around screen

• Change magnification level by holding Ctrl and Alt and scroll up and down using two fingers on track pad to zoom in and out

Important Note: Sometimes when using these ways to magnify, you might get stuck on a page – try zooming back out to see if there are buttons (like Next or Save) that you couldn’t find when scrolling around.

Is the track pad easy to use for young students?
Probably! 1 finger moves cursor around, 2 fingers moves the page up and down
What about keyboard shortcuts?

Yes! Teach them to your students as you go! Some useful ones besides word processing commands include getting around webpages quickly, especially when view is zoomed, scrolling is necessary. Here are some of my favorites…

Page & web browser shortcuts
- Scroll up and down page: Up and Down arrows
- Page down (next continuous portion): Alt and Down arrow
- Page up down (next continuous portion): Alt and Up arrow
- Go to top of page: Ctrl and Alt and Up arrow
- Go to bottom of page: Ctrl and Alt and Down arrow
- Go to the next tab in the window: Ctrl and Tab
- Go to previous page in your browsing history (go back!): Alt and Left arrow
- Go to the next page in your browsing history: Alt and Right arrow

Accessibility shortcuts
- Turn ChromeVox (spoken feedback) on or off: Ctrl and Alt and z
- Turn on high contrast mode: Search and Ctrl and h

GREAT RESOURCES TO BOOKMARK

- Laura Palmaro – Chrome Accessibility Team Videos
- Bookshare’s YouTube channel, Web reader Read Now on Chromebook
- California School for the Blind Assistive Technology
- Additional Resources:
  - Google Accessibility
  - @JesTVIOandM Youtube channel
  - Paths to Technology
SUPPORTING A SOCIAL MEDIA PRESENCE

FOR TEENS AND YOUNG ADULTS WHO ARE BLIND, VISUALLY IMPAIRED, OR DEAFBLIND AND HAVE MULTIPLE DISABILITIES

By Maurice Belote, CTEBVI Specialist, Deafblindness and Multiple Disabilities, and Project Coordinator, California Deafblind Services, San Francisco State University

Should teens and young adults of transition age have their own presence on social media platforms such as Facebook, Instagram, Twitter, and Snapchat? And should teachers, paraeducators, and/or family members be supporting these individuals who have significant multiple disabilities to have this social media presence? Because young people communicate more and more via social media and use social media to make social connections, I assert it is important that students with multiple disabilities enjoy outside of school and present a more well-rounded, three-dimensional view of students who might otherwise be defined primarily by their disabilities.

There are two important changes that occur when students reach the teen years, especially those at the high school level. First, the ways in which students establish their individual identities shifts. When a child is young, their identity is based on factors that are mostly outside of their control: what school they attend, who their teacher is, what neighborhood they live in, what their parents do for a living, what their older brothers and sisters do for recreation, etc. As the student ages and enters the teen years, their identity is based more on their personal interests and what they contribute to their social networks: afterschool and weekend activities, hobbies, interests, friends, part-time employment, etc. The second big change that occurs at the high school level is that academic classes become less important than extracurricular activities. Many students tell us that they endure coursework so that they can participate in extracurricular activities such as theater, music, sports, speech and debate, service clubs, etc. It is within these activities that friendships are formed and maintained, and
these friendships sometimes represent lifelong connections that contribute to future work, living arrangements, romantic interests, community recreation options, etc.

Social media platforms such as Instagram and Snapchat are essential components of the ways in which teens and young adults navigate relationships and shared activities and establish their unique personal identities. For many, these platforms serve as the primary method of communication among friends and acquaintances. Many students with multiple disabilities lack an online presence simply because they may not yet have the language and/or assistive technology skills necessary to post messages. Of course many students with multiple disabilities are included in the social media postings of their parents and other family members, but this is different from having their own individual social media accounts because they may not have the same level of active engagement on the sites of others. And social media accounts can serve a function similar to the communication notebooks that go back and forth between home and school for students who may not yet have the communication skills needed for personally sharing this information back and forth between home and school.

Consistent, up-to-date posts require assurances that students are fully engaged — to whatever extent possible — in determining what and when to post messages and photos. There are many ways in which students can be actively engaged in their social media experiences. They can be involved in choosing what to post on social media sites (e.g., choosing which photos to post or choosing whether or not to post information about specific events or activities). These choices can be presented as yes/no questions or as multiple-choice options. Students can decide to whom they are connected on social media (e.g., requesting friends and accepting friend requests on Facebook or choosing whom to follow on Twitter). Students can also make decisions about who will support their social media engagement, be it parents, siblings, cousins, peers, best buddies, teachers and classroom paraeducators, etc.

Do you have experience in supporting a young adult to maintain a social media presence, perhaps a son, daughter, brother, sister, or student? Do you have a strong opinion for or against the idea of social media for teens and young adults with multiple disabilities? Do you worry about online safety and the associated risks of sharing personal information for others to access? If you answered yes to any of these questions, I would very much like to hear from you and keep this conversation moving forward.
THE SHARING PLACE
CORRECTED VERSION: COPYRIGHTS VERSUS MUSIC TRANSCRIBERS

By Richard Taesch

In our last issue, an unfortunate oversight occurred which negated the accuracy of the music copyrights article. As such, it erroneously appeared in the opening statements that BANA formats solved the copyright problems that we face. Following, is the original prologue to the treatise, which should clear any misconception.

Also, the tongue-in-cheek bulleted items were meant as numbered multiple choice possibilities. In the next issue, we will resume the MENVI portion of my column. My sincerest apologies for this rather embarrassing situation. [R. Taesch]

COPYRIGHTS VERSUS MUSIC TRANSCRIBERS?

Yes, I did use the word “versus.” Long ago it was thought that we had solved the rather pesky copyright dilemma once and for all - a dilemma somewhat worrisome to music professionals. But as soon as clarifications were sorted out, we found that it was never solved at all - not in any way that most of us could be comfortable with. Curious, or confused? Read on:
Rather than explain the above rather disturbing statement, allow me to offer a similar scenario. Some years ago, I presented a workshop at a (then called) CTEVH conference. The general theme was to explore current state-of-the-art formats that could be applied to music textbooks. As such, no definitive conclusions could be made, and attendants were purposely sent away with exhibits and questions to ponder as opposed to educated solutions. Why? The answer was simple: there were none, and far too many guesses with respect to logical standardization for music textbooks. Not so any longer, as our BANA formats 2011 and 2016 has brilliantly solved most of those problems for us. And what it did not cover in 2011, UEB has fixed, such as a transcriber’s note symbol that doesn’t conflict with numerous music signs, and one that we can all (finally) agree upon.

So here we go ... [based on an actual situation]

**SCENERIO:** A young student (first chair) is fully involved in a fine high school orchestra and band program. Director *Dizzy*, as expected, has provided a dozen tattered, tiny marching-band-sized, and scribbled upon charts to the DSS office to be transcribed into braille. It is Friday, and music rehearsals begin on Monday!

[Kindly refer to our last CTEBVI issue - Summer 2018 for the remainder of the article, and how copyright laws come into play. Text for the simulated braille (that turned out as ASCII) follows here.]

**Simbraille quiz answer:**

“Frankly, I don’t have a clue! Does anybody else? Perhaps No. 1 might fly, as it appears to be the only way to protect ourselves (and *Dr. Dizzy*); but then what about the student?”
CHOOSING AN INSTRUMENT FOR YOUR BLIND OR VI CHILD

By Stephanie Pieck

Most children, at one time or another, experience some form of music education, whether it’s through general music classes at school, singing in community or church choruses, or learning to play an instrument. For the blind or VI child, if an instrument is the first experience they have with music lessons, choosing the right one is essential. Here are a few insights gathered over many years of teaching, playing, mentoring, and advising students, parents, and teachers.

Music lessons should be a hands-on experience — for everyone. We all carry an instrument inside us: the voice. But not everyone is content just to sing. For the blind or VI child who wants to take up an instrument, it’s important to find a teacher who is comfortable giving lots of hands-on instruction — literally. Sighted children copy what they see their teachers doing, so a lot of the finer points of how to hold an instrument get passed on without too much talking and even less touching. There are also specific things to consider about each instrument that may serve as obstacles to learning. In the following article, I lay out some pros and cons for blind and VI students considering learning to play piano and the instruments most commonly found in school music programs.

THE KEYBOARDS

Keyboard instruments are “easy” to pick up: the instrument sits in front of you, all the keys just waiting to be pressed to produce notes. So a beginning student can very quickly start playing. There are hundreds of resources available in Braille and audio formats to help with the learning process, too. However, independence of the hands may be an issue for some students. Also, keyboard instruments are often more solo players
rather than group participants, so social interactions and a sense of team participation are harder to get. For many blind and VI students, the opportunity to participate fully along with their peers is an opportunity that shouldn’t be let go.

**THE WIND INSTRUMENTS**

First, the good points. School bands need lots of flute, clarinet, trumpet, and trombone players. As a student’s skill increases, the opportunities to play different styles expand - jazz band, marching band, etc. (For marching band, a blind or VI student can work with a sighted partner to ensure their position in formations is correct. Or take a page from runners: use a tether to connect to someone ahead of or behind the student in the formation using a belt loop or something else to leave the hands free.)

Braille music for wind instruments is less complex, with only one note played at a time. Some challenges for beginning wind players include: learning the specialized shape of the mouth required to produce sound (flute); the combined interactions between mouth and hands that can affect tone and pitch (French horn); how to handle reeds, whether it’s just inserting them or actually making them yourself (clarinet, oboe, bassoon); and dealing with transposition - where the note written doesn’t sound like the note produced, a particular obstacle for students with absolute pitch (clarinet, trumpet, and others). Many woodwind and brass players get their lessons in groups at school. If this is true for your blind or VI child, make sure the teacher is actually giving hands-on demonstrations for the child rather than just trusting that “they’ll get it”. Wind instruments may not be a good choice for students with breathing issues.

**PERCUSSION**

“You just hit it, right?”… Not quite. The percussion instruments are great for students with lots of energy who have to be moving. As the student progresses, more complex techniques for use of sticks or mallets will be introduced. The tuned percussion (xylophone, timpani, etc.) will give a blind or VI student a chance to learn to read Braille music, too—although as with all the instruments, the Braille-reading student will have to memorize anything that they want to perform in a concert. Navigating on the xylophone can take a bit of extra work for someone unable to rely on visual references to judge where each note is.

**THE STRINGS**

The orchestral strings - violin, viola, cello, and bass - all provide a chance for the blind or VI student to take part in their school’s concert music. These
instruments also have a long tradition of being taught using the Suzuki method where students learn most of the foundational material and techniques by ear, then gradually add music-reading once their core skills are solid enough that they don’t have to be thinking about them constantly. This method has proven to be very successful for blind and VI students. Be careful that any Suzuki teacher you choose holds the blind or VI student to the same standards as everyone else. If he or she expects a student to learn to read music starting in their second or third year of lessons, then the blind or VI should do just that. The positions for playing the violin and viola can be awkward for anyone, and since multiple angles are key to getting proper sound and being able to move around the instrument, a lot of effort will have to go into those first lessons. For all the stringed instruments in this group, making the bow go straight is one of the biggest challenges for students who cannot use their eyes to check. There are bow guides available, and with a very patient and persistent teacher (plus parents), these are an effective way to teach proper bowing to a blind or VI student.

RESOURCES

Music Section, National Library Service for the Blind and Physically Handicapped, Library of Congress

Here you can find Braille versions of many popular instrumental teaching books including Suzuki, Alfred, Standard of Excellence, Essential Elements for Strings, and others. If your blind or VI student will be using a particular method book, ask their teacher which edition is being used. The Braille available may not be the same edition. However, this isn’t the time to panic and try and find a transcriber to get a rush job. Compare the Braille edition with the book the teacher is using. Often, a majority of the material is the same. What about the pieces that aren’t in Braille? That’s when you call on a transcriber—to only transcribe those selected pieces rather than the whole book. This minimizes duplication of work that’s already been done and ensures that the transcription won’t take as long to produce, which will then mean that your blind or VI student will probably have music in his or her hands when it’s needed — a win-win for everyone.

Associated Board of the Royal Schools of Music: www.abrsm.org

Even if you don’t take part in their exam program, ABRSM has lots of resources for students of every instrument. Their exam syllabi can serve as a good benchmark for gauging progress, and their printed collections of exam music can all be purchased with CD’s. Piano and flute exam music is available as free BRF downloads.

International Suzuki Association: www.internationalsuzuki.org

Find a Suzuki teacher near you, as well as lots of other resources for parents and students. The Suzuki books come packaged with CD’s, so students can hear what each piece should sound like, and then play along with the piano accompaniment once they’ve mastered a selection.
By Tracy Gaines, CTEBVI
BANA Representative

The Braille Authority of North America (BANA) held its fall 2018 meeting November 1-3 at the Utah Schools for the Deaf and the Blind in Salt Lake City, Utah. The meeting was hosted by the American Council of the Blind.

During its three-day meeting, the BANA Board reviewed semiannual reports from its eighteen general and technical committees — each of which works on specific charges from the Board — and acted on recommendations from these committees. Portions of the Thursday and Friday meetings were dedicated to further development of BANA’s strategic planning and the steps that will implement this planning.

Cynthia Skandera, Horizons for the Blind representative, was welcomed as BANA’s newest Board member.

The Board established the 2019 budget and elected officers for 2019. The elected officers are:

**Chair:** Jennifer Dunnam (National Federation of the Blind)

**Vice-chair:** Tamara Rorie (National Library Service)

**Secretary:** Dawn Gross (Alternate Text Production Center of the California Community Colleges)

**Treasurer:** Jessica Rivera (Associated Services for the Blind).

Frances Mary D’Andrea serves as BANA’s Immediate Past Chair.

You can follow the work of BANA by signing up for BANA-Announce, a one-way email list that disseminates news and information. To join this list, send a blank email message to bana-announce-subscribe@brailleauthority.org and follow the directions in the confirmation email that will be sent in response. You can also follow BANA on Facebook and Twitter!
Full BANA Board

AMAC (Accessibility Solutions and Research Center): Guy Toles

American Council of the Blind: Sandra Ruconich

American Printing House for the Blind: Cathy Senft-Graves

Association for Education and Rehabilitation of the Blind and Visually Impaired: Mary Nelle McLennan

Braille Solutions, Region 4 Educational Service Center: Whitney Gregory

California Transcribers and Educators for the Blind and Visually Impaired: Tracy Gaines

Clovernook Center for the Blind and Visually Impaired: Tina Seger

CNIB (Canadian National Institute for the Blind): Darleen Bogart

Hadley Institute for the Blind and Visually Impaired: Vivian J. Seki

Horizons for the Blind: Cynthia Skandera

National Braille Association: Diane Spence

National Braille Press: Jackie Sheridan

Perkins School for the Blind: Kim Charlson

BANA’s next meeting will be held May 2-4, 2019, in Toronto, Canada, and will be hosted by CNIB (the Canadian National Institute for the Blind).
CONTINUED EDUCATION UNITS

By Jonn Paris-Salb

The workshops, keynote speakers, and training offered at the CTEBVI conferences are generally available as Continuing Education Units (CEUs) through The Academy for Certification of Vision Rehabilitation & Education Professionals (ACVREP). We have all records of conference attendees going back several years. Each authorized workshop sets out goals for attendees and, although no tests are given, it is expected that the information will be useful in your occupation related to vision.

ACVREP’s certification programs are designed to offer professionals the means to demonstrate critical knowledge and skills that promote the provision of quality services and ethical practice. ACVREP’s commitment to quality builds, confidence, and trust in both employers and individuals seeking and receiving vision rehabilitation and education services.

Currently the fee is $35 per conference regardless of the number of hours you have earned. When you register for the conference you can indicate at that time your option to request CUEs from the workshops you have signed up for. To qualify for the units, you must attend a complete workshop from beginning to end. You must also remit a check or credit card fee. If you have lost certificates, we are just an email away. If you forgot to pay for the units after receiving your check and verifying attendance, we will issue a certificate.

SFSU SEEKS TVI APPLICANTS

Do you know someone who possesses the following characteristics?

• Creative and independent spirit
• Adventurous and inspired by challenge
• Likes teaching but doesn’t want to be stuck in a classroom
• Excited by the potential of technology
• Social justice and human rights oriented

If so, the San Francisco State University Program in Visual Impairments recruits high-quality applicants who are primed to learn about becoming a Teacher of the Visually Impaired (TVI)! Courses are taught using the Zoom video platform with face-to-face Lab Weekends only once per semester. Students cover their own transportation costs and SF State covers the cost of housing during Lab Weekends at the San Francisco Lighthouse for the Blind in downtown San Francisco.

This graduate-level program is among the most well respected in the country with a 100% employment rate after graduation. Our TVIs work with a range of students including those who are blind or visually impaired, have multiple disabilities, and are deaf-blind.

For a peak at our program activities, please follow us on social media @VIProgramSFSU (Facebook, Instagram, and Twitter). Website: http://viprogram.sfsu.edu
MISSISSIPPI DEPARTMENT OF EDUCATION APPROVES I-READY® AS A UNIVERSAL SCREENER FOR GRADES K–3

By Jessica Axt

NORTH BILLERICA, Mass., August 8, 2018 — The Mississippi Department of Education, in collaboration with the Mississippi Reading Panel, has named Curriculum Associates’ i-Ready an approved universal reading screener for Mississippi students in Grades K–3. The state vetted universal screening assessments schools will administer to all students at least three times annually to provide an “especially critical ‘first look’ at individual students.” The online diagnostic and instruction program is currently used by districts across Mississippi and more than 7 million K–12 students nationwide.

“i-Ready supports educators in Mississippi and across the nation by identifying specific student needs, delivering individualized instruction, and providing an effective way to monitor progress so students can make real gains,” said Rob Waldron, CEO of Curriculum Associates. “This recognition from the Mississippi Department of Education not only gives us the opportunity to partner with more schools and districts across the state, it reaffirms
we are making classrooms better places for students and teachers.”

Built to address the rigor of the new standards, i-Ready collects a broad spectrum of rich data on student abilities that identifies areas where a student is struggling, measures growth across a student’s career, supports teacher-led differentiated instruction, and provides a personalized instructional path within a single online solution. It also helps students make real gains. A comprehensive research study, which examined assessment data from more than four million students during the 2016–17 academic year, found that students who used i-Ready Instruction with fidelity experienced significantly greater learning gains — 39 percent gains for English language arts and 38 percent gains for mathematics — than students who did not use the program. Analysis confirms these results were statistically significant. This impact was seen across subgroups such as economically disadvantaged students, students with disabilities, and English language learners.

The i-Ready online diagnostic and instruction program is currently being used by districts in Mississippi such as Simpson County and the Pascagoula-Gautier School District as well as by over 15 percent of all K–8 students nationwide across all 50 states. Additionally, more than 1 million students use the program every school day.

Yazoo County School District in Yazoo City, MS, partnered with Curriculum Associates in an effort to increase the quality of individualized instruction targeted to students’ specific academic needs at one of its elementary schools.

“In my opinion, the instructional guidance obtained from the implementation of Ready Reading and Ready Mathematics coupled with the individualized instruction provided with i-Ready is invaluable,” said Gloria Jamison, federal programs director at Yazoo County School District. “Both the instruction and practice program and the academic intervention program have been instrumental in assisting the school in meeting their performance goals.”

“Mississippi’s K–3 reading policy is a model for other states. Instead of one state-mandated screener, districts can choose solutions that meet their students’ needs, reduce testing redundancy, and allow for choice in the marketplace,” Waldron said.

To learn more about i-Ready, visit i-Ready.com/empower.
Lately I’ve been coming across a lot of transcriptions with reference marks. This is hard both as a transcriber and a proofreader. UEB has some interesting rules on these particular marks. I’m hoping to shed some light on these very frustrating little marks.

First, the superscript indicator tends to give us trouble. In most cases, it requires a Grade 1 indicator. Unless the reference mark follows a number, it needs the Grade 1 Symbol.

He saw the sun on the horizon.³

THE SAW • SUN ON • HORIZON: ³³³

You can see the trend from 1990-2010.⁷

ôte: see › trend › [1990-2010]: ⁷⁷⁷

Second, we are following print for these marks. This means if they are in the superscript position, we are to show that. There are only a few exceptions to this: Asterisks, Daggers, and Double Daggers are not considered to be in the “superscript position” even if it looks like it in print.

When the cavalry* arrived; the rebels ran away.

cavalry* › arrived › rebels ran away:

Third, reference marks interfere with a word’s “standing alone” status. What I mean by this is when a word is standing alone, I can use the alphabetic wordsigns, and shortform wordsigns. If it has any reference mark, it is no longer standing alone, and must be spelled out, or other contractions that are not bound by the standing alone rule must be used.
Thus war was declared.\(^9\)

No one knew how to face it.\(^b\)

Some are still suffering in the aftermath.\(^{17}\)

He had finally conquered the world.\(^{21}\)

Lastly, the notes attached to the reference mark are also treated differently, due to the items above. They are also affected by the grade 1 mode set by numbered reference indicators.

\(^7\text{benign}\) having a gentle disposition

\(^*\text{aftermath}\) the consequences of an event

I hope that I was able to make reference marks less frustrating. For more information on reference marks: See Braille Formats 2016: 16.2. For more information on standing alone: See The Rules of Unified English Braille: 2.6.

Happy Brailling
The following individuals have agreed to serve CTEBVI in varying fields of specialization within education and braille transcribing. These specialists have been recognized for their expertise in their field and their ability to communicate effectively. Please feel free to contact these volunteers with your questions. They are available year-round, not just at our conference. Click on each name to learn more about the specialist. Click on the e-mail address to ask a question.

You will note that two positions are currently open, Formats and O&M. Please contact Jonn Paris-Salb with your suggestions or questions regarding the responsibilities of a specialist and remuneration for the work done in support of CTEBVI. You may also nominate a person or persons to fill the opening, including yourself!

**Advocacy**  
Jacob Lesner-Buxton  
[jlesner@ilrc-trico.org](mailto:jlesner@ilrc-trico.org)

**Assistive Technology**  
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**BANA**  
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**Tactile Graphics**  
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**Braille Formats**  
Open

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**Music**  
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**O & M**  
Open

**UEB**  
Amy Furman  
[amy.furman@amac.gatech.edu](mailto:amy.furman@amac.gatech.edu)
Maurice Belote, M.A., Special Education, California Deafblind Services, San Francisco State University, Project Coordinator

Maurice Belote has 36 years of experience teaching children who are deafblind and providing technical assistance to families, schools, and public and private agencies. He currently serves as Project Coordinator for California Deafblind Services, the statewide, federally funded technical assistance and training project specific to deafblindness. He also serves as Co-Chair of the National Coalition on Deafblindness and is active in numerous national initiatives to improve services to children and youth who are deafblind. He is inspired everyday by the courage, resilience and determination of the students he serves.

Jon Crawley, Certified Braille Transcriber

Jon Crawley is a Nemeth, Literary, and Formats certified transcriber. Jon has trained a number of transcribers and is knowledgeable about ‘special circumstances’.

Diana Dennis, Infant – Preschool Teacher

Diana Dennis has served as an Early Childhood Special Educator, Vision Impairment Specialist, Program Director and TVI during her career in the field of early childhood and special education. She is currently teaching an early intervention series as part of coursework at Cal State, L.A., and Teacher of Students with Visual Impairments with Azusa Unified School District.

Amy Furman, LOC Certified in Literary Braille and Proofreading, UEB Online Certificates; Hope Braille, Reno, NV, Owner

Amy began her career as a school transcriber. She held that position for five years, before moving into an independent contractor position. She has been specialized in higher-level math and sciences for the last nine years. She is experienced in the Nemeth Code, UEB with embedded Nemeth, and UEB Technical codes. Throughout her 14 year career, she has worked in all grades from K-12 up through college. She is excited to be a part of CTEBVI, and hopes to utilize her vast experience in the industry to be a resource for other transcribers.

Tracy Gaines, Independent Certified Transcriber

Past President of CTEBVI, currently on CTEBVI JOURNAL Committee, BANA Representative, Website and Registration. Tracy, a long time transcriber, can answer questions regarding BANA decisions and current revisions in codes.

Jacob Lesner-Buxton, M.S.W., Advocate for Disability Rights

Jacob Lesner-Buxton is a person with cerebral palsy and low vision who is a community organizer in Santa Barbara. In his job, Jacob helps communities on the Central Coast advocate for disability rights. Jacob also enjoys writing articles, doing yoga, traveling and going to movies.
Jessica McDowell, Teacher for the Visually Impaired and O&M Specialist working for Marin County Office of Education.

VI teachers are constantly trying to keep up with new technology and tools. Jessica appreciates being part of CTEBVI and a community of teachers who share ideas. She always tries to work toward finding efficient solutions for her students, whether the answer is high tech or low tech. She believes that assessment of student’s skills and needs, learning tasks, and supports are key to finding the right tools.

Sheryl Schmidt, M.A.
San Bernardino County Superintendent of Schools, TVI

Sheryl Schmidt received her B.A. in Liberal Studies from the University of La Verne. After two years of teaching third grade she began course work to become a VI teacher at Cal State LA. She has been a TVI for 23 years. Sheryl also holds a M.A. in Early Childhood Low Incidence Disabilities.

John Romeo, Braille Beyond the Walls™, Nemeth Transcriber

A braille transcriber since 1994, John holds certifications in Literary, Nemeth, Braille Formats, 2011 and has his Mathematics Proofreader certification. The driving force behind CTEBVI’s Braille Beyond the Walls™ program, John is passionate about braille and the rehabilitative qualities the vocation provides offenders who participate in prison braille programs across the nation. John envisioned a way to leverage the knowledge base inside these programs for the greater good of the braille community. John acts as a mentor for Braille Beyond the Walls™ and helps participating prison groups to develop professional quality presentations for the CTEBVI annual conference.

Richard Taesch, CTEBVI Music Specialist since 1993

Richard is the founder and retired chair of Braille Music Division at Southern California Conservatory of Music (SCCM established in 1971). He is also the founder of the Music Education Network for The Visually Impaired - MENVI (1997). He authored “An Introduction to Music for the Blind Student” series and “A Blind Music Student’s College Survival Guide,” (www.menvi.org). Richard is a NLS certified music transcriber and has been a music educator since 1961. He has been listed in “Whose Who in America” since 2003, and was recognized as a Recipient for the Albert Nelson Marquis Lifetime Achievement Award in 2017.

Joan Treptow, Braille Transcriber, Treps Consulting & Braille Service

Joan Treptow has been a braille transcriber for 29 years, working six years as an independent contractor. She has served CTEBVI as president 1999-2000, past Tactile Graphics Specialist, and is currently the Large Print Specialist.
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### Sponsorship Benefits

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For more information, please contact: Grant Horrocks at siloti@sbcglobal.net
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**Annual Deadlines for Submission of Articles:** Winter Issue: January 15, Summer Issue: June 15, and Fall Issue: October 15.

**Digital delivery of issues:** Winter Issue: March, Summer Issue: September, and Fall Issue: December.

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