



# AMESVIEW

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**The AMESVI board members for the 2017-2018 year are:**

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**April 2018**

## FROM THE BOARD

Hello AMESVI members,  
As always part of our spring newsletter includes an appeal for candidates for board positions. We often see many board members “re-up” and/or run for a different position on the board. It’s fun, it’s easy, and we get to point the ship in the direction we want to travel. We are very fortunate to have a wealth of experience at the board level. However, we desperately need new candidates to support our group. We need fresh faces and new ideas. None of the positions requires a great deal of time or experience, and we all pitch in to help with each task. There are plenty of us to mentor anyone that is willing to take the risk. This is an all volunteer organization dedicated to maintaining our professional stature and expertise—AMESVI is YOUR organization.

Over the past year we addressed our status as a non-profit professional organization with the state, continued working the bugs out of paypal and online registration, and drafted ideas for offering ACVREP credits through online mini-workshops, finalized a printable brochure that you can download from the home page (please print and share with prospective members), and discussed policies regarding the CVI Endorsement offered through Perkins. We still have much work to do—and we really need your help.

Much like the strategic planning and review process several years ago, we are looking ahead to determine where AMESVI goes next. What are your needs? What are your interests? What do you think AMESVI should target? We have a few ideas, but we want to hear from YOU! Do you think we should continue with professional development? Our bylaws allowed for at least two conferences per year. Is that still a need? Do you want more professional development in an online format in small increments? Or should our goal be involvement at the state level for developing policy, and if so, how does AMESVI accomplish that when leadership is also working in the field? Thoughts? Ideas? Volunteers? AMESVI is YOU. Be in touch!  
**—The 2017-2018 Board**

# Calling All Members!!!

The following positions are open for the upcoming 2018-19 election year:

- **President-Elect:** Assist the President as requested; perform all duties of the President in the President's absence; and oversee the publication of a newsletter. After serving in this office for one year, the President-Elect shall become the President.
- **Regional Representatives:** Promote communication among the members within geographical regions of the state, and represent their concerns to the Executive Board.
- **Central Ma Representative: open**
- **Northeast Representative: open**
- **Greater Boston Representative: open**
- **Corresponding Secretary:** Give notice of all meetings of the Executive Board and of the general membership, conduct the correspondence of the Association, and maintain current membership list and support regarding membership renewal.
- **Recording Secretary:** Keep accurate written minutes of all meetings of the Executive Board and of the general membership, and maintain all reports, records, and archives of the Association.

Which position fits your interests best? The continuation of our association depends on member participation. The board meets face-to-face approximately two times a year, via conference call another four times a year, and communicates regularly via e-mail. If interested in running for a position or to nominate another person, please contact Lisa Jacobson at [pastpresident@amesvi.org](mailto:pastpresident@amesvi.org)

**WWW.AMESVI.ORG**

Please check the website regularly for updates. Website coordinator Josee Klentak continues to update and revise the site to reflect our needs. Do contact her with any broken links that you find at [websitecoordinator@amesvi.org](mailto:websitecoordinator@amesvi.org)

## REGIONAL UPDATES

### South Shore/ Cape Region

The South Shore/Cape region was invited to join Beth Lortie, Laurie Cremen, and Katrena Traut Savino (organizers) at a parent/student workshop about community sports involvement on April 20. The goal was to give students and their parents the information and resources they need to participate in sports and other community activities. How to choose a sport, safety precautions, adaptations, and first steps were all discussed. Student athletes and a parent of a student athlete attended and offered their experiences. Adapted Sports NE also joined and explained their services.

The next regional meeting will be Tuesday, May 15 at 6 PM via Zoom. Contact Laura [Laura.bozeman@umb.edu](mailto:Laura.bozeman@umb.edu) with questions or topics for the agenda.

## **Greater Boston Region**

**HELP HELP HELP HELP**

We currently do not have any regional representatives in this region. Per the bylaws, we have assigned two members of AMESVI from this region to the Board. Please consider running. We know the Boston Teachers and COMS are working hard and meeting regularly. Please consider sharing this information with the rest of AMESVI—you have so much to offer the rest of us.

## **Northeast Region**

We are experiencing the same state and national shortages of TVI's here in the AMESVI Northeast Region. Many of our TVIs have retired, relocated, or passed away in the past 3 years.

Those of us who are still working here in the Northeast and in all other regions are being asked to do more with fewer resources. This includes working beyond the standard work day, either tutoring or contracting with other agencies or districts.

This spring, (Date TBD), The Peabody Lions Club Charities will be hosting a dinner and a guest speaker for NE Region AMESVi members. The topic will be: "Using your community resources to Enhance your Role as a TVI/COMS."

Pamela Sudore,  
NE Regional Representative,  
TVI/COMS Peabody Public Schools.

## **Western Massachusetts Region**

The Western Mass group has been committed to monthly meetings that were offered in Chicopee and the Northampton area to ensure that all members would have the opportunity to meet. Our first meetings were open discussions about the goals of the group and shared challenges that we all face. We decided that we would plan a speaker for each month. Our first speaker was Kris Kozuch, Coordinator of Disability Services at STCC who entertained us and provided us with valuable information to take back to our students, the schools and parents. We also had Maura Monaghan, LICSW come to share the challenges she faced when she lost her vision as a teenager and she provided us with ideas and strategies to support our students while they are dealing with their vision loss and acceptance from their peers. The last presenter we had was Nathan Skrocki, Director of the Western Mass Commission for the Blind. He came with several staff members to discuss their future vision and how we can work together to provide better support and resources to the families in western mass. In May, Brenda Allair, Infant Toddler Coordinator from Perkins School for the Blind will be discussing early intervention services to families and children in western mass. We have had a productive year with committed members that continue to come to the meetings, which has been wonderful. Submitted by Mary Chevalier, Region Representative, [WesternMA-rep@amesvi.org](mailto:WesternMA-rep@amesvi.org).

## UPCOMING EVENTS

### **AMESVI Spring Conference**

Mark your calendars for the **AMESVI Spring Conference ~ Saturday, May 12<sup>th</sup>** at The Carroll Center for the Blind. Our topic this year is “**CVI Diagnosis, Assessment, and Instruction: Functional Solutions Across the CVI Range for O&M and TVI Practices**” with presentations by Dr. Barry Kran, CAES/TVI Tammy Reisman, and COMS Brianne Killoran.

Got CVI? These days, who doesn't? As we become more versed in identifying students with CVI or CVI-like visual behaviors, we realize that the profile of a student with CVI is as diverse as the population at large. The Roman Range serves us well with assessment and planning for students at the severe end of the spectrum, but we are each developing our own “evidence-based experiences” to guide us in working with learners who are “9”s. What is CVI for this group? Assessment--What should we do? Vision Therapy Treatment--What works? Instruction--What's the goal? Please join us as we look to leaders in our field who use case scenarios to illustrate solutions for teaching students with CVI to live, learn, and work in the real world.

**CLOSING HOT TOPIC** : “School safety and security issues for itinerant teachers and specialists working on and adjacent to the school campus”

\*An initial presentation on preparedness and awareness

We are also including a poster session and encourage you to participate. Illustrate a great strategy or idea that you use with your students on any topic or target population----YOU and YOUR IDEAS are the hidden resources in our profession! Please share!

Watch your email for the registration forms. You can register online using paypal or by mailing your application with a check to our treasurer Joan Pierce.

### **Focus Conference**

13<sup>th</sup> Annual “**Focus**” on **Vision Impairment & Blindness Conference: Meeting the Needs of Individuals with Intellectual Disability & Vision Loss**

May 14, 2018 (Conference is full.)

Four Points by Sheraton, Norwood, MA.

**DDS Vision Loss website:** [www.mass.gov/dds/visionloss](http://www.mass.gov/dds/visionloss)

### **UMass Boston**

UMass Boston is offering an Assistive Technology track that will lead to certification through ACVREP as a Certified Assistive Technology Instructional Specialist (CATIS). An informational webinar will be held via Zoom on May 9 at 6 PM. Contact Laura with any questions [Laura.bozeman@umb.edu](mailto:Laura.bozeman@umb.edu).

## FROM OUR MEMBERS

### Thanks to Meg Robertson for this-

The [ADA Education and Reform Act, or H.R. 620](#) passed both the House & Senate recently. This measure impacted Title III of the ADA (Public accommodations (private businesses) filing of a complaint with the US Justice Department (DOJ) regarding access and accommodation to a place of business. Individuals who experience accessibility barriers at public businesses are now required to submit written notice of the issues to the business before filing a complaint with the DOJ. Then, businesses will need to respond and have another 60 days to start improvements, before a complaint can be filed with the DOJ. This extends the waiting period for a case to be filed and/or have the issue addressed by the DOJ if the business does not follow-up. The ownership is on the Individual filing the complaint to follow the time lines, and then file with the DOJ.

“Proponents of the legislation say that it would protect businesses from opportunistic lawsuits while giving proprietors time to correct problems.

Disability advocates counter, however, that businesses have had more than two decades to comply with the ADA and the proposed changes to the law would leave people with disabilities unable to access stores, restaurants, movie theaters and other spaces for months after flagging an accessibility violation.”

(This is an edited version from the Southeast ADA Center <http://www.adasoutheast.org>)

### IEP Procedures----

Massachusetts Department of Elementary and Secondary Schools

See **Education Laws and Regulations, 603 CMR 28.00: Special Education**

<http://www.doe.mass.edu/lawsregs/603cmr28.html?section=05>

### Handy to know and share with your families:

The process—ANYONE can make a referral for evaluation: a parent, a teacher, another professional. The district has 5 days to respond to a written request for referral by contacting the parent for written consent to test. The district has 30 school days from receipt of written consent to test to conduct all evaluations. The family has the right to written copies of all reports at least two days prior to the scheduled IEP meeting, but must request them. At the IEP meeting there must be a knowledgeable school representative who can COMMIT to the plan as discussed in the meeting. The written plan must be presented to the family within 45 school days from receipt of the original written consent to test. The family has 30 days to accept or reject the plan. If a parent requests an independent outside evaluation and the student receives free or reduced lunch, the district must pay for the evaluation. Otherwise the family may provide insurance and financial information and collaborate with the district for the cost of the assessment, including sliding scale payments, etc. If the family requests that the district pay for the independent evaluation, the district must either pay, or respond within 5 days to initiate a hearing regarding the appropriateness of the district's own evaluation(s). If the district believes that the child no longer requires special education, they must request parent consent for a complete reevaluation prior to taking any action to end special education services. If a family does not

respond to the proposed IEP within 30 days, the district must decide whether to take further action by either requesting mediation, a hearing with the Bureau of Special Education Appeals, reproposing the same IEP....basically, if the parent declines to respond and the school district doesn't push a response, the situation is stay put—same type of placement, same goal areas, same goals. This means the student will advance the grade, but the type of placement stays the same. Unfortunately, this means providers need to continue to report on the same goals and objectives.

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## **Psychological Implications of Visual Impairment and Trauma Informed Educational Practices—Michelle Antinarelli**

Over the last few years I have been hearing about “Trauma informed practices” for hospitals, mental health care, social services. Rarely have I heard about this with regard to the educational system. However, if you do an internet search for “trauma informed education” you will find that this is, indeed, “a thing,” and I propose that we must become better informed about what this means for our students.

Recently I was involved with a student who was evaluated in the mental health unit of an emergency room for self-injurious behavior. It struck me that in the process of addressing this student's mental health needs, the caregivers around this student were potentially perpetuating additional trauma beyond that occurring due to her progressive loss of vision. This was a unique situation in that the family did not inform the risk assessment team of the student's visual impairment. This student was asked to position herself for a visual examination, lift her arms, etc., and the assessor ended up physically adjusting the student's limbs for part of the exam. I can only imagine how intrusive this felt, and given the dynamics of already needing a mental health risk assessment, I can only imagine the further impact this might have. This student had never been to an emergency room, had no idea of the typical layout of an ER, no understanding of the purpose of triage, etc. Just being in the ER and having no idea who or what was nearby, what was going to happen, potential outcomes of the assessment—my heart breaks as I think about how many ways this student was potentially traumatized in a location that is dedicated to treating and mitigating the effects of trauma.

If you have read Father Carroll's book Blindness: 'What it is, What it Does and How to Live With it' then perhaps you have considered the role of vision loss on the psyche. If you are unfamiliar with that book, find the twenty losses he described listed below. While we teach students how to compensate for their visual impairment/blindness and know that a great future is possible, our students are children, and they don't know what we know. One study from 2015 indicates that almost 30% of typical students surveyed reported feeling sad or hopeless ( <https://www.statista.com/statistics/222124/us-students-with-depression-by-gender-and-ethnicity/> ) while another study of blind/low vision students indicate that almost 60% reported feeling depressed. This ratio is further corroborated by a study that directly compared rates of depression between sighted and visually impaired youth. ([https://www.researchgate.net/publication/12252752\\_Depression\\_A\\_comparison\\_study\\_between\\_blind\\_and\\_sighted\\_adolescents](https://www.researchgate.net/publication/12252752_Depression_A_comparison_study_between_blind_and_sighted_adolescents) )

Of course, we are most frequently working with students with congenital visual impairment, and might expect a child to respond to sudden or unexpected vision loss differently than a child with congenital visual impairment. Logically, we might even suppose that sudden loss is most traumatic, gradual loss

is less traumatic, and that congenital visual impairment least traumatic. But is it? Or is this a assumption that we should not apply to children?

I know that we use the Expanded Course Curriculum to evaluate the needs of our students, but how often do we include mental health as part of that repertoire of needs? Do we check the box on social skills, knowing that there are always needs, always issues that need to be addressed, but fail to consider the role that a mental health provider should play in this? Do we wait to see evidence of a mental health issue before suggesting professional support in this area? Every year I see a list serv request for therapists that are experienced in vision loss/blindness. Unfortunately, while our population of VI/blind folks is small, therapists versed in working with this population are even fewer. This is, of course, one reason that we don't consider the need for mental health services as standard course for our students, the limited availability of providers.

Years ago Father Carroll initiated training in fencing, cooking, and travel as a strategy of challenging the newly blinded adult's self-image—basically pushing each to confront and conquer individual fears. Within the educational culture today such practices might be viewed as causing more trauma. However, when I reconsider Father Carroll's twenty losses, I can't help but wonder about the ongoing impact of VI/blindness on the psyche. We work diligently on skill acquisition to mitigate the effects of VI on function, doing our best to minimize frustration and fear. But are we neglecting a core piece of building on self-image? Are we assuming that skill acquisition supplants the development of self-image through challenge, failure, to success? Conversely, how often are our students handed a "participation trophy" when they didn't even show up, never mind compete?

In summary, I pose the question, "Are we reinforcing a trauma, that of visual impairment/blindness, simply by failing to consider that visual impairment is a shock to the system in and of itself?"

## **Father Carroll--The Twenty Losses of Blindness.**

### **Basic Losses to psychological Security.**

- 1. Loss of Physical integrity
- 2. Loss of confidence in the remaining senses.
- 3. Loss of reality contact with environment
- 4. Loss of visual background
- 5. Loss of light security.

### **Losses in basic skills.**

- 6. Loss of mobility
- 7. Loss of techniques of daily living.

### **Losses in communication.**

- 8. Loss of ease of written communication.

- 9. Loss of ease of spoken communication.
- 10. Loss of informational progress.

#### Losses of appreciation.

- 11. Loss of the visual perception of the pleasurable.
- 12. Loss of the visual perception of the beautiful

#### Losses concerning occupation and financial status.

- 13. Loss of recreation.
- 14. Loss of career, vocational goal, job opportunity.
- 15. Loss of financial security.

#### Resulting losses of the whole personality.

- 16. Loss of personal independence.
- 17. Loss of social adequacy.
- 18. Loss of obscurity.
- 19. Loss of self-esteem.
- 20. Loss of total personality organizations.

## PROGRAMS FOR STUDENTS

Below find a partial listing of programs offering summer camps/programs for school-aged children. A more complete listing of organizations offering recreational programs year-round and summers can be found on the AMESVI website.

<http://amesvi.org/Home/recreation-resources/>

**ABC CAMP PRIDE and Various Teen Programs** Holbrook, MA.

Visit their website at <https://www.blindcitizens.org/camp.htm> or call the office at 781-961-1023

**Camp Inter-Actions** Portsmouth, NH

For information contact: Debbie Gross [campinfo@inter-actions.org](mailto:campinfo@inter-actions.org) 603-319-6120

**Carroll Center for the Blind:** Year-round and summer enrichment programs. For more information visit <http://carroll.org/on-campus/> or contact: Kathy Felt, Director of Admissions at ph **617-969-6200, ext 216,**

**No Barriers Leading the Way** Individual programs open to students of all abilities. A collaborative effort founded by renowned blind athlete Erik Weihenmayer offering programs and travel for the

visually impaired/blind student. For information visit their website at <https://www.nobarriersyouth.org/learning-afar/leading-the-way/>

**Lowell Association for the Blind** 169 Merrimack Street, Lowell, MA 01852  
For information contact: Allyson Bull, Youth Program Coordinator,  
[abull@lowellassociationfortheblind.org](mailto:abull@lowellassociationfortheblind.org)

**Perkins Outreach Short Courses** for spring, summer & fall.  
<http://www.perkins.org/school/public/short-courses>  
For information contact Patrick Ryan, Supervisor Ph 617-972-7812

**Children's Programs, Technology support, Youth Leadership Programs**  
<http://www.easterseals.com/ma/our-programs/>  
For information contact: ph 800-244-2756

**Our Space Our Place, Inc.** : Afterschool and career exploration program for blind or low vision students in elementary Through high school. In July, A week-long coding Camp is offered. The program meets at The Tobin Community Center, 1481 Tremont Street Roxbury MA. For more information Visit the website: [www.ourspaceourplace.org](http://www.ourspaceourplace.org); Call 617-459-4084; Email: [President@ourspaceourplace.org](mailto:President@ourspaceourplace.org).

*Summer break offers opportunities for our students to address Expanded Core Curriculum (ECC) topics in depth, achieving progress in areas that we cannot consistently address within the school day or school year. While the ECC itself is not a mandated curriculum for which school districts are responsible, curriculum areas described by the ECC ARE included in Individual Educational Plan (IEP) to address learners with special needs. Social skills, travel skills, technology, independent living skills (ADLs), self-determination and career training for transitioning students, are all discipline areas covered by the IEP. Some districts will provide funding to attend specialized programs when they recognize they cannot offer comparable experiences and instruction within their own programs. Additional funding may also be available through the Massachusetts Commission for the Blind, Lions Clubs, My One Wish, and other community organizations. Contact these programs, and others listed on <http://amesvi.org/Home/resources/> for more ideas regarding funding and scholarship opportunities. **Sure, it seems like you have to do it all---teach the student, teach the school, and inform the community. Being a hero is hard work. And yes, YOU are a hero. Thank you.***

# RESOURCES

Of course, please check out the AMESVI website for games, recreation under resources.  
<http://amesvi.org/Home/recreation-resources/>

## **Favorite Hardware Ideas**

### **Not an app, but a useful way to use the iPad: (Thanks to Josee Klentak.)**

The Modular Hose (ModularHose.com) clips to the desktop and holds the iPad at the student's eye level. Use the iPad to comfortably view distance presentations, connect to the teacher's online presentation, to the smart board, MCAS, or access most on-line programs. Enlarge the view as needed.

## **Favorite Apps for Teaching and Training**

### **CV Simulator**

Actively simulates three different kinds of color visual impairment using the active camera on your phone or iPad.

### **PlaySchool, PlayStore, PlayHospital**

Extensions to Playhome. Perfect for O&M assessment, although some of the images are very small. Helps to evaluate two-dimensional understanding of familiar places and generalization concepts. Plus, they are just fun. Also great way to assess/instruct arrows and directionality.

### **P.O.V.**

Fun way to assess if a student understands perspective. Helpful with late-elementary school or older academically-oriented students with suspected CVI to determine visual understanding of space and orientation.

### **QUIRKLE**

Just like the board game of matching shapes, colors, etc., but in robot mode I also use it with my significantly intellectually impaired students to see if they can focus on a small target.

### **Klikaklu**

Create a simple or complex treasure hunt using pictures. Your students can then use an iPad, iPhone, or whatever to locate the various "scenes" or "clues," which they "Match" to the image on the iDevice. It can be long or short.

# **iOS –Things you GOTTA do on your iPhone (and may want to share with your professional and personal families)**

## **Health App**

Native App

The little red heart thing? Go fill it out and include all your emergency contacts and their relationships, organ donor status, medical conditions, allergies, blood type, medications and dosages, and any quirks and jerks unique to you. (Oh, yeah, and your height and weight, sigh) Once it is completed, anyone can pick up your phone and access the emergency screen, (dial 911), and then tap on MEDICAL ID in the lower left corner.

## **FIND FRIENDS**

Native App that is helpful to locate people you know, not make new friends, sigh. But key is that it can allow your stalkers, I mean loved ones, to track your location either all the time, some of the time, etc. You can also do the same under messages—open an old message, tap the little I in the top right corner and send your current location at any time. You can also choose to share my location for one hour, until end of day, or indefinitely. Good if you are going into a creepy area or hanging out with creepy people, not that you should plan to do that, but hey, here's an option if you do.

## **Safetrek**

Not a free app, but also available on androids. A subscription based app (small monthly fee) that you activate when you are feeling unsafe—maybe you hung out in a creepy location or with those creepy people, and you're not sure that whomever you shared location with is paying attention to your every movement. Wellll—activate this app which requires you to keep your finger/thumb on the screen. When you let go of the screen you have a brief period (30 seconds or so? ) to input your PIN code. If you don't, an operator notifies the nearest police department that you have an emergency. They are also very kind if you mess up and don't input the PIN code quickly. It's all good. Great for college students too!

## **Reminders**

A native app that you can use to remind you to do something when you either get someplace or leave someplace. Create a reminder like "buy breath mints" and then tap the little i icon, choose, Remind me at a location by touching the slider button, and choose a location. You can input an address like the CVS, and then choose either "When I arrive" or "When I leave." Great for setting bus stops in the event that students need a back-up plan. (I always set the GET OFF BUS reminder for 50+ feet prior to the stop so that students have time to respond.)

## **Google Calendar**

This is a free download. You can actually put your whole daily schedule in, and set alerts to cue you when it's time to hit the road. Include travel time in each appointment. A casual ding or vibration and you have no excuse to be late to the next student or appointment. (Hmmm, now what am I going to say?)

## **Camera and Photos**

Keep some pictures in an album that help explain concepts/ideas to support personnel. For example I keep the “cow picture” on hand to help explain CVI quick and dirty. I also snap pictures of “Mobility Gone Bad” to show people how not to mark stairs, or install tactile warning strips, etc. You can go positive and just take the shots of Mobility Done Right, but that’s boring...

I have kids snap photos of landmarks or entry points to malls, so they can check in rather than trying to memorize. And take a picture of where you parked your car, as well as where you put the ticket for the parking garage if you are using a new purse. Also take screenshots of great book recommendations you find on Twitter...

## **Find Your Car**

Native Option

When your iPhone is connected to your car using carplay, Bluetooth, it automatically makes where you parked your car. Open Maps, and it shows the phone location as a blue circle and your car location as a car. Tap on the car and shows you where it is. Also, as you are parking in a temporary location you can take a photo of that location by tapping ADD PHOTO right there in the app. Helps with remembering your location in a parking garage etc.

## **Magnifier**

Native option

For greater magnification than using the camera, turn on the magnifier. (Settings, general, accessibility, magnifier on) Access anytime by triple click on home button. Adjusting lighting color, contrast, brightness, and freeze image by touching shutter button.

## **Siri**

Can tell you where you are, do math problems, create reminders, send messages/texts, initiate calls, take dictation in native apps, email people...

## **Favorite WEBSITES for Professionals**

**FOCUS Website** from Lisa DiBonaventura. This is FABULOUS, folks! Offers everything from links to simulations, vision care resources (providers and more!), eye diagnoses and implications, videos for support staff. Perfect choice for a rainy day!

<https://www.focusonvisionandvisionloss.org/training.html>

**Thanks to Pamela Sudore for these suggestions**

### **EYE CAN LEARN**

Eye Exercises for Visual Health and School Success

Website designed by *College of Optometrists in Vision Development*

covd.org

Recommended by eye care professionals for families and teachers.

Great for collecting data

<http://www.eyecanlearn.com>

## **Sebran ABC**

Sebran's ABC - Free ABC Games For Kids

Sebran's ABC is a freeware collection of 12 different activities for kids 4-9 years old. Black Has a black background with colorful graphics and easy read fonts. Includes counting games, Memory games, typing games, a Hangman game, much more. Windows only and is available in many languages.

<https://sebran-s-abc.en.softonic.com>

## **Lifewire**

A great resource and how-to website for all things technology. Also includes, reviews, buying guides, and Daily Tips if you subscribe.

Working with so many platforms and devices in many different districts, schools, and in the home requires a lot of tech support or tech savvy and it is difficult to keep up with the constant upgrades and changes. This website is a both a time saver and a life saver no matter what your level of experience or knowledge is with technology.

<http://lifewire.com>

## **Thanks to Josee Klentak for these suggestions: Favorite APH Materials**

### **From the APH Catalog:**

A favorite interactive book, The Best for a Nest with storyboard

[https://shop.aph.org/webapp/wcs/stores/servlet/Product\\_Best%20for%20a%20Nest%20-%20ON%20SALE\\_5-12301-00P\\_10001\\_11051](https://shop.aph.org/webapp/wcs/stores/servlet/Product_Best%20for%20a%20Nest%20-%20ON%20SALE_5-12301-00P_10001_11051)

APH Touch 'em All Baseball game kit

[https://shop.aph.org/webapp/wcs/stores/servlet/Product\\_Touch%20'em%20All%20Baseball,%20Game%20Kit\\_38609839P\\_10001\\_11051](https://shop.aph.org/webapp/wcs/stores/servlet/Product_Touch%20'em%20All%20Baseball,%20Game%20Kit_38609839P_10001_11051)

APH Game Kit - Use these game boards and supplies to make games tailored to your students.

[https://shop.aph.org/webapp/wcs/stores/servlet/Product\\_Game%20Kit\\_38608422P\\_10001\\_11051](https://shop.aph.org/webapp/wcs/stores/servlet/Product_Game%20Kit_38608422P_10001_11051)

**Seedlings-Braille Books for Children** is a non-profit organization which provides low-cost braille books for children. There are also special projects providing free braille books.

[www.seedlings.org](http://www.seedlings.org)

Enjoy this issue of AMESVIEW. I encourage you to contribute to the next one.