

# AMESVIEW

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Newsletter Editor: Meg Robertson Website: <a href="http://amesvi.tripod.com">http://amesvi.tripod.com</a>
The AMESVI board members for the 2005-2006 year beginning July 1st are:
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<b>President Elect-</b> Nancy Muldrew <a href="mailto:Nancymuldrew@comcast.net">Nancymuldrew@comcast.net</a>
<b>President Ex Officio-</b> Terry Maggiore <a href="mailto:Road39@comcast.net">Road39@comcast.net</a> <b>Treasurer:</b> Tim Traut-Savino <a href="mailto:Savino@sharon.k12.ma.us">Savino@sharon.k12.ma.us</a>
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<input type="checkbox"/> <b>North Shore:</b> Ann Barber <a href="mailto:abarber626@aol.com">abarber626@aol.com</a>
<input type="checkbox"/> <b>South Shore/Cape:</b> Jean Shea

## FROM THE PRESIDENT

Dear Members, It is hard to believe that a year has gone by serving as your President. This year AMESVI has worked together with the force of a team to further our goal as an association of professionals to improve and enrich the lives of students with visual impairments through advocacy, professional development, and the education of others, including members of the general public, regarding the unique educational needs of students with visual impairments. It has been a pleasure and an honor to work with membership and the Board on several projects.

This year AMESVI completed two projects.

- ❖ The ***TVI Roles and Responsibilities Paper*** has been approved by the Board for distribution. Thank you to the many individuals who contributed their thoughts and to Barbara Bing, for compiling them and as lead author. This document will be posted on our website and we hope you will use it liberally when people ask you "what do you do?"
- ❖ The **AMESVI Brochure** is available to anyone for the asking should you want to spread our mission.
- ❖ The Sped Director Survey "**Survey on Services to Students with Visual Impairment and Blindness**" (<http://amesvi.tripod.com/news.htm>)

The survey has been completed and information is being summarized as we go to press. Watch the list-serve over the summer for a copy. This summary will also be available on our website. This summary will also be available on our website. We plan to collaborate with other agencies and organizations to assist towns with information and resources so that they may develop more efficient and effective strategies for attracting highly qualified TVIs and COMS to deliver quality educational services to students with visual impairment and blindness.

The long-term initiatives still in progress include:

- ❖ **The Assistive Technology Initiative.** This past year the research completed in December 2004 by a task force of membership was compiled into a document and presented initially to the DOE in January of 2005. A committee of parties listed in the document was convened to brainstorm funding and ideas. This committee has met several times since its inception in February of 2005. We have expanded the group to include UMass- ICI and The Perkins School for the Blind to begin the process of preparing a proposal that can be submitted for grant application.

AMESVI has expanded its consulting and advising roles this year to include:

- ❖ The DOE Summer Special Educations Institutes: Content and collaboration <http://www.doe.mass.edu/sped/2005/institutes.pdf>
- ❖ **A Braille Literacy Test** is in development by the DOE with an advisory committee to address the Braille Bill law requirements. The MA DOE wants to be assured Braille skills are kept up. The AMESVI Board supports initial testing of pre-service teachers. The AMESVI Board opposes retesting in-service teachers as part of license renewal, which would single TVI's out as a group, where no other teachers retest. We have recommended that self-assessment of skills and tutorials be made available on line. This would be without identification of the person taking assessment, so it would not be punitive. The other recommendation that has been embraced is a certain amount of hours in professional development for braille. Implementation of any test is still in discussion stage.
- ❖ **The Ten-Step Guide:** a guide for assessment, published by the MA DOE is being rewritten to reflect changes that have occurred since its initial publishing. AMESVI has representatives available to this group for consultation.
- ❖ **EAdvisor Project:** Children's Hospital/ Perkins School collaboration <http://www.e-advisor.us/>

- ❖ We had a table at the Lions Club Annual Meeting, which helped us establish contacts and demonstrate technology needs in collaboration with Enabling Support Foundation.

I know we would all like to thank the following outgoing Board members for their years of service, Barbara Bing, Cathy Bly, Susan Descarage, Beth Traubert, and Katrena Traut-Savino.

Give a greeting to Nancy Muldrew in her changing role from Greater Boston Representative to President-Elect. We would like to welcome our new Board members Mel Demissay as Greater Boston Representative, Jean Shea - South Shore Representative, Marcia Dresser Recording Secretary, Mary Chevalier Western Mass Representative, and Tim Traut-Savino as Treasurer.

Thank you to outgoing Conference Chair Megan Collard for this past year's professional development focus of Learning Media Assessment and good luck in her new home state of New Jersey!

I am hopeful that next year we will see more projects come to completion with the help of our forces (membership) under the apt guidance of our new President, Meg Robertson. Meg, "May the force be with you!" **Respectfully Submitted, Terry Maggiore**

## REGIONAL REPORTS

**Central Ma Region Update** Our group tried unsuccessfully to gather during the spring break and again at the end of the school year. Several members convened during the LMS conference for lunch and agreed that the group should focus on social/professional networking rather than a "project" since everyone felt quite busy already. A few members may get together later this summer to work on aspects of the Members Packet (perhaps to enhance the AMESVI website). Congratulations to Central Region Members Barbara Bing, Susan Stager, and Maribeth Grant who have recently or are retiring; and special thanks to member Barbara Bing for all the work she put into the TVI Roles paper! There was one other meeting, which took place on Jan. 30<sup>th</sup>. Members who were able to attend were Barbara Bing & Laura Koester.

**Northeast MA Regional Update:** Minutes from 3/7/05 meeting: Marcia Dresser, Terri Morin, Shannon Clough, Meg Robertson, Martha Gale and Ann Barber. Discussion on the recent survey, cover letter and brochure that were mailed out to all SPED Directors in the state, asking everyone there to mention it to their SPED Director if they get the chance. All continued to bring up the issue of being overloaded with their caseloads.

Marcia Dresser brought up an issue that American Council of the Blind had brought to her attention. ACB is in the process figuring out whether or not they want to address the Department of Education regarding the MCAS scores of visually impaired students, particularly the math sections. Evidently ACB has heard from several parents of students who have done poorly on the math sections of the MCAS and are frustrated with the test itself and accommodations for it. Marcia was asking for our feedback regarding a draft of a letter ACB might write to DOE. We all read the letter and offered feedback. We strongly advised that if ACB wants to address this issue, they should contact Dan Wiener at DOE and ask for the scores of visually impaired students and ask how they compare with sighted students. We're not sure if DOE is tracking that information, but thought that would be the best place to start. Having hard data is a much stronger foundation for filing a complaint rather than a few anecdotal reports of under performing students.

Martha Gale said that there is still a position for an additional TVI in Haverhill.

Review of the recent efforts of the Board, particularly Terry Maggiore, our President, with follow-up meetings with DOE on the Assistive Technology proposal that was made last month, and other meetings on braille competency tests, etc.

Discussion on MCAS accommodations, and the looming MCAS test taking time. Dan Wiener is the DOE contact person who oversees MCAS accommodations, etc. He has worked with AMESVI in the past, came to speak to our group on a Saturday a few years ago. He's very responsive. If you have MCAS questions, you can call him at 781-338-6264. He's even answered his own phone after 5:00 p.m. once when I called him!

NE Regional meetings have been held on 5/9 3/7, and 1/31 so far of this year. The next one is scheduled for Monday 8/22 at Marcia Dresser's home in Reading. **Ann Barber [abarber626@aol.com](mailto:abarber626@aol.com) 978-937-0131**

### **Spring Conference**

This year's Spring Conference was a continued collaboration between AMESVI, The Carroll Center and the Perkins Training Center. A special thanks is in order for Karen Ross and Jessica Erlich of the Carroll Center and Betsy Bixler and Carlha of the Perkins Training Center for their hard work to make the conference a success.

The Friday conference was held at the Carroll Center and very well attended by over 60 members and non-members.

During the day long conference, Dr. Cay Holbrook returned to follow up her discussion on Learning Media Assessment. Dr. Holbrook presented videos and case studies from Project SLATE for review and discussion with attendees.

PDPs and Certificates of Attendance were awarded. Respectfully Submitted by  
Megan Collard—outgoing AMESVI Conference Chair

## Seeing Eye Seminar for Teens

The Seeing Eye Dog Guide School held its second annual "**Seminar for Youth**" on May 19 - 22, 2005. Mr. David Loux, Manager of Field Operations, and Mr. Jay Stiteley, Field Representative, hosted the weekend. The purpose of the seminar was to introduce potential teenage dog guide users to all aspects of owning and using a dog guide. Students were able to have first hand experience in the dog guide training process including a tour of the Seeing Eye, history and philosophy of the organization, learning about the relationship between handler and dog guide, and specific training in grooming, feeding, and exercising the dogs. Seeing Eye Instructors evaluated each student for walking speed, gait, stamina, and agility. Following this evaluation, the trainers matched each student with a dog. The students then experienced traveling with a dog guide in downtown Morristown, N.J. They were exposed to a variety of business area travel sceneries including street crossings with and without light control devices, use of accessible pedestrian signals, cognitive mapping skills, use of Global Positioning Sensors (GPS) during travel, and negotiating public indoor environments with a dog. The feedback from the students and participating O&M Instructors was extremely positive. The weekend was very well organized! All objectives were met and the students received a comprehensive overview of dog guide ownership!

Six 16 and 17 year old students from Massachusetts, Rhode Island, New York, and Wisconsin participated in the seminar. Orientation & Mobility Specialists Tim Traut-Savino, MA, John Kelly, NY, and Julie Hapeman, WI. participated as trainers and chaperones for the four-day seminar.

## UPCOMING EVENTS

**2005 NEAER Fall Conference** will take place in Manchester NH 11/8-10, 2005  
Go to [www.nervce.umb.edu](http://www.nervce.umb.edu) for more information.

National Inclusive Schools Week December 2005 [www.inclusiveschools.org](http://www.inclusiveschools.org)

## Conference Call for Papers

**International AER 2006 Conference** July 13-19 2006 Snowbird UT: email [callforpapers@aervvi.org](mailto:callforpapers@aervvi.org) for more information.

**The 12<sup>th</sup> International Mobility Conference/IMC 12** has issued a call for papers. It will be held in Hong Kong China November 27-December 1 2006. Go to [www.hksb.org.hk](http://www.hksb.org.hk) for more information.

## THIS AND THAT

Universal Access Program Department of Conservation & Recreation website:  
[http://www.mass.gov/dcr/universal\\_access/index.htm](http://www.mass.gov/dcr/universal_access/index.htm)

The following information was copied from the Cast Website <http://nimas.cast.org>  
**About NIMAS National Instructional Materials Accessibility Standard**

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***The Need for Flexible Alternatives to Print*** :For many students with disabilities, the limitations of print technology raise barriers to access, and therefore to learning. Following the passage of the IDEA in 1997, it has become essential that all students have access to the general curriculum, and thus to the print materials of which it is composed.

Very few students with disabilities presently have access to the accessible books they need. There are several reasons for that. In some cases, the problem is technical - schools do not have the technology they need to properly provide accessible versions to students, even if they had such versions. In other cases, the problem is ignorance - many teachers and schools do not understand the issue of access or the potential solutions that are available.

But for many students the problem is a frustrating distribution system; students can't get the accessible materials they need in a timely fashion. Present policies and procedures for disseminating accessible materials are archaic and inefficient, raising barriers rather than opportunities.

***The Benefits of a Standard Source File*** While there are many barriers to accessibility, the problems that are caused by multiple formats are particularly frustrating. The adoption of a common, or standard, format is a simplifying step that has been crucial to progress in many other fields. Similarly, progress in addressing the needs of students with disabilities has been enhanced the United States Department of Education's endorsement of a common National Instructional Materials Accessibility Standard (NIMAS). With that single change, a number of barriers at many points in the educational system can now be addressed.

The work to extend, align, validate and implement the National Instructional Materials Accessibility Standard (NIMAS) represents two separate cooperative agreements between CAST and the United States Department of Education, Office of Special Education Programs - the NIMAS Development Center and the NIMAS Technical Assistance Center.

From the AMESVI listserve:

MCAS Accommodations, which can be placed in IEPs: go to <http://www.doe.mass.edu/mcas/alt/spedreq.pdf>

Boston Public Schools has a website that features "games" that align with the BPS curriculum. Go to <http://boston.k12.ma.us/teach/technology/select/>

*A Unique Way of Learning - Teaching Young Children with Optic Nerve Hypoplasia*. Available from the Blind Children's Center LA CA [www.blindchildrenscenter.org](http://www.blindchildrenscenter.org)

### **Math and Science Resources**

Compiled from AMESVI Listserve

Strategies for Teaching Students with Vision Impairments: [http://www.as.wvu.edu/~scidis/text/vision\\_impair.html](http://www.as.wvu.edu/~scidis/text/vision_impair.html)

Science Teacher Website: <http://chem.lapeer.org/> There are software simulation programs that can be used for low vision students.

For a Tactile Image Enhancer, check out the diagram CD from Purdue University, [http://www.taevisonline.purdue.edu/Tactile\\_Diagrams.html](http://www.taevisonline.purdue.edu/Tactile_Diagrams.html)

The Source Book for Teaching Science Website: <http://www.csun.edu/~vceed002/books/>

Barrier Free Education: <http://barrier-free.arch.gatech.edu/Lab/index.html>

### **Math and Science Resources**

The Vernier probes can be used with a computer. Not sure if they work with a screen reader, but someone at the company may be able to help you. Go to [http://barrier-free.arch.gatech.edu/Lab/asst\\_tech\\_vernier.html](http://barrier-free.arch.gatech.edu/Lab/asst_tech_vernier.html)

**The Alliance for Technology Access (ATA)** is a network of community-based Resource Centers, Developers, Vendors and Associates dedicated to providing information and support services to children and adults with disabilities, and increasing their use of standard, assistive and information technologies: <http://www.ataccess.org/default.html>

**California School For The Blind:** Assistive Technology Curriculum Guides (2004) [http://www.setbc.org/setbc/conf/docs/cstb\\_train.html](http://www.setbc.org/setbc/conf/docs/cstb_train.html)

AT solutions (not all VI), but useful: [http://www.pluk.org/Pubs/AT\\_ideas\\_106k.pdf](http://www.pluk.org/Pubs/AT_ideas_106k.pdf)

**The Family Center on Technology and Disability:** <http://www.fctd.info>  
**AT Funding Resources**

**Assistive Technology Fund:** The Association of Blind Citizens (ABC) has established The Assistive Technology Fund, which will provide funds to cover 50% of the retail price of adaptive devices or software. The products covered by this program must retail for a minimum of \$200 with a maximum retail price of \$6,000. Persons eligible to apply for assistance must have a family income of less than \$50,000 and cash assets of less than \$20,000. Applicants must be a legally blind resident of the United States to qualify. Applications must be submitted by June 30th, September 30th and December 31st. Applicants may submit one request per calendar year and only by e-mail. ABC will notify applicant within 45 days after the application deadline. [http://www.blindcitizens.org/assistive\\_tech.htm](http://www.blindcitizens.org/assistive_tech.htm)

**Massachusetts Assistive Technology Loan Program:** An Alternative Financing Program: [www.massatloan.org](http://www.massatloan.org) or call 800-244-2756 x428 or 431.

**AT Funding Resource for North Shore Area:** <http://ADAtech.org> *ADA Tech Schools Assistance Project supplements limited community and schools resources for severely disabled students. The project empowers students by bringing them access to computers and the Internet. The organization focuses on helping severely disabled wheelchair-user students.*

### **Blindness Websites**

**Great Website on Blindness Resources:** Go to the State of Mass. Website at [www.mass.gov](http://www.mass.gov), click on resident, click on disabilities, click on **Disabilities Services Homepage at Health and Human Services** click on **Blind Services** then, click on **Vision Impairment and Mental Retardation** or try this web address:

<http://www.mass.gov/portal/index.jsp?pageID=eohhs2subtopic&L=5&L0=Home&L1=Consumer&L2=Disabilities+Services&L3=Mental+Retardation+Support&L4=Blindness+and+Vision+Impairment&sid=Eeohhs2>

### **Additional Websites on Disability and /or Blindness:**

Vision Impairment Quest: <http://www.cdc.gov/ncbddd/kids/kblindpage.htm>

Disability Films Resource: <http://www.disabilityfilms.co.uk/>

PE & Disability: [http://www.ncpad.org/fun/fact\\_sheet.php?sheet=285](http://www.ncpad.org/fun/fact_sheet.php?sheet=285)

Scottish Sensory Centre: <http://www.ssc.mhie.ac.uk/eyeconds/Expl.htm>:

### **Additional Websites on Disability and /or Blindness:**

Ushers list serve: <http://www.tr.wou.edu/archives/ushers.html>

Septo-Optic Dysplasia: [www.tsbvi.edu/Education/vmi/autism-and-vi.htm](http://www.tsbvi.edu/Education/vmi/autism-and-vi.htm)

Show support for the Foundation Fighting Blindness by purchasing fundraiser wristbands. The translucent wristband says, "**Our Vision is Clear**" in Braille lettering. Cost is \$3.00 and sold in lots of 10 for \$30.00 with shipping & handling free. Proceeds benefit The Foundation Fighting Blindness Organization.

Website: <http://www.FightBlindness.org/wristbands>

### **Fall Events**

**Team with a Vision 5K Run & Walk:** Saturday September 17, 2005 at Artesani Park on Soldiers Field Rd., Boston MA. [www.twav.org](http://www.twav.org) Nine blindness organizations have joined forces to raise awareness of the capabilities of individuals with vision loss and to raise funds for research, technology, advocacy, literacy & rehabilitation and other support services that enhance the quality of life of individuals who have vision loss. These organizations include: Association of Blind Citizens, Carroll Center, The Foundation Fighting Blindness, The Greater Boston Guild, MAB Community Services, NFB/Mass. Cambridge Chapter, National Braille Press, New England Eye Institute and Perkins. This is a great family event. Many runners who are visually impaired run this race.

**Walk to School Day is Wed. October 5<sup>th</sup>.** [www.walktoschool.org](http://www.walktoschool.org)

**White Cane Day is Saturday October 15.**

### **Resources for Next Spring**

March is **Women's History Month:** National Women's History Project [www.nwhp.org](http://www.nwhp.org)

March is also **National Nutrition Month** American go to <http://www.eatright.org/> or [http://www.wellpoint.com/healthy\\_parenting/additionalresources.html](http://www.wellpoint.com/healthy_parenting/additionalresources.html)

**National Turn off TV Week** will take place in April 2006: <http://www.tvturnoff.org>

## Summer Protection Information:

**SafeSide Handout:** [www.westher.com/safeside](http://www.westher.com/safeside)  
**Red Cross:** [www.redcross.org/disaster/safety/index.html](http://www.redcross.org/disaster/safety/index.html)  
**National Safety Council:** [www.nsc.org](http://www.nsc.org)

### Did you know?

- 50% of lifetime exposure to UV light occurs during childhood and adolescence
- It can take less than 10 minutes for a child's skin to burn
- Severe childhood sunburns are at an increased risk for skin cancer
- Being sun safe is the first step to reduce the chances of getting skin cancer later in life
- A person born today is twice as likely to develop malignant melanoma compared to someone born only a decade ago and 12 times more likely as someone born 50 years ago.

\*Information taken from the National Coalition for Skin Cancer Prevention [www.sunsafety.org](http://www.sunsafety.org)

Unprotected skin can be damaged by the sun's UV rays in as little as 15 minutes but it can take up to 12 hours before the skin will show the full damage. Work to prevent sunburn rather than treat it once it has occurred.

### Learn the Meaning of SHADE

**Sunglasses.** Always wear sunglasses with UV ray protection

**Hats.** Always wear a wide brim hat made from a close weave fabric

**Always wear protective clothing,** long sleeved shirts and pants

**During the peak sun hours of 10 - 4** reduce exposure to the sun -stay in the shade

**Every 90 minutes** reapply sun block with at least a SPF of 15

From the Shade Foundation: [www.shadefoundation.org](http://www.shadefoundation.org)

Coolibar: [www.coolibar.com](http://www.coolibar.com) L.L. Bean: [www.llbean.com](http://www.llbean.com)

Mysterioso: [www.mysterioso.com](http://www.mysterioso.com) Solar Eclipse: [www.solareclipse.com](http://www.solareclipse.com)

Solumbra: 800-882-7860 Sunsafe: [www.sunsafe.com](http://www.sunsafe.com)

Sunviel Sunwear: [www.sunviel.com](http://www.sunviel.com) PoolCool: <http://www.poolcool.org/>

<http://www.foundation.sdsu.edu/sunwisestampede/index.html>

Skin Cancer Foundation: 800-SKIN-490 (800-754-6490) [www.skincancer.org](http://www.skincancer.org)

Melanoma Education Foundation Peabody, MA 01960. <http://www.skincheck.org/>

**1. Hide and 1. Hide & Seek.** UV rays are strongest and most harmful during midday, so it's best to plan indoor activities then. If this is not possible, seek shade under a tree, an umbrella or a pop-up tent. Use these options to prevent sunburn, not to seek relief once it's happened.

**2. Cover 'em Up.** Clothing that covers your child's skin helps protect against UV rays. Although a long-sleeved shirt and long pants with a tight weave are best, they aren't always practical. A T-shirt, long shorts or a beach cover-up are good choices, too — but it's wise to double up on protection by applying sunscreen or keeping your child in the shade when possible.

**3. Get a Hat.** Hats that shade the face, scalp, ears, and neck are easy to use and give great protection. Baseball caps are popular among kids but they don't protect their ears and neck. If your child chooses a cap, be sure to protect exposed areas with sunscreen.

**4. Shades Are Cool.** And they protect your child's eyes from UV rays, which can lead to cataracts later in life. Look for sunglasses that wrap around and block as close to 100% of both UVA and UVB rays as possible.

**5. Rub on Sunscreen.** Use sunscreen with at least SPF 15 and UVA/UVB protection every time your child goes outside.

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From the [www.CDC.gov](http://www.CDC.gov) Sunsafety Website

## International White Cane Day is October 15<sup>th</sup> White Cane Handouts

### OCTOBER IS WHITE CANE AWARENESS MONTH

The white cane is a symbol of independence and blindness. The white cane allows a legally blind person to travel independently. The introduction of the White Cane in North America is attributed to the Lions Clubs International. In 1931, they started promoting the use of white canes for people who are blind as a national program.

International White Cane Day is October 15. All states and many other countries have White Cane Laws, which allow the legally blind person the right of way at street crossings. Many people are confused when they see a person with a white cane (support or long cane) or a person using a dog guide, especially if the person seems to have some usable vision.

When in doubt, ask if the person needs assistance.

Do not grab the person, cane or dog guide!

Do not pet a dog guide without asking first. Most dog guides are working & should not be petted since it can be distracting for the dog.

**Massachusetts White Cane Law states that** All motorists, when they see a pedestrian who uses a dog guide or white cane at a street crossing, **must come to a complete stop.**

## **White Cane Information**

There are a variety of white canes depending on a person's visual impairment, age, height and specific needs.

The two main types of white canes used by legally blind persons are:

**WHITE SUPPORT CANE** with red at the bottom, which is designed to identify the person as legally blind but has usable travel vision and is used to assist with depth perception on stairs or curbs. And/or:

**LONG WHITE CANE** with red at the bottom. This cane is for independent travel and to avoid obstacles.

Specialized training for both types of canes and travel skills are provided by a Certified Orientation and Mobility Specialist.

These canes may be rigid or collapsible. They are used to help navigate the area ahead of the user. The long cane allows a person who is blind or visually impaired to check for objects in the path of travel and changes in the walkway surface.

A small percentage of persons who are legally blind use a dog guide rather than a long cane but usually need long cane and orientation & mobility training before acceptance to a dog guide school.

Legal Blindness does not mean total blindness. Most persons who are legally blind have some usable vision. Some may be able to still read (regular or large print), recognize faces and colors (or not), depending on the type of vision impairment and degree of vision loss. Vision may also change throughout the day depending on the time of day, health of person, lighting of area, etc.

White Cane Awareness Month is to promote better understanding of what a white cane means & how pedestrians and motorists can assist long cane users and dog guide users at street crossings.

For more information on White Cane Awareness Month or for white cane training, contact the Orientation & Mobility Department at the Mass. Commission for the Blind, 800-392-6450(V/TTY) x7581.

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International White Cane Day is October 15. All states and many other counties have White Cane laws, which allow the legally blind person the right of way at street crossings. Many people are confused when they see a person with a white cane (support or long cane) or a person using a dog guide, especially if the person seems to have some usable vision.

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## Top Ten List of **DON'Ts**

For Motorists When They See a Pedestrian

Using a White Cane or Dog Guide at Street Crossings.

(Adapted from "The Ten List of What Motorists Shouldn't Do When They See A Blind Person" by James Hazard & Kathy Zelaya 1998)

10. **Don't** stop your car more than five feet from the crosswalk line.
9. **Don't** yell out "it's ok to cross".
8. **Don't** get impatient when waiting for pedestrian who is visually impaired to cross. If the pedestrian places the long cane into the street, it usually indicates he or she will begin a street crossing. If the cane traveler takes a step back & pulls back the cane from the curb, it usually indicates the person will not be crossing at that time.
7. **Don't** consider a 'rolling' stop as a complete stop. A stop sign means STOP!
6. **Don't** turn right on red without coming to a full stop and looking for pedestrians. The Right on Red Law requires drivers to come to a complete stop prior to making right turn.
5. **Don't** fail to stop for pedestrians at all crosswalks whether or not there is a traffic signal or stop sign. Come to a full stop.
4. **Don't** stop your car in the middle of the crosswalk.
3. **Don't** pass another car, stopped, waiting for pedestrians cross the street.
2. **Don't** wave to pedestrians who are using a white cane or dog guide to indicate that you are waiting for them to cross. They CAN NOT see you.
1. **Don't** honk!

**Massachusetts White Cane Law:** All motorists, when they see a pedestrian who uses a dog guide or a white cane at a street crossing, **must come to a complete stop.**

MASSACHUSETTS WHITE CANE LAW  
**Massachusetts General Laws Chapter 90 Section 14A**

“Whenever a totally or partially blind pedestrian, guided by a guide dog or carrying in a raised or extended position a cane or walking stick which is white in color or white tipped with red, crosses or attempts to cross a way, the driver of every vehicle approaching the place where such pedestrian is crossing or attempting to cross shall take such precautions as may be necessary to avoid injuring such pedestrian. Nothing in this section shall be constructed to deprive any totally or partially blind person, not carrying such a cane or walking stick or not being guided by a dog, of the rights and privileges conferred by law on pedestrians crossing ways, nor shall the failure of such blind person to carry a cane or walking stick or to be guided by a guide dog while on the ways of the Commonwealth be held to constitute or be evidence of contributory negligence. Whoever violates any provisions of this section shall be punished by a fine of not more than one hundred dollars.

White Cane Month  
Resources, Handouts  
&  
Ideas for Activities

CNIB White Cane Week School Activity Package located at:  
<http://www.cnib.ca/school-package/index.htm>. (Canadian National Institute for the Blind, which celebrates White Cane Week in February)

Baystate Council of the Blind: [www.abc.org/baystate](http://www.abc.org/baystate)

National Federation of the Blind: [www.nfbmass.org](http://www.nfbmass.org)

Lions Club International:  
[www.lionsclubs.org/EN/content/vision\\_services\\_whitecane.shtml](http://www.lionsclubs.org/EN/content/vision_services_whitecane.shtml)

**Suggested Student White Cane Activities:**

Research the origin of the White Cane

Write a letter to the local paper on White Cane Day

Do a presentation or project for the class or school on Legal Blindness, White Cane, DeafBlindness, Braille, Helen Keller, Louis Braille, etc.

Attend a Local Commission on Disability

Visit the Commission for the Blind, Perkins School, a local Blindness agency

Do a presentation on Local Cable Station

Go to a meeting of a local Lions Club