

COLL BORATIONS

A Joint Newsletter From:
 Division 3 Deafblind and Multiple Impairments
 Division 8 Infants and Preschoolers
 Division 10 Educational Curriculum
 Division 16 Itinerant Personnel

Letter from the Editor

Welcome to the Summer 2017 edition of *CollAERborations!* Summer is a great time to relax, connect with friends new and old, and finally catch up on that book, TV show, or project there just wasn't time for during the school year. I hope you give yourself a well-deserved break as summer wraps up! If you're looking to plan some future get-aways, be sure to check out our new "Save the Date!" column.

This issue focuses on the Expanded Core Curriculum area of Social Skills. As you enjoy this newsletter, consider the social skills tips both for our students and TVIs, and how they might help you and your students have a positive start to the new school year. Don't miss the "Student Voices" column (pages 6-7, "The Golden Eyeballs Gazette") for the perspective of three middle school students with visual impairments, and consider using it as an ice breaker with your students this fall.

Happy Reading!
 Rachel Anne Schles

Division Roundup

Interested in getting involved with a division? Contact the Division Chair, listed below!

Multiple Disabilities/Deafblindness (Division 3)

Kristi M. Probst jandkprobst@gmail.com

Infants and Preschool (Division 8)

Karen Frank karenf@mdschblind.org

Education Curriculum (Division 10)

Mackenzie Savaiano msavaiano2@unl.edu

Itinerant Division (Division 16)

Tracy Hallak hallaktracy@gmail.com

<i>Table of Contents</i>	
Letter from the Editor	1
Division Roundup	1
Social Skills for Very Young Children with VI	2
Clinic Hours	3
ECC Spotlight	4
Parent-Teacher Resources	4
Survival Guide for TVIs	5
Student Voices	6
Interpersonal Skills for Itinerant Teachers	9
Creating Literacy Skills Kits	10
APH and Field Testing	11
Featured Blog: <i>Bless Her Heart</i>	12
Save the Date!	14
Awards & Scholarships	15
Division Board Contacts	16

Social Skills for Very Young Children with Visual Impairments

By Kitty Edstrand & JC Greeley

Developing relationships with parents, family, peers and others is the core to developing social skills in the earliest years of life for any child. From birth, for the infant with vision impairment, it is imperative to carefully support development through multi-sensory approaches that adapt and enhance the incidental learning and visual observation that traditionally lead to a child's understanding of the world. Direct instruction and support from TSVIs and others experienced in working with infants and toddlers with visual impairment can aid in teaching and modeling the appropriate strategies for parents and other caregivers to use, as well as offer ideas for routines and opportunities to practice relating to others.

The first step in helping a child develop social skills is the development of a strong attachment between the child and his/her parents (or caregivers). TSVIs need to be on board right away to help parents interpret their baby's non-visual cues, such as turning an ear to indicate listening rather than giving eye contact. Given visual restrictions, TSVIs may help parents adapt mutual gaze positioning between the parent and infant, such as holding the baby closer or positioning for peripheral viewing. These adaptations can help normalize the bonding process, through which the infant learns to pay attention, gain attention, and direct another person to meet his or her needs. Examples of strategies to teach, model, and practice which lay the foundation for further social skill development include:

- Use consistent verbal, tactile, and auditory prompts to provide anticipatory cues
- Wait and wait longer for child's response and for child to take a turn
- Sing to maintain child's attention (not recorded music)
- Follow the child's lead
- Find self-calming techniques appropriate to the child to use before stressful situations build into tantrums
- Start tactile choice-making in context early (offer toy on both sides of body)
- Avoid yes/no options until a later age

Other roadblocks that may also impact the development of attachment are child and parent stress levels, depression, fear, and other medical problems. TSVIs can work with other

medical and infant mental health professionals to adapt techniques and strategies for visual impairment. Children with special needs and premature infants often have state-regulation and sensory processing issues that make it difficult to soothe the child, a problem that can increase the stress level of parents and the child, thus impacting bonding and social development. Though mental health is not solely the responsibility of the TSVI, early involvement by TSVIs trained in working with infants and their families can help provide parents and other professionals develop strategies and adaptations that will help reduce stress and increase confidence. Most TSVIs are trained to start working with children at age 3, when they enter school, but there's an important role the TSVI must play in early intervention with some additional training and experience.

Only after the young child has learned to pay attention, gain attention, and intentionally direct others to fulfill a want or a need, is a child ready to move out into the social world and begin cooperating with others and engage in activities with people outside the family. Trading, playing beside and eventually with another child, taking turns, waiting, and sharing are skills TSVIs must focus on teaching preschool age children. Children in preschool settings will need to be helped to self-advocate and use their words to communicate their needs, wants, and feelings. These social skills require children with visual impairments to learn by direct instruction how peers initiate play and how to initiate play with others. Training peers in the classroom how to interact with a classmate who is visually impaired may be a necessary strategy to ensure that play interactions between all children can occur. Ultimately, the development of social skills during these earliest years is necessary in order for children to continue developing friendships and positive interactions through school and beyond.

Clinic Hours with...

Do you have a Low Vision Specialist in your area who is particularly knowledgeable working with children? Each issue we invite a low vision specialist to write a brief article for CollAERborations. Contact our Editor, Rachel Schles (raschles@gmail.com) with the name and contact information of a Low Vision Specialist you'd like to nominate for this column.

ECC Spotlight Social Skills – Itinerant Style

By Tracy Hallak and Jill Brown

Social skills are identified in the Expanded Core Curriculum as an area of need for students with visual impairments. Social skills involve more than just “meeting and greeting” others. It is the process by which we are accepted by members of our community. What this means for children with visual impairments is that they need us to clearly model appropriate behavior across all settings, as our students may not learn social skills incidentally. For our students, we know that social skills begin at birth. From the beginning when mommy or daddy look at their baby, they need to know why the baby does not make eye contact. It is our job to help parents understand how their babies see and make social connections. Then we need to teach infants and toddlers how to face and greet people to foster those connections. As the child moves into the school setting, we model appropriate interactions with the teacher and classmates. We help the teacher structure the environment to provide multiple opportunities for social skill development throughout the day. An example of this would be the “buddy system” or “circle of friends.” It is important to provide activities, which create turn taking to facilitate the social processes. When children have appropriate social skills, they tend to be more successful throughout their life.

Parent & Teacher Resources

Family Connect from AFB <http://www.familyconnect.org/parentsitehome.aspx>

Click on the “education” tab and scroll down to Expanded Core Curriculum. On the right hand side there is a list of articles for families regarding social skills. This site is also available in Spanish.

Iowa Expanded Core Curriculum (ECC) Resource Guide

http://www.iowa-braille.k12.ia.us/pages/uploaded_files/ECCResGuide%2007.pdf

This PDF covers all areas of the ECC. Check out Chapter 8 for social interaction skills. This list of skills is correlated to Iowa’s state standards and can easily be written into goals and objectives that aligned with your state standards. This PDF also includes a needs assessment, protocol and action plan with sample lesson plans.

eLearning <http://www.perkinselearning.org/videos/expanded-core-curriculum>

This site from Perkins School for the Blind contains extensive videos and webcasts for various topics. Scroll topics to find several options on social skills. Click [here](#) to connect straight to a webcast on social skills.

“Getting to Know You” Curriculum from APH ([Link Here](#))

Getting To Know You is a social skills/awareness curriculum for grades K-12 in which blind and visually impaired students and sighted students interact and get to know each other.

Survival Guide for TVIs – Quick tips to make your professional life a little easier

By Rachel Anne Schles

Check out the EA Rubric Website

- EA is short for “essential assessments,” that is, the FVA, LMA, and ECC assessments that are essential to fully understanding the unique implications each child experiences as a result of their visual impairment. While each child should have a quality assessment conducted periodically, it can be overwhelming since the assessments are not standardized and are highly individualized. The EA Rubric website provides TVIs with an overview of key assessment components and resources to conduct a thorough assessment for students birth-3, 3-5, 5-22, and for students with multiple disabilities. Take a moment to check out the website, or bookmark it for later:

<http://earubric.com/index.html>

Connect with Others

- You might be a member of AER, but have you explored the options and resources available through CEC (Council for Exceptional Children), and other professional organizations? Groups such as these can be excellent sources of information and a great way to connect with TVIs and other professionals. Don't forget to check out the new “Save the Date” section for some great upcoming national and local conferences too!

Your Feedback is Needed!

Have you ever visited the website <http://idea.ed.gov/> ?

The U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) is seeking feedback from users to make the official website for IDEA a resourceful and highly functional website for all.

Check out the OSERS's blog posting ([link here](#)) for full details and to provide feedback.

Student Voices

For this issue's *Student Voices* Column, please enjoy a few excerpts from a student-made newsletter "The Golden Eyeballs Gazette." Consider working with your students to make a newsletter for other students with visual impairments. Contact Rachel Schles if you'd like the complete issue of "The Golden Eyeballs Gazette" to use as a conversation starter with your own students!

Golden Eyeballs Gazette

Ms. Schles's Room M238

Spring 2016

Welcome Readers!

This is the *Golden Eyeballs Gazette*, a pamphlet made for and by students with visual impairments! Check out the table of contents to pick out an article you are interested in. We hope you enjoy the pamphlet!

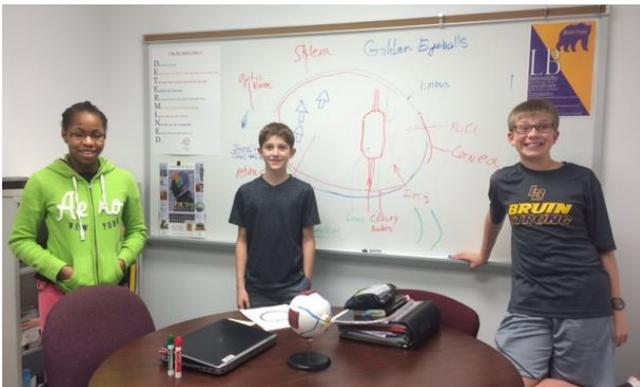


TABLE OF CONTENTS

- 1 Our Advice
- 2 Getting Through Hard Situations
- 2 What is a Case Manager?
- 2 Parts of the Eye
- 3 How to Refuse Help
- 3 What is a Low Vision Exam?
- 4 Tools We've Used

Our Advice to You

When I got to dissect a cow's eye I learned the different parts of the eye and that not all eyes are the same. It was fun to do and I would recommend other students with visual impairments dissect a cow's eye and learn more about their vision.

-Amai, 8th grade

When something is given to you as an accommodation for your vision you don't always have to like it. If you don't like it and it is not helping tell your teachers and parents. If you're using something you don't like and think there is something better speak up and tell someone.

-Avery, 7th grade

When I do things I don't think "oh this will be hard because I have a visual impairment" I just do it. "Forget about the visual impairment and just live your life" -Me 2016. That quote is true because you don't want it to hold you back when you are trying to accomplish an important task or any task.

-Jacob 7th grade

Getting Through a Hard Situation

What do you do when a teacher is hard to talk to? Some things to do in this situation is to talk to your parents, your school counselor, principal/ administrator, a teacher you trust, your case manager, or your teacher of the visually impaired (TVI). You can talk to your parents if you're having trouble and they can give you encouraging advice. Your school counselor or teacher can help you by suggesting ideas on how to help with this problem or set a meeting up to talk about the problem, and so can your principal and administrator. You can talk to your TVI by saying this teacher is not accommodating for my needs.

What is a Case Manager?

A case manager is the person who is in charge of your IEP. Your case manager might be your TVI or a special education teacher at your school. In the beginning of the year your case manager makes sure all your teachers provide you with your accommodations. They are the person you go to when you have a concern about accessing large print, electronic texts, or braille for school work and anything of that sort. A case manager makes sure that all your accommodations are up to date as well. The case manager keeps your files in a designated part of the school to be safe.

How to Refuse Help

Once somebody with a cane was dragged across a street. Another person was "helped" down a flight of stairs. The people that dragged and "helped" them thought, ***they have a cane so they can't see so I will help them***, but in reality these people knew where they were going and they were "helped" when they didn't need it. Those of us with visual impairments need to be able to refuse help in a polite way. For example in response to "Do you need help to find where you are going?" you could say politely, "No thanks, I know where I am going, but thanks for the offer." Just like that you can continue on your way without disruption. This can also apply in a classroom or in any other situation where you are being offered help.

What is a Low Vision Exam?

A low vision exam is when you go to a low vision specialist's office and they go through many interesting things. It is also a good idea to write down questions before you go in to see the doctor so you're not thinking of them right then and there. The process includes your TVI sharing information with your low vision doctor. Next you, your parents, and low vision doctor, and TVI, talk about how your visual impairment impacts you. Then we get to test out a lot of tools and finally the doctor decides his/her final recommendations. The next step is the TVI and you determine what tools actually work at school, at home, and in society.

Get to Know the Infant & Preschool Division!



Pictured above are Infant & Preschool Division members, including past chair Michelle Clyne, and current chair Karen Frank, attending the 2016 division conference in Chicago, Illinois. The topic was Cerebral Visual Impairment: Another way of Seeing. Presenter Amanda Hall Lueck is also an infant & preschool division member!

Self-Determination Tips For TVIs & Students Attending Low Vision Exams

- Schedule time with your student prior to the exam, and have the student write down a list of comments and questions they have for the low vision specialist.
 - What accommodations or tools are/aren't effective for the student?
 - Is there something in school or the community the student can't visually access but would like to?
 - Does the student know if they will be allowed to drive? Do they have questions about their vision's prognosis?
 - Connect a student who has had a low vision exam with a student going to an exam for the first time. This is a great opportunity for the experienced student to be a mentor and both students may learn from each other!
 - If you have the resources, introduce students to low vision/optical devices prior to the low vision exam. In this familiar environment, students may be more comfortable trying out devices and formulating questions/requests for the low vision specialist.
-

Interpersonal Skills for Itinerant Teachers *By Tracy Hallak and Jill Brown*

One of the biggest challenges you may have as an itinerant TVI is building positive relationships with school personnel and helping them to understand our students' unique needs, especially when you are not on campus. Some teachers resent us, coming into their classroom and giving suggestions to change their teaching styles. But as VI professionals, we are trying to help the teachers enable access to the visual environment when working with our mutual students. Here are some strategies to help facilitate positive interactions:

- Be visible and available--try to meet with the child's teacher(s) before school starts to help them understand the child's visual abilities. If possible meet with the teacher on a regular basis (1x a week or 1x a month) to just listen to them and their concerns.
 - Approach is Important: try to make suggestions never demands.
 - Offer to teach a lesson to the class. This will give the teacher a 30-60 minute break. Your lesson can be on the topic of visual impairment (great science lesson) or whatever you both agree on. This helps the other students in the classroom get to know you.
 - Be an extra pair of hands to help in the classroom when you are there. This also helps your student to not feel isolated as you are helping others.
 - Occasionally leave a candy bar or vending machine money in the teacher mailbox for them as an appreciation for the extra work they do.
 - Get to know each school's principal and front desk receptionist. They will most likely be the ones to help you find available rooms to work in.
 - Thank you notes always go a long way.
 - Talk with other itinerant teachers who have been in that school previously to see what has worked in the past.
-

Creating Literacy Skills Kits: Uniting Literacy and the Expanded Core Curriculum for Students with Visual Impairments

By Catherine Summ and Lisa Pruner

What is a literacy skills kit?

A literacy skills kit is an easily transportable kit containing a carefully chosen children's book which addresses one specific skill which needs to be taught directly/differently to a child with a visual impairment. These skills may be as obvious as braille, or less apparent, like using body language correctly or understanding the workings of a smoke detector. Literacy skills kits usually contain the book, "props" related to the story, literacy questions at different levels, a list of potential follow-up activities, and a responses journal. Kits were originally designed to be used by a parent and child, but have also been successfully used by teachers and students, as well as groups.

How to use a literacy skills kit:

- Explore the contents of the bag together to preview the topic
- Read the story (in print or braille) together, using included manipulatives as "pictures" to illustrate the story.
- Discuss the story – What did you enjoy? Do you want to read more books like this?
- Review the literacy comprehension questions and/or create your own questions.
- Read through the list of extended literacy activities. Choose one activity – or try them all!
- Provide feedback – have the student write/draw/braille about the story or one of the activities in the reader response journal. Also note any ideas for questions or extended literacy activities that were not included in the original ideas.

Check out sample kits on fire or police safety from Catherine and Lisa on the Paths to Literacy Website!

<http://www.pathstoliteracy.org/blog/create-literacy-skills-kit-teach-police-safety>

<http://www.pathstoliteracy.org/blog/creating-literacy-skills-kit-teach-fire-safety>

Field Testing and Expert Review at the American Printing House for the Blind

The American Printing House for the Blind (APH) regularly conducts field tests of new products that are under development. APH uses the comments and recommendations gathered from experts in the field to refine and improve products before actual production.

APH's Annual Research Report provides specific data on the field testers and expert reviewers. During FY2016, APH utilized 299 individuals. If you would like to be considered for future field test opportunities, please complete the form found on the APH website at:

<http://www.aph.org/files/research/aphfieldtestform.doc>

You can also contact Jeremiah Rose (contact info below), who maintains our field tester data base. And, finally, our field testing opportunities are announced monthly in the APH News:

<http://www.aph.org/news/>.

Jeremiah Rose
Research Department
American Printing House for the Blind
Phone: (502) 899-2265
E-mail: jrose@aph.org

* * * * *

Becoming a field tester is a great way to get involved in our field and have an active voice in the products developed to improve the lives and educational outcomes for students with visual impairments.

Check out APH's website and consider signing up today!

* * * * *

Here's one of the current opportunities available through APH:

[Quick & Easy ECC: The Hatlen Center Guide](#) (1-08204-00) joined the family of APH products in 2014, providing over 140 lessons to address the nine areas of the Expanded Core Curriculum (ECC). APH is now considering app development for the content presented in this product, and we want your input!

Laura Zierer, Project Leader, would like to invite you to subscribe to the ECC App Development listserv. Through this forum, we are hoping to learn what would make this product most useful to the consumer.

To subscribe, send a message to: ecc-subscribe@tech.aph.org

Bless Her Heart

By Amy Campbell

This article was originally published in Amy Campbell's blog, which can be found at [THIS](#) link.

This year marks my 14th year since arriving in the South. I'm an Illinois Midwest girl through and through. I know about Chili Mac. I know about Saturday afternoon meals of meatloaf and buttered egg noodles with toasted bread crumbs. I know that you don't dare speed on any interstate in central Illinois. I know what it's like to have a crazy snow in early April. Perhaps most importantly, I know the thrill of being gone for a long while and then returning to freshly plowed farmlands and thinking, "I can breathe again." And then I do. Deeply.

North Carolina isn't as south as it gets, but there definitely is a culture, landmarks, and isms I had to learn. I guess there's a learning curve wherever you go. For me this sharp curve started with the friendly ABC Store. The name was harmless enough. And after driving past enough of these signs on my daily work commute to a research project at the University of North Carolina, all I could think was, "Wow! This state sure does have a lot of teacher supply stores." (If you aren't aware of the acronym ABC, feel free to Google it and learn its meaning.)

That was only the beginning. I had to learn that people "mash the button" to turn something on. Then came the realization that BBQ in the North is vastly different than BBQ in the South, and people eat it with slimy wilted leaves called Collards. (I still haven't gone there yet.) I digress.

At this point, a true Southerner might say "Bless her heart," which leads me to the apex of where I'm hanging my high heels for this blog.

According to the online Urban Dictionary "bless your heart" is typically used by southern people who feel sorry for another. In one blog I read the term even referred to as a "verbal stiletto". Although it can be neutral in meaning or even show expression of true sincerity, I find it most commonly used to show pity or sarcasm. I hear it so often, I usually don't pay too much attention; except for one time recently.

I was working with a high school student with low vision one afternoon. Our agenda for the hour was to organize English materials into a notebook. But our work came to a quick halt when there was no three-hole paper puncher to be found. Giving the student another organizing task, I scooted across the hall in search for a hole puncher. After I explained the need the lending teacher smiled, handed me the tool, and said "bless her heart" as we parted ways.

Hmmm. Bless her heart. Bless her heart because the student is so lucky to have a teacher giving aid to organization endeavors or bless her heart because the student has low vision and hasn't learned incidentally how to assemble classroom materials in an orderly way?

I've learned that this phrase doesn't have to specifically be audible with these exact words. I've seen it also implied when different expectations are given for an academic VI student than his peers. "Just have him do what he can," I've been told.

Expectations can be a hallmark for success. We hold high expectations of our own children. In fact, I recently read an article from Time Magazine entitled, "In Praise of the Ordinary Child." The author challenged parents to rethink how we define exceptionality of our sons and daughters. Rather than narrowing-in on over-achieving academic or sport goals, parents need to spend greater time fostering emotional intelligence and letting this criteria guide exceptionality. In this same vein of thought, I pose the question, do expectations of the visually impaired need to be redefined?

If you're like me and spend many hours behind the wheel in your car each week, you really should take the time to check out and listen to the podcast *How to Become Batman* sponsored by National Public Radio. <http://www.npr.org/programs/invisibilia/378577902/how-to-become-batman> Even if you feel like a dynamite Expanded Core Curriculum Self-Determination advocate for your students, chances are you might still catch yourself heavily pondering a new dimension of expectations and the visually impaired by listening to this podcast. It's worth the listen!

In the meantime, we've got a lot of work to do as professionals in order to educate general educators and even some special education teachers that it can be better to set the bar too high for students with visual impairment rather than too low. For me, it's easier to lessen the demand rather than increase. In the end, what's the worst that can happen? We just might walk away pleasantly surprised.

Save the Date!

Eager to connect with like-minded life-long learners?
Tired of in-service trainings that aren't relevant to you?

Here are some upcoming national conferences you should check out!

* * * * *

Getting in Touch with Literacy

December 6-9, 2017

New Orleans, LA

From their website:

GITWL 2017 brings together the most current thinking on all forms of literacy, including print, braille, auditory, tactile graphics comprehension and the use of assistive technology. Presentations will address the needs of a range of ages and all levels of ability, including conventional and functional literacy.

<http://www.gettingintouchwithliteracy.org/>

* * * * *

Council For Exceptional Children (CEC)

Special Education Convention & Expo

February 7-10, 2018

Tampa, FL

CEC brings together individuals from all areas of special education. Visit their website for an overview of all the opportunities available.

<http://www.ceconvention.org/>

* * * * *

AER International Conference

July 25-29, 2018

Reno, NV

Be sure to check AER's website for more details as the conference gets closer!

* * * * *

Looking for something closer to home?

Use this website ([link here](#)) to connect to each state or regional chapter of AER. Chapters often host or co-sponsor 1-2 conferences or professional development opportunities each year.

* * * * *

It can be expensive to travel to conferences. Some teacher unions and professional organizations (including some chapters of AER!) offer stipends for professional development. Additionally, some conferences (like CEC) offer reduced registration rates if you work as a volunteer during the conference.

Division Awards

Awarded at AER International Conference July 2016

Awards from the Educational Curriculum Division

Joyce Mae Ogburn Award

Congratulations to Ana Cano-Mirabal, a TVI and O&M instructor in Virginia for being selected for this award in 2016. Nominated by her colleague, Ana has demonstrated excellence in teaching and service to children with visual impairments and their families.

Publication Award

In 2016 Danita Snulligan was selected for this award for her new booklet *The ABCs of O&M*, now available at this link: <https://www.teacherspayteachers.com/Product/The-ABCs-of-OM-2686893> . Danita is a O&M instructor and TVI in Georgia who took the initiative to develop an O&M curriculum which fosters literacy acquisition with individualized O&M concepts.

Awards from the Multiple Disabilities/Deafblindness Division

The Samuel Gridley Howe Award for Outstanding Practice

Congratulations to Michelle Clyne for earning this award which is presented to a member of the division who has shown exemplary service to individuals with visual impairments and multiple disabilities, including deafblindness. Michelle is an early interventionist and the project coordinator for Project Reach: IL Deaf-Blind Services.

The Virginia Sowell Award for Outstanding Contribution to the Field

In 2016 Cathy Nelson was selected for this award for her ongoing commitment to the education of children with multiple disabilities including those with deafblindness at both a national and international level. Cathy is the coordinator of the Deafblind Teacher Preparation Program at the University of Utah.

Awards from the Itinerant Division

Outstanding Professional Award (Judy Cernkovich-Most Self-Determined Award)

An award to a professional who by virtue of significant contribution to the field has exhibited outstanding service in direct care, education and/or research in itinerant services

Publication Award

An award to an author or authors who have published an article in a referred journal which contributes highly to the body of knowledge about itinerant services

Consider nominating a colleague for a division award
for the 2018 AER International Conference!

Contact information for the Division Boards

Multiple Disabilities and Deafblindness -- Division 3

Find Us on Facebook: <https://www.facebook.com/AER-Division-3-Multiple-Disabilities-and-Deafblindness-139972704934/>

Chair: Kristi M. Probst Jandkprobst@gmail.com

Chair Elect: TBD

Secretary/Treasurer: TBD

Past Chair: Olaya Landa-Vialard Oalanda@ilstu.edu

Infants and Preschool -- Division 8



Chair: Karen Frank karenf@mdschblind.org

Chair Elect: Tanni Anthony Anthony_t@cde.state.co.us

Secretary/Treasurer: Kitty Edstrand kitty.greeley@gmail.com

Past-Chair: Michelle Clyne mclyne@philiprockcenter.org

Education Curriculum -- Division 10

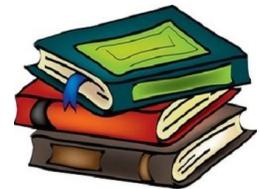
Chair: Mackenzie Savaiano Msavaiano2@unl.edu

Chair Elect: Audrey Graves agraves@esu4.net

Secretary: Bridgett Schultz Bridgett.shultz@gmail.com

Treasurer/Social Media Coordinator: Katie Ericson katherine.mentzel@gmail.com

Past Chair: Rachel Schles Raschles@gmail.com



Itinerant Personnel -- Division 16



Chair: Tracy Hallak hallaktracy@gmail.com

Chair Elect: Viki Poole brailletchr@gmail.com

Secretary: Kathy Michielsen Kathycmichielsen@gmail.com

Past Chair: Jill Brown Jillbrown1@mac.com

Want to contribute to CollAERborations?

Please send submissions to our editor, Rachel Schles, at Raschles@gmail.com

ECC Spotlight:

Our next issue will focus on the ECC Area of Sensory Efficiency

Missed an Issue of CollAERborations?

Catch up here:

<https://aerbvi.org/about/divisions/education-curriculum-division/newsletters/>



CollAERborations
AER Interdivision Collaborative News Journal

Association for Education and Rehabilitation of the Blind and Visually Impaired

1703 N. Beauregard St., Suite 440, Alexandria, VA 22311-1744 USA