

Association for Education and Rehabilitation of the Blind and Visually Impaired



Orientation and Mobility Division Update

Summer 2019

Volume 22 Number 2

From the Chair

Summer is upon us and that means lots of different things for those in the field of Orientation and Mobility. If you work with school-age students; you are likely to be enjoying a chance to catch your breath after a busy school year, or perhaps you are just beginning Summer Programs and Extended School Year (ESY) activities. For those working with adults, you are probably strategizing your lessons for the early parts of the day to avoid the heat. And, for some, your main focus is where to travel on your time off! Regardless of which group you align most with, the field will be continuing to grow and change as you enjoy your summer months. One of the developments related to Orientation and Mobility comes from our own Paul Olson in North Dakota. Paul created a document called “A Bill of Rights for All Children with Visual Impairment and their Families”. It includes instruction in orientation and mobility “that is timely, ambitious, and results in the highest possible achievement for each child.” The AER Board of Directors has endorsed this bill of rights and hopefully you will be seeing more of it in the months to come. We are fortunate to work in a field with creative thinkers and those passionate about learning and growing in their profession. If you would like to get more involved in the Division and in the process of what AER does, now is the perfect time to do so!

If you have questions, suggestions, comments, or just want to share things related to Orientation and Mobility, you can reach me at tabbc@tsbvi.edu.

Thank you again for the opportunity to serve the AER Orientation and Mobility Division,
Chris Tabb

Donald Blasch Scholarship

Each year the Orientation & Mobility Division awards two \$1000.00 scholarships to students currently in an O&M Program which has AER approval. It is my pleasure to introduce the winners of the 2019 Donald Blasch Scholarship competition.

Susan Langendonk, Chair

2019 Donald Blasch Scholarship Winners

Heather Withrow
Texas Tech University

My path to orientation and mobility materialized through the birth of my deafblind son, Orion, in July 2010. At that time, I dove into learning all I could on communication and development of deafblind children. Movement and spatial awareness were already a significant part of my life as an athlete, coach and 2-D/3-D artist. I wanted to make sure that Orion, as an infant, experienced movements. Orion receive O&M services for the first time at 2 years old. Through my studies, I learned and will continue to share that no age is too young for O&M services.



I enjoy sharing information and skills that would make a meaningful, positive difference in people. I have various experiences teaching deaf and hard of hearing youth including teaching art, coaching volleyball and high school/college track and field. I collaborated in creating two deafblind intervener online training modules. My more recent activities include education decision-makers at the state level about the importance of appropriate educational and community resources and services for deafblind children and adults. I believe that we should learn, communicate and play the way our kids can, and empower them, too.

Julie Heil
Texas Tech University



Orientation and Mobility, what is that? This is a common question asked in Wyoming. I've heard, "Wyoming doesn't do that, that's a service only really blind people need, we have providers in our district...". Those answers sufficed until I had a student in my classroom that had a routine surgery and came out of the hospital with significant vision loss. I was, for the first time in my career, at a loss of how to help, or who to even ask. My research led me to interventions I had never heard before, like O&M.

I made it my goal to learn as much as I could about helping students with vision related issues in my rural community. I love this field because of the way it gives people a feeling of independence and teaches them to trust their instincts and body. I love the purposefulness of the profession and its close relation to daily living skills. I've spent most of my career finding gaps in the system, areas that educational needs are both unknown or unmet: from reading intervention, mental health services, consistency in case management and now, vision services in a rural county of 42000 sq miles and 5500 people.

**A Bill of Rights for All Children with Visual Impairment
and their Families**

Preamble: In addition to numerous educational principles that have been proven to be beneficial for children with visual impairment, all the provisions of what constitutes a "Free and Appropriate Public Education" under the federal Individuals with Disabilities Education Act of 1990 shall be assumed along with this bill of rights.

1. Children with all levels of visual impairment (including those with multiple disabilities and those who are DeafBlind) have a right to early intervention/instruction provided by highly trained and qualified

teachers of students with visual impairment and certified orientation and mobility specialists, that is timely, ambitious, and results in the highest possible achievement for each child.

2. Children with visual impairment have the right to a functional vision evaluation and a learning media assessment by highly trained and qualified teachers of students with visual impairment to determine appropriate services following the initial clinical eye exam.

3. Parents/guardians of children with visual impairment have the right to assistance in interpreting the educational implications of the diagnosed visual impairment that is provided by highly trained and qualified teachers of students with visual impairment and certified mobility specialists and the right to seek assistance from regional/national agencies (including consumer advocacy organizations) that can help them make informed decisions on behalf of their child.

4. As required in the Individuals with Disabilities Education Act "in the case of a child who is blind or visually impaired, the Individualized Education Program (IEP) Team must provide for instruction in braille and the use of braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the child." Appropriate reading and writing media are determined by conducting a learning media assessment.

5. Children and families have the right to be fully informed about the “**Expanded Core Curriculum**” of skills unique to students with visual impairment, which includes: compensatory skills, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, assistive technology, sensory efficiency skills, and self-determination.

6. Children have the right to assessment and instruction, in school and in their communities, in every area of the **Expanded Core Curriculum** that is deemed appropriate by the educational team and includes the parents/guardians as the primary decision makers and includes the student when appropriate. The **Expanded Core Curriculum** is equal in importance to the standard academic curriculum and will not be overlooked in the educational plan.

7. Children have the right to receive school materials that are accessible, in the preferred format and at the same time as their sighted peers. Children have an absolute right to testing procedures and instruments that are fair and accessible, that take into consideration the results of the functional vision evaluation, and include all accommodations identified in the IEP.

8. It is the right of children and families for a full range of educational placement settings to be discussed at IEP meetings, including the variety of unique programs and options offered in specialized schools/services for children who are visually impaired. A specialized school may offer the best opportunity for achievement and be the “least restrictive environment” for some children

9. All children with a visual impairment have the right to teams that enthusiastically assist them in preparing for transition to independence and adulthood.

10. Children with visual impairment, including those with multiple disabilities and DeafBlindness, have the right to be perceived and treated as equal, active, and contributing members of their communities, classrooms, and schools. As with all children, their engagement through belonging increases the collective value of each setting within which they participate.

The rights listed in this document consist of a combination of legal rights, ethical rights, and human rights. This document exists as a resource for students, parents, and professionals. The authors hope that this resource will be widely distributed and endorsed (formally or informally) by interested individuals and organizations. It is not fully inclusive of all rights; it is a starting point for teams when planning individualized programs for children with visual impairments.

This resource is the result of a joint project between the leaders of the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) and the Council of Schools and Services for the Blind (COSB).



Outsider Observations of O&M in Puerto Rico

Kevin McCormack

As the chair of AER's Global Issues division and a COMS, I would like to share some of my O&M observations from a non-U.S. mainland context. I had the fortune of going to Puerto Rico in November and December of 2018 for some research on the experience of the 2017 hurricane season of people with visual impairments. As many of us O&M specialists do when we travel to novel environments, I paid special attention to physical infrastructure related to travel. I will share some of my observations, with the caveat that these are only my observations and not those of the people living there. I plan to publish those comments at a later date.

Hurricanes Irma and Maria changed much of the physical infrastructure in Puerto Rico. Because I stayed in San Juan, the capital and the city with the largest population, I observed the fruits of a city receiving primary and frequent response aid. Still, there were light poles that were leaning diagonally across sidewalks at head level. There were many electrical cables hanging disconnected from light poles, again at head level. Hopefully they were not live cables, but I didn't want to find out the hard way. Trees that existed and fell near sidewalks would leave that section of the sidewalk destroyed. Although there are not sidewalks in every urban neighborhood, most of the neighborhoods in my area of San Juan had them. However, their high frequency of brokenness and the low hanging cables made it very unpredictable to travel on foot compared to the mainland United States.

There are multiple organizations in Puerto Rico that provide O&M instruction. However, people tell me that the supply of instructors with formal O&M training is not nearly enough. In the aftermath of Hurricane Maria, many people with visual impairments that had formal training in O&M told me that that skill was vital in their wellbeing. Finally, long canes are not as accessible and are more expensive compared to the mainland United States. If you want to learn more about services for people who are blind or visually impaired in Puerto Rico, contact Matt Hogel at mhogel@gmail.com and Betzaida Ramos Chárriez at directora@mavi-pr.org

In closing, I would like to invite readers to consider joining the AER Global Issues division. Any member of our division that travels internationally is invited to share their experiences with our division leadership team and we'll find a way to create a space for you to share it with more people, if you would like. Or we can investigate how to continue international relationships that you may already have, or would like to have,

on an organizational level. We do this for the sake of learning from each other in our highly globalized society and seeking appropriate methods and amounts of resource-sharing. You may contact me at kevin3dmack@gmail.com

A STUDY OF PRE-SERVICE COMPETENCIES FOR TEACHING ORIENTATION AND MOBILITY (O&M)

If you have not had a chance to participate in the O&M Profession survey or have begun the survey and have yet to complete, there is still time to do so...

William M. Penrod, Eileen Siffermann, Ximena Burgin, Bruce Blasch, and William Wiener are pleased to announce Institutional Review Board (IRB) approval to replicate the seminal study of Uslan, Hill, & Peck (1989) The Profession of Orientation and Mobility in the 1980's.

The above mentioned authors have designed a comprehensive and detailed survey instrument that addresses all of the issues and findings of Uslan, Hill, & Peck (1989) and included other pertinent and germane issues regarding perceived needs by professionals in the field of visual impairments, parents and partners of persons who are visually impaired. Your participation in this study will hopefully steer university personnel preparation programs, consumer groups and professional associations in the directions identified by you!

Click here to begin the survey: https://niu.az1.qualtrics.com/jfe/form/SV_6mr0HKXr4EBgF7f

Shared Streets Impacts for Pedestrians with Visual Impairments

Janet Barlow and JoAnne Chalom
May 2019

Shared Streets are streets where the entire area between buildings is level, signs and markings are minimal, and drivers, pedestrians, and bicyclists are supposed to 'share' the space. They are intended to be safer for all users and provide more space for pedestrians and bicyclists, expand accessible workspace, provide more space for amenities, encourage economic development, and provide a flexible public space.

Curbless streets are a variation on shared streets and are designed to provide flexible and accessible space for festivals, farmers markets, and other activities, during which time the street is closed to vehicular traffic. Curbless streets are not intended to enable pedestrians to comfortably mix with moving vehicles in the same space.

What are the challenges of shared spaces for people with visual impairments?

The main challenge is the assumption is that users crossing or traveling in the shared street will "negotiate" with other users through eye contact. Without treatments the pedestrian who is blind or who has low vision may enter a vehicular zone or shared street and not be able to determine traffic patterns because the traffic patterns are random. Various surfaces, some not detectable under foot or

with a cane, have been used to delineate the pedestrian zone from multi-use zones where pedestrians, bicyclists and vehicular traffic travel in unison. Although there are requirements for shared spaces to be usable by all, there are no specific guidelines or requirements in ADA that address some of the issues in the shared street environment.

As a result of questions and concerns about shared streets and their impact on pedestrians who are blind or who have low vision, Federal Highway Administration funded a project to develop recommendations for cities when installing shared streets. A comprehensive report, Accessible Shared Streets: Notable Practices and Considerations for Accommodating Pedestrians with Vision Disabilities, (https://www.fhwa.dot.gov/environment/bicycle_pedestrian/publications/accessible_shared_streets/) was authored by Elliott, J; Lohse, K; Toole, J; Lockwood, I; Barlow, J; Bentzen, B; Porter, C. and is available free.

During the development of Accessible Shared Streets: Notable Practices and Considerations for Accommodating Pedestrians with Vision Disabilities, input was received from stakeholders with mobility, hearing and vision impairments and from engineers, planners and O&M specialists in a series of four workshops.

Some of the key takeaways include:

- Shared streets need to be recognizable
- Need different types of what are called Tactile Walking Surface Indicators
 - ❑ Detectable Warning Surfaces (truncated domes) need to be installed at corners and crossings
 - ❑ Directional Indicators may be helpful along a pathway and need to be detectable (report includes information on what profile is needed for detectability)
- Detectable changes in surface texture and color should be provided
- Pedestrian paths along buildings (called comfort zones) need to be clear from obstructions
- Transitions from pedestrian only areas to shared zones and from shared streets to conventional vehicular intersections need some kind of treatment
- There should be obvious (to drivers) traffic calming measures and gateway Treatment

The guide includes a toolbox and design ideas when planning shared streets.

When speaking with planners, designers, and engineers, consideration should be given to layers of information, consistency and predictability and universal design for all.

O&M specialists should be aware of these issues and educate their clients about potential issues of shared streets. They and their clients should advocate for treatments when such shared streets are being planned.

The Environmental Access Committee (EAC) is ready to help you and answer your questions. You can access EAC resources <https://aerbvi.org/about/divisions/orientation-mobility-division/resources/> Scroll down to view general resources.

Topics such as Accessible Pedestrian Signals, Detectable Warning Surfaces, Guidance through Construction Areas, Need for Accessible Pedestrian Signals when Leading Pedestrian Intervals (LPIs) and Exclusive Pedestrian Phases are installed are at your disposal. Updated and new resources such as Roundabouts and Pedestrians who are Blind or who have Low Vision, and Shared Streets: Impacts for Pedestrians with Visual Impairments are coming soon.

We urge you to get involved in your local communities. There are a lot of new street designs being developed and proposed to give better access or safety for motorists or bicyclists. Some of those may negatively impact the travel of individuals who are blind or who have low vision without careful consideration during the design phase. Most street projects have a public meeting requirement and bringing up accessibility concerns early in the project can make a big difference in the final outcome.

Email us at OandMEAC@gmail.com. Please let us know what you would like us to do and how we can be more helpful to those of you in the field.

References

Elliott, J., Lohse, K., Toole, J., Lockwood, I., Barlow, J., Bentzen, B., & Porter, C. (2017) *Accessible Shared Streets: Notable Practices and Considerations for Accommodating Pedestrians with Vision Disabilities*, Washington, D.C.: Federal Highway Administration. FHWA-HEP-17-096

DISTRICT REPORTS

District 3 – Maggie Winn

Illinois, Indiana, Michigan, Minnesota, Ontario and Wisconsin

Illinois

Youth Programs at the Chicago Lighthouse

Youth Transition Program/Teens and Young Adults

At The Chicago Lighthouse, we create a nurturing environment that supports people who are blind and vision impaired in all areas of life. Our Youth Transition Program provide teens and young adults (ages 15 – 24) with the tools they need for independence. We host a variety of experiences designed for youth who intend to live independently, seek competitive employment, and/or attend a vocational training program or college upon graduation from high school. We'll work with each participant to address his or her individual needs and challenges.

FIRST JOBS Summer PROGRAM

This unique vocational program combines classroom learning, on-site orientation and paid work experience for youth who are blind or vision impaired. During the first week, students attend classes on resume writing, career planning, disability disclosure, nonverbal communication skills, self-advocacy, conflict resolution and mock interviewing. An orientation and mobility specialist helps each student orient to his or her workplace. Together with the team, First Jobs participants learn to function confidently and independently in their jobs. For the next six weeks, they will work at a designated site as paid intern employees, with the possibility for competitive employment.

SUMMER IN THE CITY

Summer in the City is a five-day residential program designed to assist youth who are blind or visually impaired as they learn and practice basic life skills. By combining life-skill lessons with adventures and socialization, students overcome their hesitations and fears. Summer in the City youth spend the week living in a dorm environment in Chicago, where they attend daily classes in technology, mobility, communications, fitness and daily living skills. During the afternoons and evenings, participants travel throughout the city on foot, as well as by bus and train, to explore Chicago's many attractions, such as Wrigley Field, Shedd

Aquarium and the Lincoln Park Zoo. They also enjoy theater, boating, indoor skydiving, and rock climbing, while sampling a variety of cuisines in Chicago's many restaurants. Students make lasting friendships as they connect and bond with peers who experience the same challenges.

For more information, please contact:

Shelle Hamer
Manager, Youth Transition Program
(847) 510-2055/cell: 847-508-0600
Shelle.hamer@chicagolighthouse.org

Michigan

MAER Outreach and Recruitment Committee

MAER is looking for individuals who would like to be part of the Outreach and Recruitment Committee. Participants in this committee can earn ACVREP credit for their services.

Leader Dogs for the Blind is accepting applications for Accelerated Orientation and Mobility, a one-week program that allows your clients to enhance their skills, and then continue training with their local COMS upon their return home.

For more information, visit <https://www.leaderdog.org/programs/accelerated-om-training/>

Opportunities Unlimited for the Blind's camps

June 16-21 Cooking and Serving camp (ages 10-19)
June 23-28 Cooking and Jamming camp (ages 7-14)
June 30-July 4 Elementary camp (ages 7-12)
July 11-19 Adventury Trip (Hocking Hills, OH) ages 10-19
For more information visit www.oubmichigan.org

Minnesota

AER is looking for members to serve as Chapter President, Treasurer and Secretary for Minnesota. If you are interested, please send an email to aer@aerbvi.org.

The Lighthouse Center for Vision Loss in Duluth has upcoming camps for Transition age youth (14-21).

<https://www.lcfvl.org/transition>

This year's School Year Transition Program has two main focuses: 1) Orientation and mobility, especially city travel; 2) technology skills for college and career

If you are interested, please fill out the Short Lighthouse Application <http://lcfvl.org/transition> to let us know of your interest.

Contact your state counselor to inform them of your possible interest.

For more information on the School-Year Transition Program, call (218) 624-4828.

DISTRICT 5: Amanda Stolz

Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Puerto Rico, Tennessee

South Carolina

The South Carolina AER annual conference in Myrtle Beach will have an overall theme of Transition with a full day of O&M sessions running concurrently on the final day. Visit <http://www.scaer.net/> for updates and registration information.

District 6 – Valery Kircher

Delaware, Maryland, New Jersey, Ohio, Pennsylvania, Virgin Islands, Virginia, West Virginia, Washington D.C.

Pennsylvania

The Pennsylvania Department of Labor & Industry, Office of Vocational Rehabilitation's Bureau of Blindness and Visual Services (BBVS), in partnership with the Pennsylvania Department of Education, Bureau Of Special Education's Pennsylvania Training and Technical Assistance Network (PaTTAN) and Pennsylvania State University's College of Education and College of Health and Human Development, in conjunction with Penn State Conferences and Institutes, hosts the Summer Academy for Students who are Blind or Visually Impaired at Penn State's University Park campus. The 2019 program runs from Saturday, July 13 through Friday, July 26.

Summer Academy is a two-week, intensive program focused on enhancing independence skills for students transitioning to post-secondary education. It is available at no cost to eligible students currently enrolled in 9th, 10th, 11th or 12th grade and who anticipate attending a two- or four-year college or technical/trade school after graduation.

The academy's primary focus includes: daily living activities; career awareness; low vision rehabilitation and access technology, travel, social, self-advocacy and networking skills enhancement. All students attending the academy reside at Penn State University in a dormitory. There the students share rooms with other students, eat meals in a campus dining hall and immerse themselves in other activities reflective of college life. The program also offers a STEM weekend, in partnership with PSU, Science U and the Materials Research Science & Engineering Center. Skills that the summer program focus on are: Orientation and Mobility, STEM, Rehabilitation Teaching activities of daily living), Vocational Rehabilitation, low vision, technology just to name a few! The web site link is as follows: [Pennsylvania BBVS](#)

Virginia

Virginia is also offering summer programs for youth in the form of LIFE and LEAP. These programs take place over summer break at the Department for the Blind and Vision Impaired's Rehabilitation Center in Richmond Virginia.

LIFE is a five-week residential summer program for high school-aged blind and vision impaired youth who want to learn the skills of blindness, participate in a college preparation or career exploration program, develop positive strategies for dealing with misconceptions about blindness, and have fun while getting to know their blind peers.

Learning Excellence in Academics Program (LEAP) is a three-week collaborative program between Virginia Commonwealth University (VCU) and the Virginia Rehabilitation Center for the Blind and Vision Impaired (VRCBVI). This opportunity for rising high school juniors and seniors and high school graduates from spring 2019 to assess college-readiness skills, enhance awareness of the academic and blindness-related demands of college, and evaluate ability to manage time and priorities. Classes are taught on the VCU campus by college professors and/or graduate students and are graded according to collegiate standards (not reflected on transcript).

Maryland

MSB Camp Abilities is an overnight sports camp held annually in the summer for youth ages 9-17 who are blind or visually impaired. The camp is held on the campus of MSB every summer, usually in the month of July. Activities include Swimming, Beep Baseball, Goalball, Beep Kickball, Soccer, Fitness Activities, Camp Fires, Field Trips and Social Time.

The cost of the 5-day camp is \$175.00. MSB Camp Abilities will be held from **July 15 – 19, 2019. Registration is now open!** See [MSB Camp Abilities Flyer 2019](#) or [MSB Camp Abilities Spanish Flyer 2019](#) for more details and register at [2019 CA Registration](#)

MSB Camp Abilities at Lions Camp Merrick is a 5 day overnight outdoor education camp for youth ages 9-17 who are blind or visually impaired held at Lions Camp Merrick on the beautiful Potomac River in Nanjemoy, MD. The cost of the camp is \$550.00 and will be held from **July 28 – August 1, 2019. Registration is now open!** See [MSB CA Lions Camp Merrick Flyer 2019](#) or [CA Lions Camp Merrick Spanish Flyer 2019](#) for more details and register at [2019 CA LCM Registration](#)
The following forms must be completed in order to attend MSB Camp Abilities or Camp Abilities at Lions Camp Merrick; if your child is attending both camps, only ONE set of forms is needed.

Mastering Independence Skills Through Living Experiences (MISLE) is a worked based, residential (M-F) program for students with visual impairments ages 14-21 years of age, designed specifically to provide intensive instruction in the areas of organization, work experience, social skills, mobility and more. This program runs for 4 weeks each summer. MISLE will be held from **July 8 – August 2, 2019. Registration is OPEN!** See [MISLE 2019 Flyer](#) for more information and register at [2019 MISLE Registration](#)

TRECCCK FOR SUCCESS

BECOMING THE BEST YOU CAN BE THOUGH THE ECC

Because it's never too soon to teach students skills they need to be prepared for life, MSB's TRECCCK FOR SUCCESS is a free one-week program that provides instruction in the Expanded Core Curriculum (ECC) through fun themed classes and activities. See [2019 TRECCCK for Success Flyer](#) for more information
July 8 – 12, 2019 – Elementary Week (students entering 1st – 5th grades). Register now at [TRECCCK Elementary Registration](#)
July 22 – 26, 2019 – Middle/High Week (students entering 6th – 10th grades).
The website for the various Maryland programs is the Maryland School for the Blind web site: <https://www.marylandschoolfortheblind.org/current-events/outreach-events/>

NEW JERSEY

Camp Marcella

Welcome to Camp Marcella. New Jersey's premier residential summer camp ground designed specifically for children and teens with blindness, visual impairments and special needs. It is located at 27 Durham Road, Rockaway, NJ. These pages will provide you with a comprehensive overview of our facilities.

Camp Marcella is the facility designed and owned by the NJ Camp for Blind Children (NJCBC) incorporated, a non-profit organization started in 1947. At that time a casual type of camp facility existed, but to many parents it lacked the advantages of a complete camping experience. So NJCBC began recruiting the right people for the right job. With the physical work and contributions of over 1300 organizations and individuals including the Lions Clubs of New Jersey, Camp Marcella opened its gates that very summer, and has been going strong since!

Today Camp Marcella comprises over 200 acres of woodland surroundings and a clear fish laden lake, with all of its facilities designed for the best possible care of visually impaired children.

The camp is located in one of the few areas of New Jersey that has not been touched by suburban sprawl. Camp is adjacent to the Pequannock Watershed, Fanny State Park and a large Boy Scout Reservation. The combination of abundant wildlife, woods, lakes and serenity brings campers to an idyllic setting.

The objective of NJ Camp for Blind Children Inc. is to provide, promote and maintain a recreational, educational and rehabilitative camp primarily for visually impaired children. <http://campmarcella.org>

Helen Diller Camp

THE HELEN Vacation Home Blind and visually impaired children have been enjoying an all-expense-paid one-week summer vacation at the Helen L. Diller Vacation Home for Blind Children since 1972. For eight weeks each summer, between mid-June and mid-August, the Home operates a camp that offers many of the participants their first experience of feeling sand between their toes or tasting saltwater on their lips.

The campers range in age from 7 to 15 and the Home can accommodate 20 campers each week. We are located in a residential community, two blocks from the Atlantic Ocean, in Avalon, New Jersey.

For many children (ranging in age from 7 to 15), a stay at the Home is a first-time vacation at the shore. In addition to spending warm and sunny days at the beach, the campers also enjoy many recreational activities.

An afternoon at Morey's Pier, a boat ride hosted by the Yacht Club of Stone Harbor and a visit to the Cape May County Zoo are just a few of the highlights. Campers also attend musical events at Veterans Plaza and are introduced to the sounds of an orchestra by a Bay-Atlantic Symphony musician. Dining at local restaurants and dessert at ice cream parlors is a camper favorite. Hanging out at the Home with friends is a way to unwind after a day full of activities. But it doesn't take the place of talent night, or our own Avalon Idol karaoke. An attentive staff helps each child feel at home and write to their families as well as the businesses that help make their vacations possible. This is a place where children as well as counselors are eager to return for enjoyment and camaraderie. It is where lifetime memories are made.

The link to the Helen Diller Camp: <http://www.dillerblindhome.org/about-camp>

Delaware

Welcome to Camp Abilities DE! July 21-25 2019

Camp Abilities Delaware is an educational sports camp for children ages 5-21 who are blind or have low vision located in Felton, DE at Killens Pond State Park. Camp Abilities Delaware is a day camp experience that introduces children to a variety of sports, including cross-country running, field events, golf, 5-a-side, soccer, team building, lacrosse, beep kickball, rugby, football, boating, and dance. The purpose of the camp is to empower children to be physically active, improve their overall health and wellness, encourage them to make food choices that support an active lifestyle, and develop their confidence and self-esteem through sport and physical activity. Children receive one-on-one instruction during all physical activities and events. Camp is offered free of charge, and transportation is available to Delaware residents.

The web site is: <http://www.campabilitiesdelaware.org/>

Ohio

WELCOME TO Highbrook Lodge – WHERE WE SEE CAMP DIFFERENTLY!

Thousands of children, families, and adults have walked the trails of Highbrook Lodge over the past 90+ years. They've witnessed how the spirit of camp – embodied by our campers, staff, and friends – makes Highbrook Lodge one of the best places on earth.

All of our campers, aged 0-99, are individuals with low vision or blindness. We offer them a safe, well supervised, and supportive environment. We also foster a close-knit community where everyone is accepted and where friendships flourish. This is evident in the fact that most of our campers return summer after summer, calling Highbrook Lodge their home away from home!

We believe that summer camps provide a unique environment that promotes lasting positive effects for the lives of our campers, including the space to make and maintain friendships; relax and play; develop further

independence; be outdoors; and be unplugged. At Highbrook, we also promote strengths-based therapeutic recreation, designed to assist our campers in their vision rehab process while providing a fun and safe outdoor environment.

Highbrook Lodge is proud to be accredited by the American Camp Association. We also ensure that a licensed medical professional is always on-site. We provide well-balanced, nutritious meals and our property is well maintained and equipped with accessible facilities, guide wire, and comfortable sleeping arrangements. **To learn more about all that Highbrook Lodge has to offer you and your family, please explore our subpage links to the left.** <http://www.clevelandsightcenter.org/highbrook-lodge>

Questions or inquiries, please contact:
Jenny Schaeffer - Camp Manager
jschaeffer@clevelandsightcenter.org
216-791-8118 ext. 4596

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Visit the O&M website for a list of Committees: <https://aerbvi.org/oandmdivision>

Susan Langendonk, Editor
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Next deadline: September 1, 2019

Association for Education and Rehabilitation of the Blind and Visually Impaired
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