

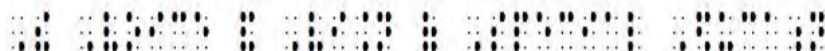
**Summer 2023 Back to School Issue**



# **Visual Impairment and Deafblind Education Quarterly**

Volume 68, Issue 3

The Voice and Vision of Special Education



Cover photo description: The cover photo contains an image a piece of smooth brown wood has silver nails creating the outline of a human figure, who is facing right, kneeling while preparing to throw a goalball underhand. The human figure has been strung with black string, with many layers of string visible wrapped around the nails, in an effort to fill in the shape. The goalball is filled in with blue string, and the goggles with white string.

Photo submitted by the ND Vision Services/School for the Blind. A high school student from Devils Lake, ND, created this nail and string art piece last fall while attending a program at ND Vision Services/School for the Blind. Nails were hammered into a block of wood in the shape of a goalball player, and then string was wrapped around the nails to “color in” the player. She used different colored string to represent the human figure, the goggles, and the goalball.

This is a publication of the Council for Exceptional Children's Division on Visual Impairments and DeafBlindness (CEC-DVIDB). Advertisements included in this issue are not endorsements of products or services, and individual views of authors are not necessarily the official position of CEC and/or DVIDB.







# Seeking Scholars for New Federal Grant Opportunity

**Project Title:** LIBROS (*Low-Incidence Interdisciplinary Scholars Building Reading Opportunities for Social-Emotional Resiliency*)

## **Benefits**

- Up to 90% tuition remission for core courses and master's sequence
- Enrichment from scholars and experts in the field of visual impairment, literacy, social-emotional learning, libraries, and inclusive education

## **Eligibility Criteria**

- Be enrolled in the O&M or VIL program
- Commit to complete the three course master's sequence leading to a master's degree
- Commit to interdisciplinary enrichment activities, including practicum, minimum of three full days, dates TBD
- Commit to pay back in service time supporting children and youth ages 0-21; one academic year of training results in two years of service time
- Be willing to complete a 2-credit course focused on inclusive literacy offered in Summer, 2024
- Be a U.S. citizen

## **Interested?**

For more information contact:

Orientation & Mobility Program  
Amy Parker — [atp5@pdx.edu](mailto:atp5@pdx.edu)

Visually Impaired Learner Program  
Holly Lawson — [hlawson@pdx.edu](mailto:hlawson@pdx.edu)

# Table of Contents

## Volume 68, Issue 3

Page	
7	Message from the Editor <i>Kathleen M. Farrand, Ph.D.</i>
10	President's Message <i>Kathleen Stanfa, Ph.D.</i>
14	Supporting Learners Using a Whole Child Approach: Online Modules You Can Use to Help Team Members Make Connections <i>Heather Herbster, Ph.D.</i>
23	Our Mission: Educating and Advocating for the BVI Community in North Dakota <i>Emily Stenberg Brown, M.S.</i>
36	North Dakota Dual Sensory Project <i>Lacey J. Long, M.Ed.</i>
43	University of North Dakota Visual Impairment: Specialization <i>Renae Bjorg, Ph.D.</i>
51	Foundation for Blind Children: Finding Solutions Through Innovation and Passion <i>Max Ashton, B.A.</i>

# Table of Contents

## Volume 68, Issue 3

### Page

- 63 Mary Lou Fulton Teachers College at Arizona State University:  
Special Education with a Concentration in Visual Impairment  
*Carlyn Ludlow, Ed.D., & Kathleen M. Farrand, Ph.D.*



VIDBE-Q is looking for companies, schools, and organizations to advertise in 2023.

# Calling all Advertisers



PLEASE CONTACT THE EDITOR-KATHLEEN.FARRAND@ASU.EDU

## **Sizes available:**

- 1/2 page ads**
- Full Pages ads**

## **Package options:**

- Single issue**
- 2 issues**
- 4 issue package (BEST VALUE)**
- Create your own package**

# Message from the Editor

**Kathleen M. Farrand**

Associate Professor, Arizona State University

[Kathleen.Farrand@asu.edu](mailto:Kathleen.Farrand@asu.edu)



Happy Summer! I hope all of you are staying cool and taking time to relax, reflect, and recharge for the upcoming school year. The Summer Back-to-School issue provides information about modules and programs in North Dakota and Arizona supporting individuals who are blind, low vision, and deafblind and preparing future teachers of students with visual impairments.

In the first article, Heather Herbster describes modules focused on supporting learners who are blind or visually impaired. Herbster provides

information to support classroom teachers, administrators, related service professionals, and families with modules focused on supporting the whole child.

The next three articles are focused on programs in North Dakota. The first feature article on North Dakota, highlights the North Dakota Vision Services/School for the Blind (NDVS/SB). Emily Stenberg Brown provides readers with the history of NDVS/SB and a look at all the programs that they offer to individuals of all ages with visual impairments in North Dakota. The second North Dakota feature article is by Lacey J. Long, Project Director and Principal Investigator for the North Dakota Dual Sensory Project. Long shares important information about the North Dakota Dual Sensory Project that provides services for children and youth from birth through age 21 who are deafblind in the state of North Dakota. The third North Dakota feature article is by Renae Bjorg, coordinator of the Visual Impairment specialization for the Master's in Special Education programs and certificates at the University of North Dakota (UND). Bjorg provides readers with information about the history of the UND program, degrees offered, unique features, and program size.

The final two articles of the summer issue focus on the state of Arizona. The first feature Arizona article on Foundation for Blind Children (FBC) by Max Ashton. Ashton provides a history of FBC and information about their services, preschool, library, and all that they do to support individuals with a visual



impairment in Arizona. The issue concludes with an article on the Special Education with a concentration in Visual Impairment program at the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University. Carlyn Ludlow and I describe the creation of the program, courses offered, and the undergraduate program design at MLFTC.

Thank you to all the authors and advertisers that contributed to the summer issue. I wish you all a successful and engaging school year.



# President's Message

**Kathleen Stanfa,**

Professor, Kutztown University,

[stanfa@kutztown.edu](mailto:stanfa@kutztown.edu)



It's that time again! Are you ready for the new school year? There is always a lot of work to do before students arrive. I hope you will set aside some time to read this latest issue of *VIDBE-Q* where you can learn about innovative programs and practices that we trust will both educate and inspire you.

Connecting with others in the field, whether across the country or across the hallway, is an important component to keeping current with best practices and can enhance your commitment and motivation as a vision professional. As you are no

doubt aware, teacher attrition and teacher shortages are front and center in the news today. Overall, data indicates that as a whole, education is a profession that loses close to 50% of its workforce in the first five years of their careers.

Obviously, teaching is challenging. It can test our confidence, deplete our patience, and even break our hearts. You need to have a level of emotional resilience most other jobs don't require.

At this particular time, as the cumulative impact of the pandemic on schools becomes clearer, teaching may be harder than ever. The need to cultivate resilience, to be able to bounce back from adverse circumstances, is more important than ever. I don't think our training fully prepares us to be resilient. What habits have you developed that build resilience? What practices can you engage in to renew your passion? The beginning of the school year is an ideal time to reflect on your "why." It's also a great time to clarify your values to help you develop a strong a sense of purpose. Knowing your purpose makes it more likely you will be able to handle difficult situations in ways that align with that purpose.

One habit that your membership in DVIDB facilitates is building a community with colleagues. Connections with others who have similar interests reinforces why we became vision professionals and helps build resilience. DVIDB is proud to offer opportunities throughout the year to support your continued learning and networking. Be sure to watch your email for our upcoming fall

webinar which will explore wellbeing for families of children with deafblindness.

We look forward to you joining us. Remember, when you need to find new ways to effect change and thrive in your work, DVIDB is here to support you.

I wish you a happy and productive school year!



# CONNECTCENTER

Connecting people with useful information and resources

The APH ConnectCenter offers curated advice and resources to assist children, parents, adults and job seekers who are blind and visually impaired and their associated professionals.



**Vision  
Aware™**

For adults and seniors  
[www.visionaware.org](http://www.visionaware.org)



**Career  
Connect®**

For job seekers  
[www.aphcareerconnect.org](http://www.aphcareerconnect.org)



**Family  
Connect®**

For families and parents  
[www.familyconnect.org](http://www.familyconnect.org)



**TransitionHub™**

Connecting students &  
families to transition resources

Looking for information and resources related to vision loss?  
Our information and referral line is here to help.  
(800) 232-5463 Mon-Fri 8am to 8pm ET  
or email [connectcenter@aph.org](mailto:connectcenter@aph.org)



# Supporting Learners Using a Whole Child Approach: Online Modules You Can Use to Help Team Members Make Connections

**Heather Herbster**

Outreach Center for Deafness and Blindness at OCALI

[Heather\\_Herbster@ocali.org](mailto:Heather_Herbster@ocali.org)

**Target audience:** Classroom Teachers, Administrators, Related Service Professionals, Families

Are you looking for resources to share that can help teams think more holistically, and build awareness, in the area of visual impairment related to using a whole child approach? What needs to be considered when making sure a student feels safe during a fire or tornado drill? Are students learning to make healthy choices at lunch because they are clear about what options are available at every meal? Are the access needs of students regularly considered and addressed by each team member, and if they aren't, what can we do about it? If any of these ring true,

then the whole child modules in the [Supporting Learners Series: Students who are Blind or Visually Impaired](#) are designed with you in mind.

## Figure 1

*Supporting Learners Series: Students who are Blind or Visually Impaired*



*Note.* Logo of Outreach Center for Deafness and Blindness. Six closeup pictures of smiling adult, females.

As educators and family members of children who are visually impaired, one of our goals is to equip children with information and skills to have the

potential to be their best selves every chance that we get. We know that developing different skills so that they are knowledgeable and resourceful contributes to the potential of each learner. Thinking about what supports children need is something people in the field of visual impairment do every day. We regularly consider things like assessment, what skills need to be developed, instruction in the areas of the Expanded Core Curriculum, adapting environments and materials.

Most of the time, focusing on doing what we can to assess and address each child's unique needs is something we manage directly with the child and the support we offer to team members. There are many people who contribute to our children's lives. This means that a lot of time can be spent building the awareness and understanding of those individuals. This is important because these perspectives have an impact on a student's learning so knowing what things to consider helps each of us make the most of every learning opportunity. That's what makes thinking about the whole child in these instances so important and what drove the development of these modules with a focus on a whole child approach as part of the [Supporting Learning Series: Students who are Blind or Visually Impaired](#).

When we talk about supporting a student using a whole child approach, what does that really mean? Taking a whole child approach helps us focus beyond solely academics to include thinking about a student's social-emotional, physical and

safety needs. In Ohio, like other states, we use the Whole Child Framework in schools and districts to broaden the focus when planning to support each student's needs. The development of the modules aligns with that work in a way that helps build capacity around supports that are meaningful and necessary for students who are visually impaired.

## Figure 2

*Image of Shannon Cuniak*



*Note.* Woman with shoulder-length brown hair. Text reads presented by Shannon Cuniak, M.Ed., TVI, COMS

Each module focuses on one of the five tenants of the Whole Child Framework, which is presented by Shannon Cuniak, M.Ed., TVI, COMs and includes interviews with five additional TVI from around the United States. The modules include:

- *The Whole Child: Being Healthy*
- *The Whole Child: Being Safe*
- *The Whole Child: Being Supported*
- *The Whole Child: Being Engaged*
- *The Whole Child: Being Challenged*

### Figure 3

#### *Whole Child Star*



*Note.* Star with the words whole child in the middle surrounded by the words safe, engaged, supported, challenged, and healthy.



The whole child's approach to learning embraces the concept that education should consider all influences on a child's development. As professionals in the field, you will notice similarities with discussions you have had about skills and instruction related to the Expanded Core Curriculum. These skills, along with the whole child approach support nurturing all areas of children's development and learning, from social-emotional and cognitive skills to academic content that enriches their daily lives. It encourages learning and thinking by being responsive to preferences, needs, and abilities, allowing children to actively participate and engage with the world around them.

What makes this series so unique is that it gives you the opportunity to learn about aspects of the whole child approach and share the perspectives of multiple Teachers of the Visually Impaired (TVIs) on each. The design for each of the five modules is simple:

- **Introduction:** offers an overview of one tenant of the Whole Child Framework,
- **Getting the TVI Perspective:** Q/A with a TVI about a student they've worked with and how the tenant has played a role in the child's life, and
- **Review:** provides a quick review that includes resources that were discussed.

## Figure 4

### *Computer Screen with Module Dashboard*



*Note.* Text reads the design is simple. Set up a free account and have access to the dashboard anytime to keep track of progress.

Here are some benefits that the series has to offer:

- One-hour modules that can be accessed anytime for free.
- Clear objectives.

- Overview of each of the five tenants of the Whole Child Framework.
- Examples from five TVIs about students they've served.
- Pre- and Post-Assessment.
- CEU credit including ACVREP.

Take a minute to find out more about these resources and others on The Outreach Center for Deafness and Blindness at OCALI's [Learning Hub](#).

Decades of research have shown the need for education strategies that recognize the connections between children's social, emotional, cognitive, and academic development, and their physical and mental health. We know that when students are healthy, feel safe, are supported through strong systems and relationships, are challenged and experience success, and are engaged in learning that is relevant and meaningful, they are more likely to enjoy learning, develop positive social skills and achieve greater success. We invite you to come and explore to see what these modules have to offer. You may even see a familiar face. For more information reach out to [heather\\_herbster@ocali.org](mailto:heather_herbster@ocali.org).



# The Future Belongs to Everyone

APH is committed to building a future that belongs to everyone by offering a wide selection of inclusive and accessible products, and valuable resources, to support those who are blind and visually impaired, are [deafblind](#), have [CVI](#), or [multiple disabilities](#).

From products that support braille literacy and low vision, to physical education, fine arts, math, health and science, and more: begin building your toolkits for inclusive learning by reading our [Toolkit blogs](#).



## APH ConnectCenter

The [APH ConnectCenter](#) offers curated advice and resources to assist children, parents, adults, and job seekers who are blind and visually impaired, and their associated professionals. It includes:

- [VisionAware](#): for adults and seniors
- [FamilyConnect](#): for families and parents
- [CareerConnect](#): for job seekers
- [Transition Hub](#): for school-age youth planning for graduation and life after college
- [ConnectCalendar](#): for people and organizations to find and share info about upcoming events in the field of blindness and visual impairment
- **Information & Referral Hotline (800-232-5463)**: for answers to questions related to visual impairment and blindness

## APH Hive

The APH Hive is a virtual platform bringing free eLearning and professional development opportunities right into the comfort of your home or office and is perfect for busy educators and families! Teachers, parents, and students can buzz over to [aphhive.org](#) and browse through a variety of bite-size courses related to visual impairment, relevant to serving students from birth through graduation.



## APH Press

APH Press is a scholarly press which publishes informative, well-researched, and innovative texts which enable people who are blind and visually impaired, their families, and the professionals who support them, to maximize their potential in society. [Learn more about APH Press](#), visit the [APH Press resource page](#), and [download the Press Catalog](#).

APH's mission is empowering people who are blind or visually impaired by providing accessible and innovative products, materials, and services for lifelong success. To learn more about APH and our products and services, [visit APH.org](#) today.

# Our Mission: Educating and Advocating for the BVI Community in North Dakota

**Emily Stenberg Brown**

North Dakota Vision Services/School for the Blind

[estenber@nd.gov](mailto:estenber@nd.gov)

[North Dakota Vision Services/School for the Blind](#) (NDVS/SB) provides statewide leadership, center-based programming, and regionalized outreach services ensuring that the specialized needs of persons of all ages who are blind or visually impaired are met. NDVS/SB is a division of the Department of Public Instruction and is located in Grand Forks, with regional offices in Fargo, Jamestown, Minot, Dickinson, and Bismarck. The mission of NDVS/SB is: *We are educators and advocates partnering with related agencies to provide individualized services and resources to infants, children, and adults with visual impairment to empower them in achieving their goals.*

## **History of NDVS/SB**

In 1908, the North Dakota Asylum for the Blind opened in Bathgate, a small town in the northeast corner of North Dakota, with 18 students and 2 teachers. B.P. Chapple served as superintendent of the school for its first 37 years. The first biennial report states that “the purpose of the school is to educate and train blind



persons and persons of seriously defective sight to make them happy, intelligent, and self-reliant and to equip them for self-support and good citizenship.” In 1918, the “asylum” for the blind became the “school” for the blind.

### **Figure 1**

*School 1908*



*Note.* The original site of the North Dakota School for the Blind was in Bathgate, which is in the northeast corner of the state. It opened its doors in 1908 and was originally called the North Dakota Asylum for the Blind. Image Description: A large brick building with a peaked roof and lower wings on either side. A large lawn is in front of the building with a line of trees and a dirt path on each side. A flagpole stands at the front center of the building but no flag flies from it. Windows line each of the three floors of the building. Stairs in the center of the building lead to three front entrance doors.

In 1959, state legislation was passed to relocate the school to property on the University of North Dakota campus in Grand Forks. In 1961, a modern facility opened its doors, with residential areas, a library, a gym, and even a pool. Residential services continued at its new location, and many day students attended as well.

## Figure 2

### *GF Dorm Room*



*Note.* The new School for the Blind opened in Grand Forks in 1961. Residential students stayed in modern dorm rooms. The residential school closed in the 1990s, and since then, NDVS/SB has provided outreach services and short-term programs. Image Description: Black and white photo of two teenage girls in a dorm room that has two twin beds, a desk with a chair, an armchair, and a lamp. A window along the back wall is open and another building can be seen out the window. One girl straightens the quilt while standing at the head of a bed, while the other is sitting in the chair reading a braille book.

In the early 1990s, mainstreaming students became more prevalent, and there was less need for a residential school in North Dakota. In 1994, state legislation was passed that changed the focus of programming to an outreach model. Renovations of the facility followed, converting residential areas into instructional centers and offices. A store was opened to provide a convenient source of low-vision aids to students, clients, and the general public, and this service, which sells aids with no mark-up, is still offered today.

In 2001, the state legislature officially changed our name to North Dakota Vision Services/School for the Blind. This was done to emphasize the fact that we now serve people of all ages, not just school-age students.

### **NDVS/SB Today**

Today, North Dakota Vision Services/School for the Blind serves people with visual impairment from birth to death. We specialize in Outreach Services across the state and Short-term Programming (STP) at our facility in Grand Forks. For our Outreach Services, seven regional coordinators serve students aged birth to 21 across eight regions. One adult service provider serves the eastern half of the state, and another serves the western half. Other staff provide specialized Outreach Services for orientation and mobility, assistive technology, braille, and daily living skill as needed.

### Figure 3

#### *Courage Ceremony*



*Note.* Adults who attend a week of programming at NDVS/SB celebrate their accomplishments during a Courage Ceremony before heading home on Friday afternoon. Image Description: Six women stand in a line shoulder to shoulder smiling at the camera. Each are holding a certificate in front of them that reads “Certificate of Courage” along with a raised tactile image of the NDVS/SB logo which includes an outline of the state of North Dakota. At the bottom of the certificate, it states their name and “March 2023.” Two of the women hold canes.

NDVS/SB offers 13 weeks of STP at its main building in Grand Forks.

There are three weeks scheduled each year for elementary, middle, and high school students, and four weeks for adults. During adult weeks, clients go to

individualized classes during the day and also have an adjustment session each

afternoon. Their goals for the week are developed before arriving for the week-long program with the help of staff from NDVS/SB, and lessons that help them reach these goals are their focus for the week. On Friday mornings, the adults celebrate accomplishments in what our superintendent has dubbed a “courage ceremony.” After gathering clients and staff, the ceremony begins with the ringing of the original bell from 1908 to celebrate all the important learning that has occurred and the many goals that have been achieved. It is so powerful to hear participants state how their confidence has increased, and they are often eager for more learning. Most impressive and heart-warming are the comments of encouragement from each other.

During our elementary, middle school, and teen weeks, students work on individualized goals that they, their teachers, and their families write together. They also focus on Expanded Core Curriculum skills, as well as group recreation. These week-long programs offer a chance for students to lean intensely into the nine areas of the ECC and get to know other students who have a visual impairment. Because we are a rural state, many of our students are the only ones with a visual impairment in their district or school. Being among peers who also have a visual impairment and connecting with them is often the most meaningful part of the week for our students and the adult clients who attend STP.



## Figure 4

### *Tech Goal*



*Note.* All students arrive at NDVS/SB with 2 – 3 goals to work on during the week they are at the school for a short-term program. The goal could be related to schoolwork, independent living, a job or chore they are doing, or anything the student comes up with the help of their family or teachers. We are pleased to report that most students master their goal by week’s end! Image Description: A teen boy sits at a desk in an office chair looking to his right at the camera. He is smiling. Two teachers – one on the opposite side of the desk and another seated to his left – also smile. His hands on the desk reach towards an iPad with a game on it and a number board with squares and a star.



## Figure 5

### *HS Wahpeton Tour*



*Note.* During a high school program week, the focus is on transition skills and planning for the future. Students may tour a local university or community college. Pictured are seven high school students visiting the campus at the North Dakota State College of Science in Wahpeton, ND. Image Description: Three girls and four boys stand shoulder-to-shoulder next to each other in the entryway of a building. They are all looking towards the camera and smiling. A logo of a roaring wildcat is printed on the floor in front of them. Three students hold canes.

In 2021, NDVS/SB replaced its gym floor. Now, instead of it being designed as a basketball court, it is a goalball court. Each spring, we host a goalball tournament where students from the South Dakota School for the Blind and

Visually Impaired travel to Grand Forks. Families and friends of students also have a chance to watch the students compete and try out the sport themselves.

## Figure 6

### *Goalball*



*Note.* Elementary students are in position to play goalball! A coach has just given the goalball to the center on a team. Image Description: The gym at NDVS/SB has been designed to play goalball. The floor has been painted to represent the boundaries of a goalball court. The U.S. and North Dakota flags are hanging on the wall on the far side. The NDVS/SB Golden Guide logo, which features the face of a golden retriever and sim braille is painted on the right wall. Three elementary aged students are lined up along the back side of the gym, and three elementary aged students are lined up along the front of the gym, standing, sitting, or kneeling, as they prepare to play goalball. A male instructor is standing in front of the center on the opposite side of the gym. The goalball is on the floor just in front of the center on the far side.

NDVS/SB hosts an annual Family Weekend for the families we serve, allowing families to connect and learn from each other as well as from regional and national speakers and presenters. We place a high importance on empowering parents as equal partners by helping them build positive attitudes and high expectations.

### **Figure 7**

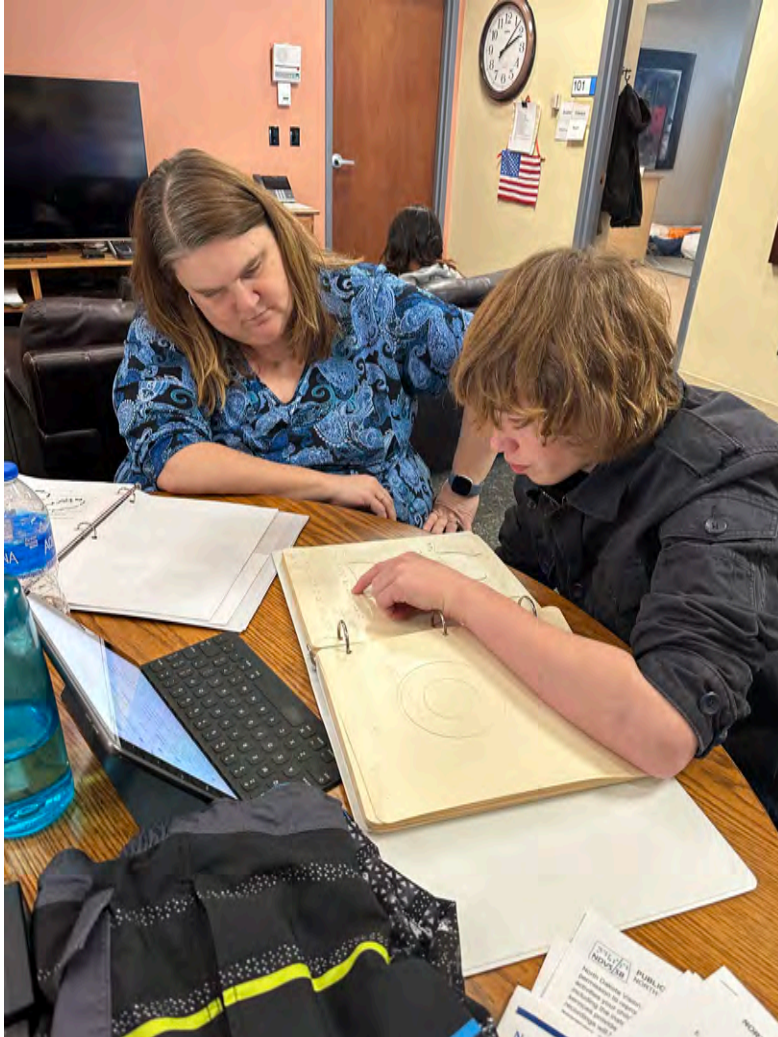
#### *Sweeping*



*Note.* During high school weeks, the teens stay in apartments on-site where they cook meals and clean up after themselves. This is a great opportunity to practice independent living skills. Image Description: A teenage boy leans over as he holds a broom and sweeps underneath a sink, bringing the broom towards him. A sink with dishes, a microwave, a mixing bowl, an oven, a block of kitchen knives, and various other kitchen items can be seen in the background on the countertop and table. The boy has black hair and is wearing a green sweatshirt and black track pants with a white stripe down the leg.

## Figure 8

### *Homework*



*Note.* Students who attend a week of programming are given time to complete the homework they are missing from their home schools, but homework time is also a chance to learn new compensatory skills or try out new technologies. Image Description: A high school student and teacher sit next to each other at a round table. The student, who is male with shaggy brown hair, is pointing to a braille word in his binder that holds tactile graphic materials. The teacher next to him is looking at the tactile images and helping him decipher the braille code. She also has a binder of printed text in front of her. A laptop, water bottles, a bag, and other print materials are scattered on the table.

NDVS/SB has served individuals of all ages since the early 1990s with the official name change emphasizing that reality in 2001. The number of individuals in every age category served is tracked on a biennial basis. For over a decade, the numbers have been very stable with over 200 adults and more than 300 infants and children served during a two-year period. Surprisingly, numbers during the COVID pandemic remained steady due to alternative methods of service delivery. It is important to note that the number of individuals served have varied frequency of service, with some only needing a few services over a short period of time, and others receiving regularly scheduled instruction over longer periods of time.

As we look forward, North Dakota Vision Services/School for the Blind sees many challenges and many opportunities. With strong legislative support, a dedicated staff, and students and clients who motivate us to continuously reflect on and improve our services, we are confident that we will be there to serve North Dakotans who need us for many years to come.



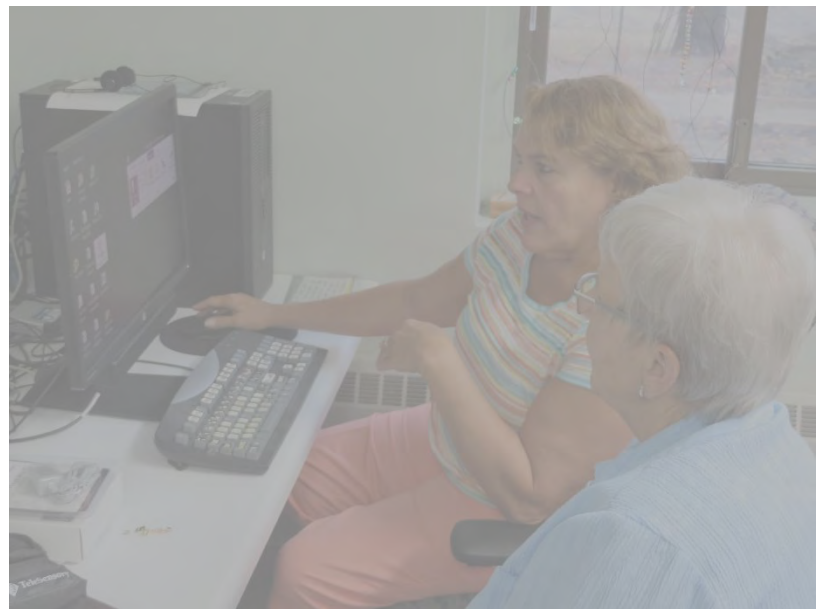
# LIFE BEYOND VISION LOSS

NDVS/SB provides training in technology, independent living skills, orientation and mobility, low vision aids, braille, adaptive techniques, recreation and leisure plus provides teletherapy.

---

Information about these services and additional resources can be found on our website [ndvisionservices.com](http://ndvisionservices.com) or by calling **1-800-421-1181**

---





# North Dakota Dual Sensory Project

**Lacey J. Long**

North Dakota Dual Sensory Project

[lacey.long@minotstateu.edu](mailto:lacey.long@minotstateu.edu)

‘Small but mighty’ is an apt descriptor to encapsule the work of the [North Dakota Dual Sensory Project](#). The project is a state and federally funded technical assistance and training program designed to enhance the provision of services for children and youth, birth through age 21, who are deafblind. The mission of the project is to help state educational agencies, local educational agencies, Part C agencies, early intervention service providers, teachers, service providers, and families address the educational, related services, transitional, and early intervention needs of children and youth who are deafblind. The ultimate goal of the project is to ensure that these youth graduate from high school ready for competitive employment, post-secondary education, or independent living options. The North Dakota Dual Sensory Project is the sole statewide entity in North Dakota that has been funded to build state and local capacity to service children who are deafblind and their families.

The ND Dual Sensory Project is comprised of a ‘small but mighty’ team that includes a Project Director and Principal Investigator (Lacey Long), a Family Engagement Coordinator (Kelly Prellwitz), and an Administrative Assistant (Jodi Patchen). Each core staff person brings specific expertise in the field of deafblindness. Key initiatives of the project include early identification and referral, secondary transition, qualified personnel, family engagement, increased access to the general education curriculum, and accurate information and census data.

The ND Dual Sensory Project is coordinated through the ND Center for Persons with Disabilities (NDCPD) at Minot State University in Minot, ND. However, the project is tasked with providing training and technical assistance for children regardless of their location within the state. These services are delivered through partnerships developed with state and national agencies, providers, and other experts within and outside of ND. Some of these vital partnerships include the ND Department of Public Instruction, Office of Specially Designed Services; ND Vision Services/School for the Blind; ND School for the Deaf/Resource Center for Deaf and Hard of Hearing; the South Dakota Deafblind Project; and the National Center on Deafblindness (NCDB).

## Figure 1

*Midwest Conference on Deaf Education in Sioux Falls, SD*



*Note.* Woman smiling in front of a table and banner displaying the “North Dakota Dual Sensory Project” at the Midwest Conference on Deaf Education in Sioux Falls, SD.

Serving as a single-state technical assistance project for the 4<sup>th</sup> least populous and 4<sup>th</sup> most sparsely populated state, with a population of less than 780,000 according to the United States Census Bureau, the ND Dual Sensory Project core staff must think creatively about project activities, as the sparse population and state’s variable weather conditions define many of the needs and

challenges of service delivery for technical assistance and training for working with children who are deafblind. As such, a key component of the project's universal and targeted technical assistance and training activities involve leveraging Minot State University's Center for Extended Learning and the ND Department of Public Instruction's Educational Hub, a state-wide online training portal open to all ND educators. The project offers training and professional development opportunities to increase the awareness of the role of teachers of the deafblind (TDBs) and interveners utilizing NCDB's *Open Hands, Open Access (OHOA): Deaf-Blind Intervener Learning Module* and *Teaching Children Who Are Deafblind: Professional Development for Educators*.

Some of the project's notable activities in the past year include hosting the ND Deaf-Blind Summer Institute, piloting a professional development series in collaboration with the state's largest school district utilizing the newly updated "Sensing and Learning" strategies from the American Printing House for the Blind (APH), presenting for the National Deaf-Blind Educator Network (NDBEN) and the Dakotas AER O&M Winter Event, and participating on committees to update the state's guidance on providing special education services for students with visual impairments, students who are deaf/hard of hearing, and students with deafblindness.

## Figure 2

### *Dakotas AER Conference*



*Note.* Three women leaning together and smiling at the Dakotas AER Conference in Aberdeen, SD. From right: Lacey Long, ND Dual Sensory Project Director; Amy Scepaniak, SD Deafblind Project Director; and Brandy Johanson Sebera, Family Engagement Coordinator for the Minnesota DeafBlind Project.

The ND Dual Sensory Project staff plans to continue this important work of providing technical assistance and training to improve outcomes for children and youth, birth through age 21, who are deafblind, through the upcoming grant cycle (2023-2028). For individuals wanting to learn more or connect with the ND Dual Sensory Project staff or their own state's deaf-blind project, they can visit the



website for the National Center on Deaf-Blindness at

<https://www.nationaldb.org/state-deaf-blind-projects/>.

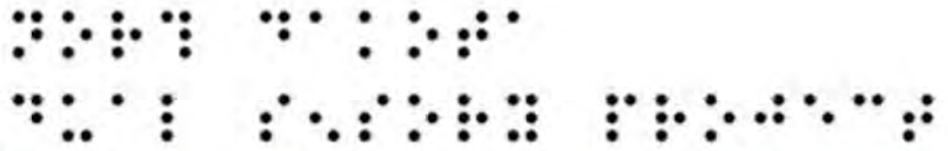
### Figure 3

*Dakotas AER O&M Winter Event*



*Note.* A group of six men and women leaning together and holding canes near a pile of snow at the Dakotas AER O&M Winter Event in Jamestown, ND. From right: Ken Dockter, Danielle Hillebrand, Erin Storhoff, Melissa Synder, and Paul Olson from ND Vision Services/School for the Blind and Lacey Long, ND Dual Sensory Project Director.





The North Dakota Dual Sensory Project is a federally-funded, statewide technical assistance and training project designed to support educators and families of children birth through 21 who are deafblind.

- DeafBlind Child Count
- Technical Assistance and Support
- "Open Hands, Open Access" (OHOA) Training Modules
- Training and Resources
- DeafBlind Advisory Council

Minot State University  
500 University Ave West  
Minot, ND 58707

Email: [lacey.long@minotstateu.edu](mailto:lacey.long@minotstateu.edu)



# University of North Dakota Visual Impairment: Specialization

**Renaë Bjorg**

University of North Dakota

[renae.bjorg@und.edu](mailto:renae.bjorg@und.edu)

## **Brief History of Program**

The University of North Dakota (UND) has proudly offered coursework towards teacher licensure/endorsement in the specialization area of Visual Impairment (VI) since the 1980's. In the first years, the courses in VI were offered at the undergraduate level for students double-majoring in general education and special education. Classes were offered on the North Dakota School for the Blind campus (renamed North Dakota Vision Services/School for the Blind). The content was delivered through lecture, hands-on activities such as dissection of a cow's eye and experiences under blindfold, and independent study. The courses met during the summer semester in an eight-week format. Financial resources to support the VI specialization were allocated via legislative approval. The success of the VI

specialization was rooted in strong partnerships between the North Dakota School for the Blind personnel and UND faculty, students, and staff. Those partnerships continue today.

## **Figure 1**

### *College of Education and Human Development*



*Note.* Sign in front of the College of Education and Human Development building where the Special Education Program and VI specialization are housed at UND.

In the past 15+ years, UND has offered the courses in special education through a 100% online, asynchronous model. Technological advances have made online teaching and learning more efficient, and online pedagogy has become more effective since the early days of online course delivery over IVAN and assignment submissions via VHS tapes mailed to the instructors.

UND's Special Education Program is accredited. It meets the standards of the Higher Learning Commission, Council for Exceptional Children, North Dakota

Education Standards and Practices Board and Council for the Accreditation of Educator Preparation (CAEP). In addition to following evidence-based practices, improvements in the courses are made as a result of the students' feedback and community needs.

### **Degrees Offered**

The University of North Dakota offers a Master's of Education (M.Ed.) degree and Master's of Science (M.S.) degree in Special Education with a specialization in Visual Impairment.

- The M.Ed. degree is designed for individuals seeking initial licensure.
- The M.S. degree is designed for those who already hold a teaching license.

UND recently met approval requirements to offer a Certificate in Visual Impairment at the graduate and undergraduate levels.

- The Certificate in Visual Impairment at the graduate level provides essential skills and practical knowledge for supporting individuals with visual impairments in educational and community settings. It meets an unfilled need for individuals with a bachelor's degree to obtain skills and knowledge about visual impairments. The certificate is dual credit, meaning credits count towards a certificate, and a master's degree at UND.
- The Certificate in Visual Impairment at the undergraduate level provides a pathway for therapists, medical personnel, parents, childcare providers, and

others to acquire essential skills and foundational knowledge to meet the needs of individuals who have a visual impairment in their prospective settings. It also provides access to coursework to those who do not hold a degree and do not wish to pursue a degree, and those who do hold a degree and wish to select courses that would fill their personal goals or to prepare for the demands of the job.

Currently, courses are generally offered once per year in either the fall, spring, or summer semesters.

### **Unique Features**

Personalized learning experiences through focus group sessions with professors and peers are optional. For example, “Practice Makes Perfect Braille” meets virtually, weekly (as per poll of the best times/dates for the students). Sessions are organized according to student needs and preferences. Students may choose which sessions they want to attend, if any. During these sessions, students ask questions, get direct instruction, collaborate with peers/colleagues etc. These sessions were designed to help students to master the braille code with confidence.



**“I’ve already started bringing some of the ideas I’ve learned in classes to the students I work with every day.”**

**Sadie Klingenberg**, *Teacher of Students with Visual Impairments (TSVI, West Fargo Public Schools)*

Another unique feature is the highly collaborative relationships among stakeholders who are invested in low incidence disability areas (deaf or hard of hearing, deafblind, visual impairment) across the state of North Dakota. Through partnership with Minot State University, The Deafblind Project, and UND our goal is to raise awareness and provide supports/resources to our students and educators who work with children and youth who have sensory disabilities.

In addition to Visual Impairment, UND offers eight other specializations including Applied Behavior Analysis, Autism Spectrum Disorder, Early Childhood Special Education, Emotional Behavior Disorders, General Special Education, Intellectual Disabilities, Learning Disabilities, and Special Education Strategist.



**Awards:**

- UND's [Special Education M.Ed. degree](#) ranks #12 on the [Top 60 Best Online Master's in Special Education 2022](#) by TopEducationDegrees.org.
- UND's [Special Education M.S. degree](#) was awarded **Best in the Midwest** by Intelligent.com and is ranked #12 overall on their [Best Online Master's In Special Education Programs of 2022](#) list.
- UND's Special Education graduate program is listed on the Top 20 Best Online Master's in Special Education Degree Programs by the [Masters in Special Education Program Guide](#).

**Figure 2**

*Note.* Child shown smiling.

“No other professional can support Jack’s vision needs, and those needs are at the top of the pyramid for us.” Elizabeth Welfl, future TSVI and mom to 4-year-old Jack who has Cortical Visual Impairment.

**Program Size**

Currently, UND has 29 students enrolled in the Master's in Special Education program with a specialization in Visual Impairment. Class sizes are generally 15 students or less in the Visual Impairment related courses. Students who enroll in our master's and certificate programs come from areas throughout the United States. Additionally, UND serves many students from Manitoba, Canada.

Applications are accepted April 1, July 15, and November 1.



**Master's Degree Special Education**

Specialization:

**Visual Impairment**

**Certificate: Undergraduate and Graduate**

**Program Description**

The Visual Impairment (VI) specialization area focuses on children and adolescents. It addresses several aspects of VI including characteristics, assessment, braille code, methods/strategies, expanded core curriculum and application in a field setting.

VI/Multiple disabilities, Deafblind, and VI/Early Intervention are also addressed.

**Offered entirely online, asynchronous!**

**Master's of Education – Specialization VI**

For individuals seeking Initial Licensure

**Master's of Science – Specialization VI**

For individuals seeking Advanced Licensure

**Certificate: Graduate (12 credits)**

Gain essential skills and practical knowledge for supporting individuals with visual impairments in educational and community settings.

- Dual certificate credits also count toward a certificate and a master's degree at UND.

**Certificate: Undergraduate (12 credits)**

The certificate provides a pathway for students, therapists, medical personnel, parents, childcare providers, and others.

- Acquire essential skills and knowledge to meet the needs of individuals who have a visual impairment.
- Prepare for the demands of the job.
- Accessible to those who do not hold a degree and those holding a degree wishing to fill their personal goals.
- Dual certificate credits count towards a certificate and a master's degree at UND.

**Accreditation**

- Higher Learning Commission
- Council for Exceptional Children
- North Dakota Educational Standards and Practices Board
- Council for the Accreditation of Educator Preparation

**Program Benefits**

**Equipping you for a transformative career in special education.**

- Be prepared for the changing world with evidence based, innovative practices in the field of VI.
- Receive personalized learning experiences and one-to-one advising.
- Small class sizes ensure rich learning opportunities.
- Make a difference in the lives of children and youth who are blind or visually impaired and their families.

**Affordable Tuition**

Students employed in North Dakota schools might be eligible for a tuition waiver. Scholarships are also available for students who qualify.

**Apply**

Contact Karen Harrie for more information about tuition requirements. [karen.harrie@und.edu](mailto:karen.harrie@und.edu)  
(701) 777-2346

**Application Deadline**

April 1, July 15, November 1

**Contact Us**

Dr. Renae Bjorg  
Coordinator, Visual Impairments Specialization  
Teaching, Leadership and Professional Practice  
Phone: (701) 777-6760



# Foundation for Blind Children: Finding Solutions Through Innovation and Passion

**Max Ashton**

Foundation for Blind Children

[mdashton@seeitourway.org](mailto:mdashton@seeitourway.org)

Until 1952, parents and families living in Phoenix, the largest city in Arizona, who found out their child was blind had no local options for care, education, or services. For these families, doing the best for their child meant they were going to have to make a difficult decision and an incredible sacrifice. Their options were limited. They could keep their child at home with family and forgo needed resources, or they could send them to the Arizona School for the Deaf and Blind, a residential school located over 100 miles away in Tucson. For four families living in Phoenix, this reality was far from acceptable, so they set out to make a change.

[Foundation for Blind Children](#) (FBC) started with one preschool teacher and four students. The first classes were taught in one family's home: a simple

beginning with a strong commitment. FBC started as the solution to a problem, and that mentality has been its guiding principle ever since. FBC looks for needs and solves problems.

Over the next couple decades, the school slowly grew, serving more students and addressing more needs. By 1975, FBC was teaching students with multiple disabilities and had begun its Early Intervention Program. As the school continued to expand, it repeatedly found itself outgrowing the spaces in which it operated. That is until, in 1993, a permanent home was established at the Rose Mofford Building in central Phoenix. Since then, two satellite campuses have been established in East and West Phoenix, and the central campus has grown to include a second, state-of-the-art building.

Though the name hearkens back to its origins as simply a preschool, FBC provides services to people of all ages who are blind and low-vision, from newborns to the oldest client at 103-years-old. The Foundation's mission is to provide education, tools, and services that enable all persons with vision loss to achieve greater independence. The 19 programs offered at FBC were all conceived out of the need to solve some specific problems and are designed to fulfill the conviction that vision loss is a diagnosis, not a barrier.



## Figure 1

### *The FBC Main Campus*



*Note.* Color photo of the Foundation for Blind Children’s Main Campus. A street view showing the unique architecture, blue Arizona skies, and bit of the desert-like landscape.

From those original students learning in a living room, FBC has grown to serve over 100 students across its campuses and over 2,000 others annually throughout Arizona. FBC is the largest preschool for the blind in the nation, and also supports a small K-4<sup>th</sup> grade elementary school. FBC’s library provides braille and large-print materials to students in 38 states. Recreation for kids and teens, College Preparation, and Career Training programs help develop skills and confidence for students to be successful throughout their lives. The Adult and

Senior programs help those who lose their vision later in life by giving them the education, training, and tools they will need to continue in their careers or to be comfortable in retirement.

## Figure 2

### *The Classrooms*



*Note.* A bustling and typical day in an FBC classroom. Pictured, a preschool room complete with cubbies, desks, and all manner of toys and educational materials. Teachers and students are busily working.

Marc Ashton, FBC's CEO, explains the organization's philosophy:

*FBC raises the expectations of our students, their families, and the community. FBC graduates have one of the lowest unemployment rates in the country because we expect our students to grow up and go to work. We expect them to do well in school. We expect their teachers to hold our students accountable. We show families that their child will succeed. Our students can and do overcome the obstacle of vision loss.*

### Figure 3

#### *Gaining Mobility*



*Note.* An FBC teacher works with a young student on mobility using a specialized chair to assist in balance and strength development.

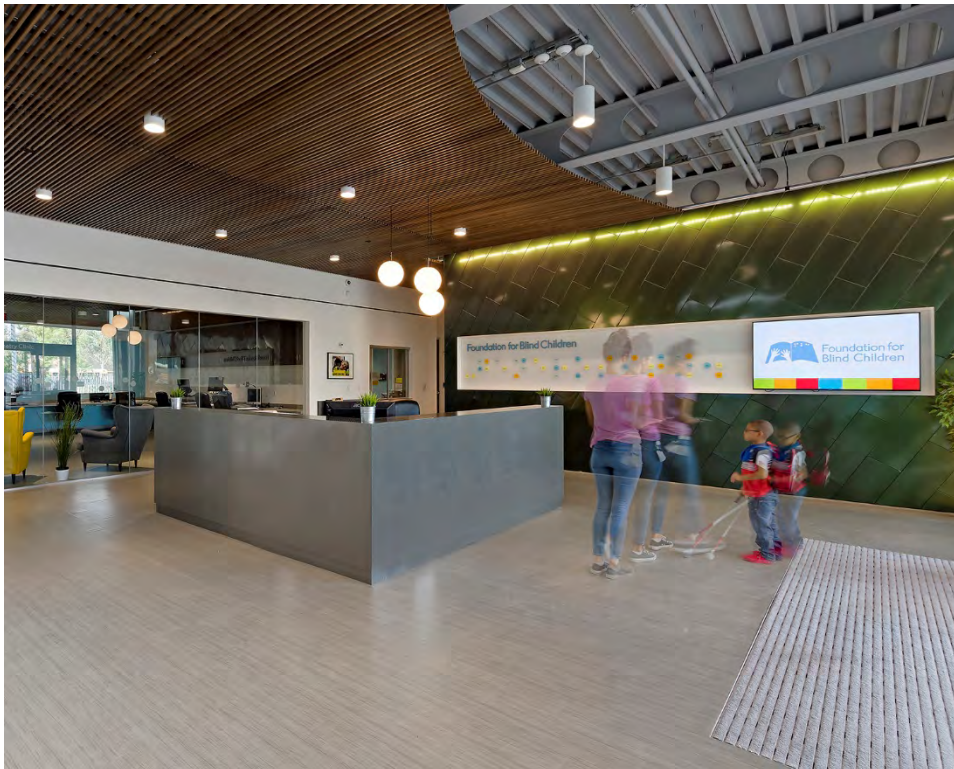
Certified as the largest preschool for the blind in the country in 2018, FBC serves many students across its three campuses. Children of all needs are served as



long as they have a visual impairment. Many FBC students have multiple disabilities, but every effort is made to give them whatever tools are needed so that they reach their full potential. Additionally, there is a small elementary school on FBC's main campus so that students requiring further time to adjust to a traditional elementary setting have the opportunity to do so. FBC's goal is to get as many students as possible back into their home schools as soon as they are ready.

#### **Figure 4**

##### *FBC Main Campus Foyer*



*Note.* Welcoming and open lobby with a student and teacher seen moving through the building.

## Figure 5

### *The Library*



*Note.* Picture shows FBC's Library. Shelves are filled with books and adorned with artwork. In the background, a Braille hard hat is visible.

FBC's support does not stop there. Even as they return to their home districts, students have access to FBC services. FBC provides itinerant teachers of students with visual impairments (TVI) to any student whose district lacks a TVI. Through this program, teachers travel to schools in metro Phoenix and to the farthest corners of the state to fill gaps and meet the needs of students. Those



students are also served by the library at FBC, which provides any braille and large-print materials that they may need. Finally, FBC provides assistive technology to students through a lease program funded by a grant from Major League Baseball.

*Without the books our transcribers provide, a blind student is invisible in a classroom. Most teachers don't understand how to meet their needs, and our library provides these underestimated students with literacy and the same opportunities given to their sighted peers.*

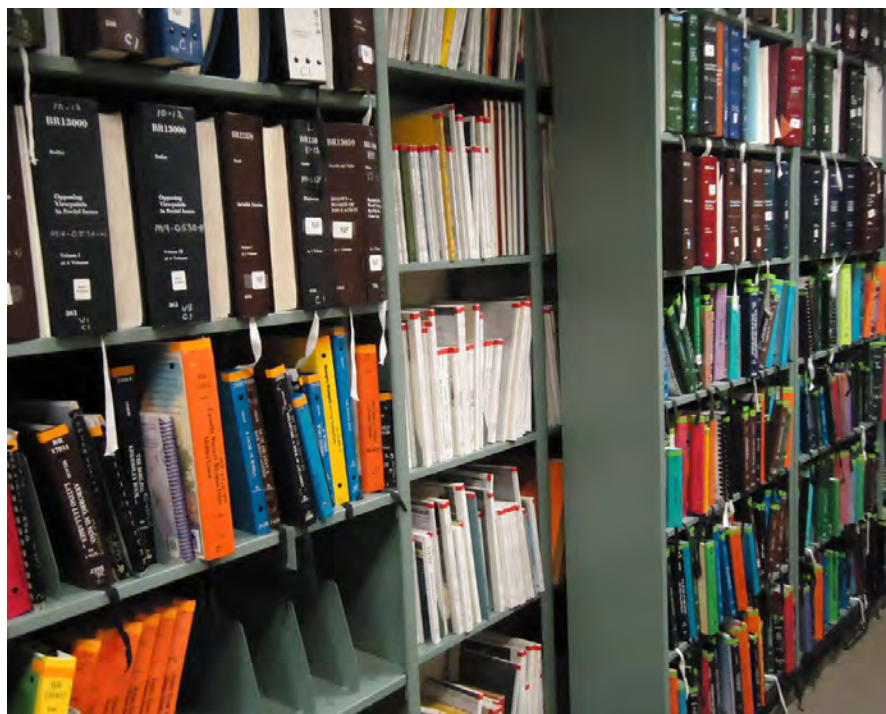
The above quote, shared by FBC's Braille Coordinator Kelly Pritts, underscores the importance of access to literature for all children. The first librarian at FBC was hired in 1960. Originally tasked with producing braille and large-print materials for FBC's small number of students, the scope of the role quickly expanded to include production and distribution of materials to other students across Arizona. Well past its humble beginning, FBC has since been tasked by the Arizona Department of Education with providing educational materials to all blind and low-vision students in the state.

Today, FBC's library not only serves students in Arizona, but is also contracted to serve students in 38 states. Tens of thousands of titles have been produced by FBC over the years. In 2018, that total was supplemented by a donation of the archives from the Jane Bente Braille Center at the New Jersey Red Cross. The FBC library is growing constantly. 126 transcribers work to produce

braille, including everything from recreational reading to advanced calculus to sheet music, but this is simply the beginning.

## Figure 6

### *Countless Titles*



*Note.* Pictured are just a small sampling of the thousands of braille titles on hand and ready for use at FBC's Media Center and Library.

In addition to large-format materials, FBC's library provides braille-on-demand services for students. This program assists students in schools that lack access to a full-time braille transcriptionist. Meant for smaller projects such as worksheets and short readings, braille-on-demand provides a loaner braille embosser to schools, and the team of transcribers deliver a 48-hour turnaround

once a teacher submits a request. With just a little heads-up planning, students across Arizona can have access to all the same materials as their sighted peers.

### **Figure 7**

#### *The Rock Wall*



*Note.* A teen with low vision ascends FBC’s indoor rock wall.

Foundation for Blind Children has come a long way from where it started. From four students learning in a living room, the organization has grown to serve thousands of people, all over the country. Since the beginning, FBC has been unafraid to take on a challenge. Every time there has been an opportunity to help people in new ways, FBC has adapted to address the needs of its community.

**Figure 8***Talent*

*Note.* A young blind girl sings into a microphone for a captive audience at FBC's End-of-Year talent show.

Problem solving has been an integral part of FBC's past, and it is the organizations guiding principle going forward. FBC has been a leader in moving the blind and low-vision community into the 21<sup>st</sup> century. That momentum is continuing to shape the organization as it looks to prepare for the future. FBC is working to be a leader in research, utilization of technology, and building a broad community. When there is a challenge or need for change, FBC finds the answer and becomes the solution. Innovation is a part of the organization, and it is propelling Foundation for Blind Children into the future.



*FBC, an essential resource for the blind and low-vision community.*



Get to Know Us

Founded in 1952,  
we have grown to serve thousands,  
of all ages, from birth to over 100 years old.



**FBC** Foundation for  
Blind Children

<https://seeitourway.org> 602-331-1470  
[info@seeitourway.org](mailto:info@seeitourway.org)



# Mary Lou Fulton Teachers College at Arizona State University: Special Education with a Concentration in Visual Impairment

**Carlyn Ludlow**, [Carlyn.Ludlow@asu.edu](mailto:Carlyn.Ludlow@asu.edu)

**Kathleen M. Farrand**, [Kathleen.Farrand@asu.edu](mailto:Kathleen.Farrand@asu.edu)

Arizona State University

Mary Lou Fulton Teachers College at Arizona State University (ASU) is committed to creating knowledge, mobilizing people, and taking action to improve education. Under the legacy of a normal school from 1885-1945, ASU established its education college in 1954 to guide “instruction of persons, both male and female, in the art of teaching, and in all the various branches that pertain to a good common school education” (Arizona. Legislative Assembly, 1885, pp. 247-248). Today we consider education to be for the common good, rather than for the purpose of having good common education. These semantic changes reflect the shifts in the purpose and practices of a public college of education. During the days of ASU’s College of Education to the 2010 establishment of Mary Lou Fulton Teachers College (MLFTC) at ASU, the college has committed itself to offering innovative teacher education programs impacting student achievement. This

worthy goal was brought to bear in 2019 when MLFTC established a bachelor's degree in special education with a concentration in visual impairment. This program was designed to address the teacher shortage of teachers of students with visual impairments (TVIs) in Arizona and across the country. The only undergraduate degree program for teachers of students with visual impairments west of the Mississippi River, this program prepares teachers to not only educate but also to advocate for learners who are blind or have low vision in a wide range of educational settings.

### **Figure 1**

#### *Inaugural Cohort Graduates from MLFTC's Visual Impairment Program*



*Note.* Image of graduates smiling and wearing graduation gowns and sashes with two other adults. Photo courtesy of Foundation for Blind Children.

MLFTC graduated its [first cohort](#) of 11 undergraduate students in May 2022 and a second cohort of 3 undergraduate students in May 2023. Although small, this program works to address the shortage of TVIs in the Phoenix area and may offer an example to other institutions on the preparation of undergraduate students who are able to earn a Bachelor of Arts in Education (BAE) and an institutional recommendation for teacher certification in Visually Impaired Special Education, birth through grade 12.

The degree focuses on diagnostic assessment, orientation and communication skills, and specific teaching methodologies for students with visual impairments. It includes a strong focus on assistive technology to advance learning in the classroom and in daily life. Students are taught to collaborate with parents, classroom teachers, and related service personnel to meet the needs of learners who are blind or have low vision. The curriculum is aligned with Arizona and national standards consistent with the Council for Exceptional Children. Starting in the fifth term, the program is delivered in partnership with Foundation for Blind Children (FBC) in Phoenix, Arizona. Courses are taught by FBC faculty associates and full-time ASU faculty to provide students with theoretical and practical perspectives on teaching and learning for individuals who are blind or have low vision.

Over the past several years, MLFTC has revised, reenergized, and refocused all of its teacher preparation programs to be more student-centered and attuned to

the needs of today's college students, which have changed drastically over the past several years and were exacerbated during the pandemic. Faculty intentionally moved from compliance-focused curriculum and services to student-centered systems of support and personal and meaningful preparation. Support systems were built, barriers were reduced, and opportunities for flexibility and personalization were increased.

Students can enter degree programs in the lower division or upper division classes. Students who enter lower division classes as freshmen are placed in supportive learning communities for two courses per semester with dedicated full-time teaching faculty who loop with them fall to spring. The learning communities continue into the sophomore year where a new group of faculty help support, guide, and educate them during their important foundational coursework. Students who enter upper division classes in their fifth semester focus on professional and pedagogical coursework. Classes in junior and senior years are offered in late afternoons or evenings, ideally suited for working paraprofessionals. Courses are offered in a variety of modalities from synchronous classes held face-to-face on campus, at partner sites (such as FBC) or a Zoom-based modality called ASU Sync or asynchronously through online courses.

During each semester of coursework, students take a one-credit seminar course as part of a 'professional educator series'. The professional educator series

explores a variety of education-related professional topics through seminars, case studies, and modules. Faculty emphasize just-in-time learning and supports that complement topics covered each term in courses and professional experiences. Students' understanding of teaching and learning deepens as students will reflect on core themes in the MLFTC experience (e.g., principled innovation, personal and meaningful learning, and teaming). In an effort to build community, students will remain in a cohort group throughout this sequence as much as is possible with their individual schedules.

Numerous recruitment strategies are used to expose potential students to the Special Education Visual Impairment BAE program. Traditional university and college recruiters share information with soon-to-be high school diploma and associate's degree recipients. Faculty teaching an introduction to special education course, Orientation to Education of Exceptional Children, share the opportunities and rewards of being a TVI. Guest speakers from FBC join classes and bring first-hand accounts of their work experiences. Finally, FBC exposes interested parties to the opportunity to enroll in the MLFTC program at ASU with their professional experiences to be held at FBC.

Courses in the Special Education Visual Impairment BAE are taught by a combination of clinical and tenured ASU professors and faculty associates who work for FBC. General education and special education coursework are taught by



ASU faculty and specialized courses related to teaching students who are blind or have low vision are taught by educators employed through FBC who work with students as faculty associates or adjunct instructors. Specialized courses include Reading and Writing Braille, Diagnostic and Assessment: Procedures for the Visually Impaired, and Orientation and Mobility for Teachers of the Visually Impaired.

Students take ten three-credit courses that focus directly on special education and teaching students who are blind or have low vision. That content, plus five semesters of professional field experiences prepare students for their final capstone experience of student teaching. Some professional field experiences take place at FBC and within local school districts, providing experiences that prepare students to teach in both self-contained and inclusive settings.

Upon graduation, students are able to demonstrate knowledge of physical and virtual environmental factors that impact the acquisition of spatial and positional concepts, access to and synthesis of data visualizations, and concepts typically acquired through vision. Students will have the knowledge, and dispositions to apply principles from assessment, evidence-based practices, high leverage practices in special education, and the instructional cycle to create and deliver specially designed instruction aligned to K-12 curriculum standards. They will have the skills to analyze and interpret present level of performance

statements, perform new norm-referenced or curriculum-based assessment as indicated, use data-informed decision-making in designing instruction, implement systematic instruction including the use of assistive technology, report results, and analyze and implement next instructional steps. Additionally, students will be able to use methods and techniques unique to an individual who is blind or has low vision, such as reading and writing braille or developing accessible materials.

The collaborative efforts of MLFTC and FBC have and will continue to prepare teachers of students with visual impairments with the knowledge, skills, and dispositions to make a positive impact on children from birth through grade 12 and the common good.

Learn more about the [Bachelor of Arts in Education in Special Education \(Visual Impairment\) program.](#)

## References

Authority of the Legislative Assembly of Arizona. (1885). *Laws of the territory of*

*Arizona thirteenth legislative assembly; Also memorials and resolutions.*

San Francisco, CA: H. S. Crocker & Company, Printers. Retrieved

from <https://azmemory.azlibrary.gov/nodes/view/88883>



## DVIDB ON FACEBOOK

### Join Our Facebook Family

If you are passionate about the education of children and youth with visual impairments and deafblindness, including those with additional disabilities, please become part of our social network on Facebook. If you have a Facebook account, you can find our page and become a fan by searching for Division on Visual Impairments and Deafblindness.

For those who do not have a Facebook account, you can view our page by going to the following URL:  
<https://www.facebook/pages/Division-on-Visual-Impairments-and-Deafblindness/248244976215>