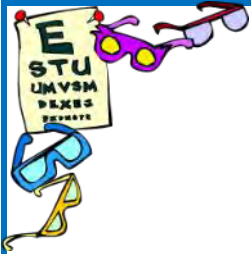


IPVI INSIGHTS

Connecting & Supporting Families Whose Children are Visually Impaired, Including Those with Additional Disabilities

**November
2012**



“The Eye Doctor Is In”

Come join us for a discussion with a Doctor of Optometry. We will discuss what to expect in the doctor's office, questions to ask at clinic visits, how often to have exams, functional vision evaluations and other relevant information necessary for school.

Presenter: Dr. Kara Crumblis, O.D.

Date: Tuesday, November 13, 2012
Time: 6:00-8:00 p.m.
Place: The Chicago Lighthouse Development Center
1850 W. Roosevelt Road
Chicago, IL 60608

LIGHTHOUSE & IPVI FAMILIES WELCOME!

Childcare and refreshments provided!!!

Sponsored by: The Chicago Lighthouse & the Illinois Association for Parents of Children with Visual Impairments (IPVI)

Please R.S.V.P. to Mary Zabelski at (312) 997-3675

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IPVI 2012 Annual Meeting

Bill Bielawski, President

Our **IPVI 2012 Annual Meeting** will be held:

On: Saturday, November 3rd

From: 5:00 pm to 7:00 pm

At: **Buca di Beppo**

90 Yorktown Road, Lombard, IL 60148

(in the Yorktown Shopping Center)

The restaurant is on the north-east corner of Butterfield Rd. and Highland Ave. Exit I-88 at Highland Ave. and go north or exit I-355 at Butterfield Rd. and go east. If you are on Butterfield Rd., you must take the ramp up to Highland Ave. and go north.

IPVI will have a private dining room and provide a wonderful Italian family-style dinner. We will talk casually during dinner and more formally after dinner. No children please.

The main topic is: **How can IPVI serve its members better?**

IPVI currently has 877-411-IPVI (4874), www.ipvi.org, ipvi@ipvi.org, IPVI is on Facebook, and we have the email address of many members. We host the annual Brookfield Zoo outing, and co-host several events with the Chicago Lighthouse. We post monthly IPVI Insights on our website, and we have mailed monthly IPVI Highlights.

Can we get more phone calls and emails? Can we make our website more useful? Do we use Facebook enough? Should we email a monthly e-newsletter? Do people read IPVI Highlights? How can we raise money to cover the printing/mailling costs of a monthly newsletter? Should we use Twitter? Should we have a RSS feed? Should we have blogs? Should we have a discussion board? More events?

Please **RSVP 877-411-IPVI or ipvi@ipvi.org**

MS. VIC'S VOLLEYS
Victoria Juskie, IPVI Treasurer

**SHARING THE VISION,
PARENT TO PARENT**

VOLLEY I

Since our last publication, no new members have joined during this period.

VOLLEY II

I like to joke around a lot and self-deprecate. In other words, I put myself down before others get a chance to. This habit stems from having three brothers and being really nerdy in my younger days. (Okay, I'm still pretty nerdy.) Anyway, all my life I have been somewhat uncoordinated. Grace and poise did not exactly get poured into me naturally, so any I have has been hard earned.

I now take Jazzercise classes 4-5 mornings a week to stay healthy. It takes 1.5 hours of a day. It's work but I'm worth it, right? You see before this, I eased into becoming more poised and graceful (cough, cough) for a year by taking weekly dance lessons with my husband. During these dance lessons, we grew closer. We even found that dancing required such solid couple skills that you can't be mad at each other and dance. We found this out when we once had a squabble en route to a lesson. We dropped our discussions and walked in so as not to be late, but we were still upset with one another. Within two minutes of the lesson's start, however, we found we had to set our anger aside so we could work together as a team or waste the money we had already paid for that one-hour lesson. This eye-opening experience showed us two things. One, there aren't many arguments in life that dancing can't fix and two, it's so much more fun to enjoy your partner than let some trivial matter get in the way of your short alone-time togetherness.

(Continued on page 5)

Let's have a dialogue. Do you have a question? One of us may have an answer or at least a suggestion. Submit questions and responses for the IPVI Newsletter to Pam Stern, NAPVI Region 3 Representative:

pamstern3@gmail.com

NOVEMBER QUESTION

What extra-curricular (Expanded Core Curriculum) activities would you like your child to be exposed to, based on interest, and/or promoting independence?

[http://www.familyconnect.org/parentsite.asp?](http://www.familyconnect.org/parentsite.asp?SectionID=72&TopicID=382)

SectionID=72&TopicID=382

Expanded Core Curriculum Subjects and Skills

The following are the subjects and skills that students who are visually impaired are taught to enable them to study the basic educational curriculum along with their sighted classmates: Compensatory academics—critical skills that students need to be successful in school, such as concept development, organizational skills, speaking and listening, and communication skills such as braille or print reading and writing.

Orientation and mobility—skills to orient children who are visually impaired to their surroundings and travel skills to enable them to move independently and safely in the environment, such as: human guide techniques (also known as sighted guide) using standard and adap-

(Continued on page 8)

THE CHICAGO LIGHTHOUSE & IPVI

INVITE YOU TO A

**HOLIDAY PARTY FOR TODDLERS
& SMALL CHILDREN**

(Children from birth through 8 years)

At

**THE CHICAGO LIGHTHOUSE
1850 W. Roosevelt Road**

**SATURDAY, DECEMBER 8
11:30 A.M.-2:30 P.M.**

**FEATURING SANTA CLAUS, IPVI ELVES,
HOLIDAY CAROLS, FOOD, ARTS/CRAFTS
HOLIDAY PRESENTS**

Birth to three families, IPVI members welcome

(Thank you IPVI, Lions Clubs, & community partners)

**R.S.V.P. Mary Zabelski
312/997-3675**

(Continued from page 3) - Ms. Vic's Volleys

So my tip of the day is if you get a chance to dance, take it. Maybe you and your spouse/partner don't dance but you do something else together -- like take walks or bike rides, fish, bowl, play volleyball, shop, do wood-working, or soak your feet together in Epsom salts. Whatever it is, don't forget to make time to do your special thing together on a regular basis--intimacy aside. Reconnecting with your partner is how you keep your relationship viable. There are too many distractions, pressures, and aggravations in life that seem to easily step in between couples. You have to fight for your relationship, to keep it loving and nurturing. You want to rely on each other more and more as time goes on and have each other's back. Relatives, children and outsiders have to know nothing comes between you two.

I know first hand having a child with special needs can add to that pile of stressors that keeps couples apart. You include the issues of doctor visits, therapy sessions, a child who doesn't see well (or at all), medical costs, and only to come to find you still don't know if there are going to be other issues. You don't know just yet because your kid doesn't talk so we hang onto those developmental milestones "while we wait and 'see.'" This phrase takes on such new meaning now. So all this can be a recipe for distraction and neglect of your relationship.

Because let's face it, the last thing you think about when your child has issues is how your spouse or partner is doing. You kind of treat him or her like the adult s/he's supposed to be and hope s/he keeps up. (And never forget, s/he may feel the same way and treats you accordingly.) Or one of you works and somehow gets to leave all day while the other is attending to the needs of a baby who becomes a child who requires extra work for a long time. It can be very draining. If one is lucky maybe

there's support from family in helping you care for the child, but maybe not.

Whatever your circumstances, remember to keep your spouse updated on how much you love and care about her/him. Thank your loved one for sticking through it. It's been said tough times don't last, but tough people do. Be tough and stick it out. Remember, if you have a child with special needs, you still want to strive for him/her to grow up and be as independent as possible. If your children leave and you become empty nesters, treating your loved one with kindness and respect over the years will only solidify your relationship. Then you'll be free to do together even more stuff.

So enjoy and say thank you to your Lord for all these blessings.

Happy Thanksgiving!



ASK M@



Hi, everyone.

I hope everyone is doing well as always. Unfortunately, fall is here and winter will soon be upon us, which means it's football season and no more golf for me until next spring. :{

Henry Ford once said, *"Before everything else, getting ready is the secret to success."*

So today, I would like to talk to all high school students and their parents because the truth is college will be knocking at your door before you know it. Deadlines for college applications come so quickly that you should start early gathering all the information you'll need

to prepare for them. I am a junior now so I am getting very serious about the processes I have to go through.

As a side note, for those that say that they don't need college, I respectfully disagree. I understand that the thought of extra school is horrible; but the truth is that the economy today really is not good, and jobs are scarce. You need additional education in order to compete in today's job market. With this all being said, I want to help you obtain the best education you can get so you land a job that you want and enjoy. I have a feeling you will be surprised at some of the information I have discovered.

So, with no further adieu, the first secret I want to let you in on is grades are not always the biggest thing with all colleges. (My disclaimer is that by no means should anyone think that one can just get by without trying, however.) All colleges do look at your transcripts, but you should not automatically think you have no chance getting into a particular college because you scored just below their typical average admission requirements. For example, almost all of the private colleges you look at will tell you they go with a "holistic" approach. This means they look at the whole person you are and not base admission solely on your designated GPA or ACT scores. They like to see your community service, sports, jobs, and extracurricular activities. This is why it is so important to try to be well rounded in all aspects of your life.

Now in addition to that, the best way to make sure a college knows you're serious about attending it is to take a campus tour. This will show them that you are earnestly considering their institution. I suggest you look into and tour at least three competitive schools that fulfill your educational desires. Competition for your tuition dollars among these schools may result in better financial offers through grants,

scholarships, etc.

So I hope that some of this information that I just recently found out myself may be able to help you. Now I hope everyone has a good rest of the month and stay tuned for next month's edition which will discuss ACT Test preparation and test taking.

So long!

M@



SURVEY

Dear Parents and Families,

I am interested in compiling information from students across the state who are visually impaired to learn about their experiences at college. I particularly wish to find out more about how the colleges worked with students to address any needs due to vision impairment. I have designed a survey to gather comments from those of you who have had good, bad, or indifferent experiences at college to share with high school students and their families as they are working on making the decision for post-secondary education.

Would you please pass this information on to your child so that their comments can be included in this study?

Any current or former college students are asked to take the survey at the link below before November 1, 2012:

<http://www.surveymonkey.com/s/8LRL7VJ>

The names of all survey respondents will re-

Illinois Association for Parents of Children with Visual Impairments

main confidential. Additionally, those who submit a survey will be entered for a chance to receive one of ten \$5 Starbucks Gift Cards.

If individuals would like to expand on their comments and send more personal details, I would be very interested in hearing more about their experiences. Feel free to send me a separate email or give me a call to tell me more about it. susan.dalton@att.net, 815-923-7545.

At the conclusion of the survey, I'll be setting up a get-together in the Chicago area where the respondents can all meet in person and discuss the results as a group. Sound like a good plan?

I really appreciate your time and your willingness to share your experiences with the younger students who will be following in your footsteps very soon!

Susan M. Dalton, Transition Specialist



Louis Braille

TOUCH OF GENIUS PRIZE FOR INNOVATION

Reminder: NBP Still Accepting Applications for the \$20,000 Touch of Genius Prize for Innovation

National Braille Press would like to invite creative people to apply for a \$20,000 award to honor those innovating in the field of Tactile Literacy. The Touch of Genius Prize for Innovation was developed to inspire an innovator to continue the promotion of braille literacy

for blind and deafblind people worldwide.

The Prize will be granted to a group or individual for a new educational method, tactile literacy product, software application, or technological advance related to tactile literacy. The Touch of Genius Prize for Innovation may be awarded for a completed project or anticipated concept that shows viability and will improve opportunities for blind people — projects such as the 2011 Co-Awardees Christine Short's Feel the Beat: Braille Music Curriculum, which uses the soprano recorder to teach the braille music code to blind students, and Ashok Sapre's Tactile Accu-draw Graphics Set, a low cost, multifunctional, manual device for producing rich graphics and embossing braille notes.

Applications must be received by **November 2, 2012**. For more information and to download the application please visit www.touchofgeniusprize.org.

The Touch of Genius Prize for Innovation is provided through support from National Braille Press and The Gibney Family Foundation.

Age Groups

Parents of children with visual impairments
Adults

Interest Categories

Education
Assistive technology/helpful products

Contact: National Braille Press

URL: <http://www.touchofgeniusprize.org>

national:braille
press

(Continued from page 3) - *Sharing the Vision, Parent to Parent*

tive canes recognizing cues and landmarks moving through space by walking or using a wheelchair requesting assistance.

Social interaction—skills needed to respond appropriately and participate actively in social situations, such as: shaking hands, turning toward others when speaking or being spoken to, using language to make a request, decline assistance, or express a need, expressing emotion and affection appropriately, participating appropriately in conversations in various situations.

Independent living—skills needed to function as independently as possible in school and at home, including personal grooming, time management, cooking, cleaning, clothing care, and money management.

Recreation and leisure—skills to ensure students' enjoyment of physical and leisure-time activities, including making choices about how to spend leisure time, actively participating in physical and social recreational activities, trying new leisure activities, following rules in games and activities at an appropriate level, maintaining safety during leisure activities.

Sensory efficiency—skills that help students use the senses, including any functional vision, hearing, touch, smell (olfactory) and taste (gustatory). Examples of sensory efficiency skills your child may learn include: using optical aids, using augmentative and alternative communication devices, using touch and vision to identify personal items, using sense of smell to know when nearing the

school cafeteria.

Use of technology—skills to use devices such as computers or other electronic equipment that make it easier to function effectively in school, at home, and in the workplace.

Career education—skills that enable students who are visually impaired to move toward working as an adult, including: exploring and expressing preferences about work roles, assuming work responsibilities at home and school, understanding concepts of reward for work, participating in job experiences, learning about jobs and adult work roles at a developmentally appropriate level.

Self-determination—skills to enable students to become effective advocates for themselves based on their own needs and goals.

DECEMBER QUESTION

I have the hardest time keeping glasses on my child. He constantly takes them off and throws them. Please offer suggestions on how to deal with this.



Newsletter entries will be published maintaining the anonymity of all unless otherwise approved.

Help For Santa's Helpers:



(Toy Favorites of VIPS Staff)

Melissa Evers, VIPS-Louisville Preschool Teacher

This year I am recommending 3 toys for different ages.



The first toy I am recommending is the **Playskool Poppin' Park Fill 'N' Spill Hippo**. It is \$14.99 online but can be found at many local retailers. It is recommended for children 6 months and up. This toy comes with 3 balls and 2 "AA" batteries. Your child can drop a ball in the Hippo's mouth. It has music and lights. Your child can chase after the hippo as well.

The second toy I am recommending is **Growing Baby™ Animal Activity Puzzle by Fisher Price**. This toy is recommended for 12 months and up. Priced at \$11.99 online, it is available at many local retailers. This is an easy shape matching puzzle. It has six non-interlocking pieces. The animal shapes are easily picked up and grasped. This also teaches color matching. Each piece has its own special feature from soft ears to a spinning mane.



The third toy I am recommending is the **Fisher Price Laugh & Learn Sweet Sounds Picnic** recommended for 3 years of age and up. It is \$18.88 online but can be found at most local retailers. It comes with

picnic basket, picnic tablecloth, 4 food shapes, and plates. It teaches colors, shapes, counting, and greetings. It is a great game for pretend skills. It is also great for practicing sharing. The toy also plays music when the picnic basket lid is opened and closed and reinforces the shapes being put in the correct spot with sounds. 3 "AA" batteries are required and included.

Paige Maynard, VIPS-Louisville Development Interventionist

I recommend the **LeapFrog Spin and Sing Alphabet Zoo**.

This toy is a spinning wheel with letters of the alphabet and pictures of animals on it. When the wheel is spun, its lights illuminate and it tells the child the letter that is has landed on, the animal that is facing out, or it will sing a song, depending on which setting is chosen. This toy is great for teaching cause and effect behavior, as the wheel is very easy to spin and is a contrasting color to the base. The red lights on this toy also make it fun to look at. It can be found on Amazon for \$39.99. 6 months+



My second pick is the **Slice and Bake Cookie Set from Melissa and Doug**. This toy includes 12 wooden, sliceable cookies and 12 toppings with a wooden knife, spatula, cookie sheet and a kitchen mitt. The cookies Velcro to the cookie sheet, and can be removed with the spatula. I like this toy because it is great for teaching many skills. Placing the cookies on the sheet and taking them off helps develop hand and finger strength and dexterity. The cookie toppings are all shaped differently, with differing textures, which help develop tactile skills. Kids can also count, sort, and pattern with the cookies and toppings. The set also encourages imaginative play. The Slice and Bake Cookie Set can be found on melissaanddoug.com, and sells for \$19.99. Ages 3+

I also love the **Record and Learn Photo Album by**

VTech. This toy is a photo album that is recordable for each page or photo. It also folds to stand up, so it can be viewed and activated easily. It was originally intended for recording messages from family members for each page, but I think it would also work great as a communication device or choiceboard. It would be great to put in photos of some familiar and favorite things on the album pages, along with a recording so it can be used to communicate wants and needs. This toy can be found on Amazon, for \$48.50. Ages 6 months - 3 years



There is a Disney Princess model available for girls too! These laptops are priced at around \$40.00.

Dixie Miller, VIPS-Central Kentucky Teacher of the Visually Impaired and Developmental Interventionist

This year my toy recommendations return to the simple way of life. All children need to learn pretend play skills. One of the aspects of pretend play is that children can imitate the tasks they see adults performing or that adults describe to the child with visual challenges. A benefit is that pretend play helps children to cope with situations that are unsettling to them. Children often participate in pretend play that might be “scary” in real life (such as going to the doctor).

My recommendation is to provide your child with a doll, objects around the house to play with or items that represent real objects around the house, and especially a toy doctor’s kit.

Since most of our children spend a lot of time in the doctor’s office, giving them a toy doctor’s kit and letting them pretend to be the doctor will provide them with an increased sense of control, improved coping skills, and feelings of security.



Mary Lesousky, VIPS-Louisville Teacher of the Visually Impaired and Developmental Interventionist

VTech **Disney Pixar Cars 2 - Lightning McQueen Learning Laptop** is another toy sure to please young boys in particular. This laptop has 30 activities to help teach letters, words, math, and logic. The laptop has a QWERTY keyboard and a tire-shaped mouse. It is recommended for children ages 4-7. Not a “Cars” fan? No worries.



This year I am recommending **Fisher Price's Lil Zoomers Spinnin' Sounds Speedway**. It provides some cause and effect action for a young

child. It is easily activated by the big red button on the front of the toy. It contains two chunky cars that can be placed into the speedway. The cars are placed onto the track and then they move to the spinning center section of the speedway. The movement of the cars encourages visual tracking as they go round and round the track. There are lights, sound and music to encourage visual attentiveness. As the cars roll off the speedway, the child can be encouraged to locate the car and place it back on the track to play again. This toy can be found in most toy stores for about \$38.00. Ages 6 months+

One of my all time favorite toys is **Mr. Potato Head**. This is a toy that has been around for quite some time that can be fun and educational for children. It can be used to teach sorting by placing all of the eyes in one area, noses in another, and the arms and hats in another area. A visually impaired child can be encouraged to scan a collection of several pieces to choose a specific piece. When the child places the specific pieces into the toy, she is practicing eye and hand coordination. This toy comes in a variety of packages so that all of the pieces can be kept together. It is important to keep track of the small pieces if the child is very young or has a tendency to place items in her mouth. Potato Head sets can be found in most toy stores and the pieces will vary according to the set that is chosen. Some of the sets include: Mr. or Mrs. Potato Head, and even a Baby Potato Head. Average cost \$8.00 each. Ages 2+



Jan Moseley, VISability Editor and Visual Impairment Specialist

A wonderful online resource to help you select a gift for a child who is blind or visually impaired is available on the website of the American Foundation for the Blind (AFB), afb.org, or you can search for **AFB Access World**. Access World is an e-publication that contains interesting articles, but the November 2011 version is a real winner! An article written by Tara Annis called Choosing Toys for Children with Vision

Loss not only lists spectacular criteria for choosing toys but also lists specific toys to purchase.

Reprinted with permission from VISability 27/4 October/November/December 2011, Visually Impaired Preschool Services, 1906 Goldsmith Lane, Louisville, KY 40218, 502-636-3207, 1-888-636-8477, www.vips.org.



Choosing the Best Toys for Your Blind Baby

It is possible to find toys designed specifically for blind children. American Printing House for the Blind (APH), for example, has some really cool things you can buy for your blind child. However, most of these are for older children, so when it comes to baby toys, you're probably going to find yourself purchasing toys originally designed for sighted children.

How do you know which toys will work best for your kid? Here are some of our favorite toys as well as some tips on how to choose the best toys for your child.

Ivan's Favorite Toys

These are Ivan's top picks for toys. Most of them are available through Amazon. For more toy ideas check out our articles on Toys for Toddlers or making your own Scented Rattle and Toy Basket. You can also read our article on how to choose the best toys for your blind child or check out some of our favorite Holiday gifts. If you have a great toy you want to add to the list, contact us and let us know!

Lamaze Chime Garden



We first saw this toy at the Perkins Infant and Toddler program. Each flower makes a musical chime with just a soft tap. It's a very sweet sounding toy that doesn't take too much pressure to activate. It's a great way to teach

babies about cause and effect.

Stack Up Cups

These cups are simple, safe, and sturdy. They're great for enhancing fine motor skills. Use them to introduce the concepts of "big" and "little," "in" and "out," etc.



Fisher Price Baby's First Blocks



These blocks are great for encouraging your child to pick things up. The bucket has a sorting top and is a wonderful way to introduce putting things in and taking things out.

Battat Sound Puzzle Box

If you're looking for a shape sorter with a bit more pizzazz, you'll definitely want to check out this Sound Puzzle Box. I'm not sure how they do it, but every time you place a block in the correct hole, it slowly falls down the chute and makes a unique noise, so for kids with vision impairments there's some added incentive to getting those shapes in the puzzle box!



Lamaze Octotunes



Each leg on this octopus plays a note when squeezed, but my favorite thing about the Octotunes is that it smells like vanilla!

Gund Tinkle Crinkle Rattle & Squeak

Each section on this caterpillar provides some sort of feedback, whether it's a rattling bell, a squeeze sound, or a crunchy texture. Ivan loves this toy.



LeapFrog Learning Table



The learning table does a lot of things—too many, maybe, for a young baby. But Ivan likes to sit on one end and smack the table to make it sing the ABC song or tell him about shapes (you can remove the legs and set the table on the floor). He's

learned about object permanence with this table because he knows which parts of the table will provide what feedback. It'll also be a great toy to play with when he learns how to stand!

New Video Tutorials from the Apple Training Lab!

Posted by: Carroll Center for the Blind

Date: 05/10/2012

If you've just acquired an iPhone or are planning to purchase one then check out these FREE video tutorials on VoiceOver on the iPhone 4S. Brian Charlson, Technology Director at the Carroll Center, shows you step by step how he, as a blind person, can easily navigate the iPhone with VoiceOver.

Age Groups

All ages (birth to 26)

Parents of children with visual impairments

Interest Categories

Assistive technology/helpful products

Contact: Brian Charlson

E-Mail: brian.charlson@carroll.org

URL: <http://carroll.org/2012/05/10/new-video-tutorials->



Lisa Hilton and Nikki George are back for Lighthouse Jazz Night!

Proceeds of the evening will directly support The Chicago Lighthouse's programs and services for people of all ages who are blind or visually impaired.

Thursday, November 1, 2012 - 6pm-8pm
Buddy Guy's Legends | 700 S. Wabash Ave | Chicago, IL

Advance tickets \$40/ Door \$50 (open seating)

No one under 21 years of age will be admitted. Business attire recommended.

Purchase tickets online or over the phone by calling Special Events at 312-997-3679.

For more information, email events@chicagolighthouse.org.



LISA HILTON

A true original at the top of her game."
- Dan Bilawsky, *All About Jazz*

One of the most distinctive and instantly recognizable composers and pianists in jazz today.

NIKKI GEORGE



"sensational....jazzy....
high wattage....generates a noisy ovation from a crowded room....polish....an obviously accomplished singer..."

- Howard Reich, *Chicago Tribune*

ILLINOIS PBIS NETWORK

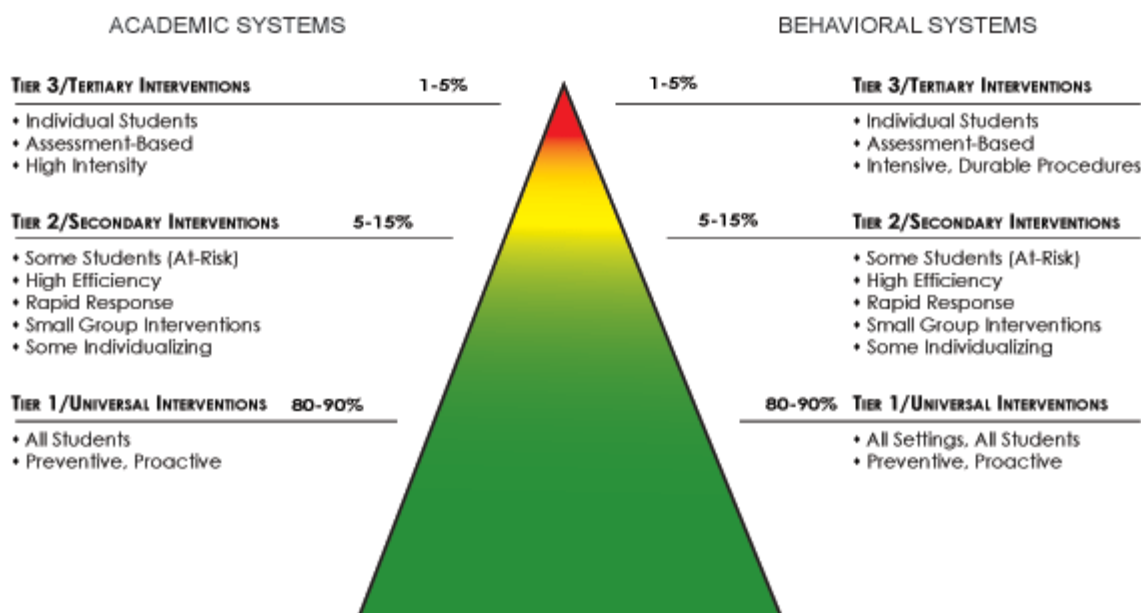
the positive Behavior Interventions & Support component of the IL Statewide TA Center (IS-TAC)
an Illinois State Board of Education funded initiative promoting effective practices to benefit **all** children.

What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional, and academic success.

As a Response to Intervention model, PBIS applies a three-tiered system of support, and a problem-solving process to enhance the capacity of schools to effectively educate all students.

School-Wide Systems for Student Success: A Response to Intervention (RtI) Model



Illinois PBIS Network, Revised May 2008. Adapted from "What is school-wide PBS?", OSEP Technical Assistance on Positive Behavioral Interventions & Supports. Access at <http://www.pbis.org/schoolwide.htm>

Data-based decision-making aligns curricular instruction and behavioral supports to student and staff needs. Schools applying PBIS begin by establishing clear expectations for behavior that are taught, modeled, and reinforced across all settings and by all staff. This provides a host environment that supports the adoption and sustained use of effective academic and social/emotional instruction. PBIS has proven its effectiveness and efficiency as an Evidence-Based Practice. (Sugai & Horner, 2007).

The principles and practices of PBIS are consistent with federal education mandates such as the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act of 2004 (IDEA 2004). PBIS integrates state school improvement initiatives including Systems of Support, Standards Aligned Curriculum, and Response to Intervention to assist schools in meeting Illinois' educational goals and mandates.

Four Elements of PBIS:

The school-wide PBS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBS focusing on systems, data, practices and outcomes.



■ **Outcomes:** academic and behavior targets that are endorsed and emphasized by students, families, and educators.

■ **Practices:** curricula, instruction, interventions, and strategies that are evidence-based.

■ **Data:** information that is used to identify status, need for change, and effects of interventions.

■ **Systems:** supports that are needed to enable the accurate and durable implementation of the practices of PBS.

The Illinois PBIS Network:

The mission of the Illinois PBIS Network is to build skills and capacity of PBIS district and school-based leadership teams through training, coaching and technical assistance. The focus is assisting schools in developing structures for teaching expected behaviors and social skills, creating student behavioral and academic support systems, and applying data-based decision-making to discipline, academics, and social/emotional learning at the school, district, regional, and state levels. The Illinois PBIS Network promotes family and community involvement at all levels of implementation.

Illinois PBIS Network Goals: (Illinois PBIS Network 2009-10 Annual Progress Report)

1. Increase data-based decision-making on behavior and academic instruction and reinforce across all school settings.
2. Increase consistent use and effect of research-based behavioral and academic instructional strategies among all school staff at school-wide, classroom, and individual student levels.
3. Reduce use of reactive discipline measures in schools (e.g., office discipline referrals, detentions, suspensions, expulsions) for all students.
4. Increase academic achievement levels of all students

Implement effective intervention plans for students with the most comprehensive behavioral and

emotional needs that support and evaluate their success across home, school, and community.

1. Increase capacity of general education settings to successfully educate students with disabilities and prevent academic and/or social failures of all students.
2. Increase capacity of schools and districts to address over- and under-representation of students by ethnicity relative to discipline, disability status, and academic achievement with access to data on these outcomes.

Critical Elements to Achieving PBIS Goals:

- Careful acknowledgment, consideration and achievement of outcomes (e.g., academic achievement, social competence, career/work opportunities) that are valued by significant stakeholders (e.g., students, family members, teachers, employers).
- Adoption and sustained use of research-validated practices and curricula that maximize achievement of student and teacher outcomes.
- Application of data-based decision-making at many levels (i.e., individual, classroom, school), with multiple individuals (i.e., student, teacher, administrator, support staff), across contexts (e.g., general vs. special education, school vs. home), and with multiple outcomes (e.g., reading, grades, attendance, discipline referrals).
- Development of systems (e.g., processes, routines, working structures, administrative supports) that are needed to ensure consideration of valued outcomes, research validated practices, and data-based decision-making.

For more information visit <http://www.pbisillinois.org/home>.



Illinois Statewide Technical Assistance Center

The Special Education Services Division of the Illinois State Board of Education implemented ISTAC to build the capacity of school districts to serve students with disabilities.

An effective technical assistance process is dependent upon systemic collection of data and the use of data-based decision making at both the systems and practice levels.

ISTAC will commit to:

1. Prepare District Leadership Team for implementation of ISTAC practices.
2. Assist districts in the collection of baseline data.

Illinois Association for Parents of Children with Visual Impairments

3. Assist districts with the collection, interpretation, and analysis of data for the purposes of problem solving and action planning.
4. Provide technical assistance to internal and external coaches.

Districts will commit to:

1. Support the ISTAC project(s) in its schools for a minimum of five years.
 - Three year minimum for implementation of technical assistance.
 - Five year minimum for sharing of data.
2. School Board agreement to participate with the ISTAC project(s).
3. Implementation of a District level Leadership Team (which includes at least one district level administrator and one parent, who is not an employee of the district, of a student with an IEP) to plan, analyze, and review ISTAC activities.
4. Identify a district leader with designated FTE to coordinate district ISTAC efforts.

The Illinois Statewide Technical Assistance Center consists of the following projects:

- Illinois Autism Training and Technical Assistance Project (IATTAP)
- Illinois Positive Behavioral Intervention & Supports Network (PBIS)
- Illinois Service Resource Center (ISRC)
- Illinois Statewide Technical Assistance Center for Parents (ISTAC-P)
- Project CHOICES
- Project REACH: Illinois Deaf-Blind Services

Rigorous Standards

We believe that it is important for as many parents and educators as possible to be able to view the content of this web site. As a result, we have designed and tested the site to meet the most rigorous standards.

For more information visit <http://is-tac.org/about.html>.





IPVI's Matthew Benedict Juskie Scholarship Fund

For students who are blind or visually impaired

Any individual intending to continue his/her education at a college, university or trade school and is interested in being considered for the MBSF, must meet the following criteria: Illinois resident, blind or visually impaired, undergraduate or graduate student, and an IPVI member.

The candidate's application is processed free of charge. The student must mail or fax a written request to receive a copy of the application from IPVI. Then the student must complete the MBSF Application Form, provide 3 completed Reference Forms, submit medical records or a letter from the vision specialist confirming the condition, and mail them to IPVI. The applicant may attach a 1-page resume of clubs, offices held, or any other pertinent information concerning his/her activity record.

The IPVI Board of Directors will review all scholarship applications and select the winners. IPVI reserves the right to announce such awards in its newsletters and marketing materials.

The MBSF is funded completely from tax-deductible donations from **individuals, companies and corporations who support IPVI's goals.** Any individuals or groups wishing to donate to this fund, please forward your tax-deductible donations to IPVI. Thank you for your continued support of IPVI.



To request a scholarship application, please contact the Scholarship Program Coordinator, Vicki Juskie at: 815-464-6162 or vajuskie@aol.com

Springfield Moms' Retreat Weekend

Hosting a weekend for mothers of young children with disabilities and IEPs, STARNET Family Resource Specialists welcome you on **November 17 and 18, 2012** to Villa Maria on Lake Springfield. Registration is open and information available.

Moms, if you haven't planned something for yourself, consider this... a Moms' Retreat Weekend that will spoil and enrich you.

If you are the "Mom" of a young child with a disability and would like to have a fun, relaxing, weekend with other moms, then arrive on Saturday morning at the Villa Maria at Lake Springfield, hear speaker, Marcia Breese, enjoy possible hot dogs and bonfire, select fun activities (pampering, movies, crafts, nature walk and such), spend the night in your own private room and bath, and then on Sunday have breakfast and White Elephant Exchange. **REGISTER NOW to attend NOVEMBER 17 & 18!** Twenty dollars covers all meals, over night stay, and activities and prizes.

Fellowships are available to eligible families. (Grandmothers invited too.)



Hello all,

We're cooking up skills and fun this fall at The Chicago Lighthouse North. The cooking instructors are legally blind and totally blind, and are ready to teach students safety in the kitchen and healthy foods. Don't miss out in gaining independent living skills that will last a lifetime.

Also, we're very excited about a wonderful opportunity. On Monday, October 29, from 5pm-7pm, all cooking students are welcome to join in on a special taping segment with ABC Channel 7's Karen Meyer. All stars will shine!

In addition, don't forget about our Halloween Funhouse, with costume parade, craft activities, theme rooms offering sensory thrills, and of course, refreshments.

Flyers are attached for all programs. Also coming to The Chicago Lighthouse North, after the holidays is Judo, a Paralympic sport for those who are blind or have low vision. Menomonee Judo club, recently named as a Paralympic site, will be instructing. Classes will likely be offered on Saturdays. Please let me know if you are interested.

Pam Stern

Manager of Youth/Seniors Programs

Office 847 510-2054 | Fax 847 729-2207

Mail to: pam.stern@chicagolighthouse.org

The Chicago Lighthouse for People Who Are Blind or Visually Impaired

222 Waukegan Road | Glenview, IL 60025

www.chicagolighthouse.org

MOM'S RETREAT

November 17 & 18, 2012
Registration

Name: _____

Address: _____

City: _____ Zip: _____ County: _____

Age of child with disability: _____ Diagnosis: _____

Phone: _____ Cell: _____

Email Address: _____

Program Affiliation: _____

\$20 registration fee payable to STARnet

Email Registration : mk-smith@wiu.edu

Fax Registration: 1-217-602-0124

Mail Registration: Mary Smith

410 James Creek Lane

Jacksonville, IL 62650



The Chicago Lighthouse Vision Rehabilitation Center proudly presents

Cooking Classes with Chef Laura Martinez



Mondays, October 22 - December 17 (9 weeks)
5:00pm-7:00pm
222 Waukegan Road
Glenview, IL 60025

Ages: 14 and up. Fee: \$270 (Pro-rating possible)

Charlie Trotter (L) and Laura Martinez (R)

Learn to cook: Chinese fried rice, pizza, brioche, couscous, Grandma's recipes, and student requests.

Explore: kitchen safety, the history and culture of the food of the week, menu planning, seasonal fruits and vegetables and budgetary factors.

Laura Martinez is a graduate of the prestigious Le Cordon Bleu culinary program at the Cooking and Hospitality Institute of Chicago. She is totally blind, and excels in knife skills and in her use of herbs and spices, through her senses of touch and smell. Her finished product is as accomplished as any young chef. Laura also has the distinguished honor of being a chef at one of Chicago's highest rated restaurants, Charlie Trotters.

To register contact:
Pam Stern, Manager of Youth/Senior Programs
847.510.2054
pam.stern@chicagolighthouse.org



COOKING WITH LAURA MARTINEZ

Name: _____

D.O.B.: _____ Grade _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Parent's Email _____

Child's/Young Adult's Email _____

Cost: \$270 for nine weeks Circle Credit Card:

Visa

Mastercard

Discover

Card Number: _____

Expiration Date: _____ Security Code: _____

Name on Credit Card: _____

Billing address if different from above:

Address: _____

City: _____ State: _____

Zip: _____ Phone: _____

Return registration form to:

Pam Stern, Manager of Youth/Senior Programs

222 Waukegan Road, Glenview, IL 60025

Tel. (847) 510-2054

Fax (847) 729-2207

pam.stern@chicagolighthouse.org



**In honor of blind chef, Christine Hu, crowned MasterChef
on the television's hit series**

**The Chicago Lighthouse Vision Rehabilitation Center
proudly proclaims**

KOOL KIDZ COOK!

Ages 6-13

Fee: \$180 (pro-rating may be available)

Tuesdays, October 23 - December 18 (9 weeks)

5:00-6:15

**222 Waukegan Road
Glenview, Illinois 60025**



Julie Brandt, a soon-to-be graduate of the prestigious Le Cordon Bleu Cooking School in Chicago, has been visually impaired since birth. Julie offers the following advice: "Don't let anything get in the way of achieving your goals. Reach for the stars. Have self-confidence. Never stop believing in yourself!" Her long-term goal is to open her own restaurant in Chicago.

To register contact:

Pam Stern, Manager of Youth/Senior Programs

847.510.2054

pam.stern@chicagolighthouse.org



COOKING WITH JULIE BRANDT

Name: _____

D.O.B.: _____ Grade _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Parent's Email _____

Cost: \$180 for nine weeks

Circle Credit Card:

Visa

Mastercard

Discover

Card Number: _____

Expiration Date: _____ Security Code: _____

Name on Credit Card: _____

Billing address if different from above:

Address: _____

City: _____ State: _____

Zip: _____ Phone: _____

Return registration form to:

Pam Stern, Manager of Youth/Senior Programs

222 Waukegan Road, Glenview, IL 60025

Tel. (847) 510-2054

Fax (847) 729-2207

pam.stern@chicagolighthouse.org



**The Chicago Lighthouse Vision Rehabilitation Center
presents
Spooktacular Halloween Fun House!**



Costume parade, theme rooms, crafts, tricks and treats *ghoul-ore!*

**All ages are invited!
Sunday, October 28**

**3:00pm - 5:00pm
222 Waukegan Road
Glenview, Illinois 60025**

**Please RSVP:
Pam Stern, Manager Youth/Senior Programs
847.510.2054
pam.stern@chicagolighthouse.org**

Join the Chicago Chapter of the Foundation Fighting Blindness for a
Presentation and Launch of the 8th Annual Chicago VisionWalk!

"Retinal Disease Research, Warp Speed Ahead"

with

Michael A. Grassi, M.D.

Assistant Professor at the University of Illinois at Chicago

Dr. Grassi received his M.D. from Northwestern University and continued his education at the University of Iowa, where he completed fellowships in medical retina and molecular ophthalmology. Before joining the faculty at the University of Illinois, where he directs the FFB- and NIH-funded Retina Chemical Genomics Laboratory, Dr. Grassi was an assistant professor of ophthalmology at the University of Chicago. "Retinal Disease Research, Warp Speed Ahead" is an overview of recent research advances in the treatment of retinal degenerative diseases.

After the presentation, we will launch the 8th Annual Chicago VisionWalk with an exciting Organizing Reception. We will be happy to answer any questions about VisionWalk and the Foundation.

When: Sunday, November 4, 2012

Time: 2:00 - 4:00 p.m.

Where: Alexian Brothers Medical Center

Room: Kennedy Conference Center

800 Biesterfield Road, Elk Grove Village, IL 60007

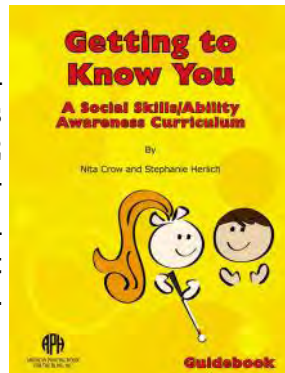
RSVP for Events to: Michelle Carlson at 866-782-7330 or
MCarlson@FightBlindness.org



NEW! Getting to Know You: A Social Skills and Ability Curriculum

Posted by: American Printing House for the Blind
Date: 10/03/2012

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



The Getting to Know You kit is designed for VI teachers, orientation & mobility specialists, other related service personnel, general education teachers, and families. Authors Nita Crow and Stephanie Herlich have created a curriculum that engages students who are blind and visually impaired with their sighted age-mates in activities that promote social competence and awareness of the ways in which students who are blind or visually impaired learn social skills.

Lessons can be initiated at lunch or during classroom free time. Each lesson takes 30-45 minutes to complete so that interference with academic activities is limited. Each lesson contains a clearly stated objective, skills addressed, an introduction, a list of materials needed, and a step-by-step explanation of the activities. An icon at the top of each page identifies whether a lesson is about social skills, ability awareness, or a combination of the two.

Example Lessons

A few of the many lessons include:

- Kindergarten-Second Grade: Guiding Friends, "Go Fish" Using Braille and Tactile Symbols, How Would You Feel?

- Third-Fifth Grade: Orientation & Mobility Scavenger Hunt, Play Under Blindfold, Who Are You?
- Middle/High School: Cane Skills, Getting to Know You Bingo, Social Awareness

Kit Includes

- Blindfolds
- Low vision simulators: tunnel vision, 20/200, and 20/400
- Through Grandpa's Eyes storybook by Patricia MacLachlan (print/braille)
- Facial Expression Cards
- Go Fish Cards
- Bingo boards (print/braille) and chips
- Adhesive picture labels for preparing snacks: "Gorp"
- Velcro® strips
- Guidebook in regular print and on CD in brf, html, and Word formats
- CD also contains specific lesson files in brf and Word formats for each group

Age Groups

Grade Schoolers

Teenagers

Parents of children with visual impairments

Interest Categories

Education

Clubs/youth groups

Counseling/support groups

Daily living skills training

Parenting

Recreation

Phone: (800) 223-1839

E-Mail: info@aph.org

U R L : <http://www.aph.org/advisory/2012adv10.html>



FREE PARENT WORKSHOPS



The Family Resource Center on Disabilities (FRCD) offers parents of children with disabilities birth to 21 years old, their helpers, relatives, professionals, and interested community members no-cost training and workshops, telephone and e-mail assistance, and resources to help claim their role as the child's most effective and significant advocate. You are invited to contact FRCD for information, resources, support and training. 1-312-939-3513, info@frcd.org www.frcd.org, 20 East Jackson Blvd., Room 300, Chicago, IL 60604

1-312-939-3513 • info@frcd.org •
www.frcd.org



20 East Jackson Blvd., Room 300, Chicago,
IL 60604

FROM APH

NEW! Container-Opening Tool

1-00500-00 -- \$25.00

This handy tool makes it easier to open the straps on plastic Talking Book mailers. Quickly pop open the straps of NLS plastic mailing containers, as well as



APH's Cassette Container or Digital Talking Book Cartridge Mailer/Container. Includes a wood-handled tool and a print/tactile diagram to explain its use.

Related Product

Digital Talking Book Cartridge Mailer 1-02611-00 -- \$2.50

GUILD BRIEFS

National Parks and Recreational Lands Access Pass: The National Park Service offers a free Access Pass to anyone with a permanent disability. This free Access Pass gives you and three others an opportunity to visit over 2,000 federal recreation sites including national parks, wildlife refuges, and national forests and grasslands at no charge. To learn how you can apply for the Access Pass, visit www.nps.gov/findapark/passes.htm.

DePaul Theatre Touch Tour: On Saturday, November 3 at 1:15pm, the Theatre School of DePaul University presents *A Wrinkle in Time* offering a touch tour, audio description, and American Sign Language interpretation at the historic Merle Reskin Theatre at 60 E. Balbo, Chicago. Tickets can be purchased for \$5 by calling the box office at 312-922-1999. Mention you are reserving for the touch tour and audio description.

Reprinted from GUILD BRIEFS November 2012, Second Sense, 65 East Wacker Place, Suite 101, Chicago, IL 60601-7216, 312-236-8569, www.second-sense.org.



IPVI

P.O. Box 2947, Naperville, IL 60567-2947

Toll-free: 1-877-411-IPVI (4784) • Email: ipvi@ipvi.org • www.ipvi.org



**Jonathan Buka, MD
Alexander J. Khammar, MD
Benjamin H. Ticho, MD
Karl E. Ticho, MD**

10436 Southwest Highway
Chicago Ridge, IL 60415
708.423.4070

600 Ravinia Place
Orland Park, IL 60462
708.873.0088

40 S. Clay - 118E
Hinsdale, IL 60521
630.323.4202

PRESIDENT

Bill Bielawski
421 Applegate Court
Naperville, IL 60565
(630) 357-8576
wjbielawski@ipvi.org

OPERATIONS VP

Rich Zabelski
6153 N. Nettleton Avenue
Chicago, IL 60631
(773) 774-4742
richzabelski@ameritech.net

SERVICES VP

Judy Metoyer
221 S. Princeton
Itasca, IL 60143
(630) 414-0825
metoyer.j@sbcglobal.net

TREASURER

Vicki Juskie
21170 Deerpath Road
Frankfort, IL 60423
(815) 464-6162
vajuskie@aol.com

SECRETARY

Dawn Wojtowicz
9188 161st Place
Orland Hills, IL 60487
708-590-6447
deeder0477@aol.com

NAPVI REGION 3 REPRESENTATIVE

Pam Stern
1912 Mission Hills Lane
Northbrook, IL 60062
847-217-7590
pamstern3@gmail.com

**THIS PUBLICATION IS SUPPORTED
(IN PART) BY THE NATIONAL
ASSOCIATION FOR
PARENTS OF CHILDREN WITH
VISUAL IMPAIRMENTS (NAPVI)
HILTON/PERKINS
PROGRAM AND (IN PART) FROM A
GRANT FROM THE FAMILY RE-
SOURCE CENTER ON DISABILITIES**



Join **IPVI** or renew your membership today!

The Illinois Association for Parents of Children with Visual Impairments is a state-wide, non-profit organization that enables parents to find information and resources for their children who are blind or visually impaired, including those with additional disabilities.

Your IPVI membership dues or generous contributions help to support all of our ongoing efforts:

- Regular communications which include: workshops, conferences, training seminars, legislative issues, organizational announcements, products, and advice about raising a child who is visually impaired.
- Offers several \$500 college scholarships each year.
- Publishes a resource catalog which includes anything and everything to do with visual impairment.
- Conducts training and support sessions where parents share experiences and ideas.
- Holds fun outings adapted for children with visual impairments at athletic, cultural, educational, and entertainment settings.
- Represents parents of children with visual impairments at conferences, public hearings, and on committees.

What does IPVI do?

- Promotes and provides information through meetings, correspondence, publications, etc., which will help parents meet the special needs of their children with visual impairments.
- Facilitates the sharing of experiences and concerns in order to provide emotional support and relief from feelings of isolation for parents and their families.
- Creates a climate of opportunity for children who are blind in the home, school, and society.
- Fosters communication and coordination of services among federal, state, and local agencies and organizations involved with providing services to people who are visually impaired.
- Advocates on a statewide level for services to children who are visually impaired and their families.
- Keeps members informed about current proposals and actions which impact on children with visual impairments and their families.

Check one:

☐ Parent/Guardian Membership: \$15 per year.

Child(ren)'s Names: _____

Birthdate(s) of my visually impaired child(ren): _____

My child(ren)'s eye condition: _____

☐ I give my permission to release my name to other parents.

☐ Group/Agency Membership \$50 per year.

☐ Extended Family/Friend Assoc. Membership \$15/year.

☐ Medical Specialist \$50 per year.

☐ Scholarship Fund \$10.00

☐ Donation: \$_____ (tax deductible)

☐ New Membership

☐ Renewal

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: (_____) - _____

Email: _____

Please enclose this form along with your payment by check to:

IPVI • P.O.Box 2947 • Naperville, IL 60567-2947

**Have questions or need
more information?**

**Call us at
1-877-411-IPVI (4784)**

**Illinois Association for Parents of
Children with Visual Impairments**
P. O. Box 2947
Naperville, IL 60567-2947

**FREE MATTER FOR THE BLIND
or PHYSICALLY HANDICAPPED**

ADDRESS SERVICE REQUESTED

**THE TOP LINE... of your address
label indicates whether your dues
are "Paid" or if they are "Due."
Please send your annual dues in
each year.**

IPVI CALENDAR

▶ October 22	CL North Cooking Classes with Chef Laura Martinez	Glenview
▶ October 23	CL North Kool Kidz Cook!	Glenview
▶ October 28	CL North Spooktacular Halloween Fun House!	Glenview
▶ November 1	The Chicago Lighthouse Jazz Night	Chicago
▶ November 3	IPVI 2012 Annual Meeting - Buca di Beppo's	Lombard
▶ Nov. 17-18	STARnet Springfield Moms' Retreat Weekend	Springfield
▶ December 8	TCL & IPVI Holiday Party for Toddlers & Small Children	Chicago

Please call
1-877-411-IPVI
for any questions, concerns,
or comments that IPVI can
help you with.

**Newsletter Deadline for
DECEMBER is NOVEMBER 10th**



**Check Out
www.ipvi.org**

Calendar of Events!
News and Updates!
Useful Links to Web Sites!
And more...