Illinois Association for Parents of Children with Visual Impairments

IPVI INSIGHTS

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

October 2012

PLAY FOR ALL
LIGHTHOUSE/IPVI FAMILIES

What:	A morning of fun for everyone
Where:	Chicago Children's Museum at Navy Pier 700 E. Grand Ave., Suite 127 Chicago, IL 60611
When:	Saturday, October 13, 2012
Time:	Pre-registered families 9:00am-1:00pm General public 10:00am-1:00pm

To register or for more information contact:
Mary Zabelski (312) 997-3675

Pre-registration includes:
Free admission for Chicago Lighthouse and IPVI Families
Free shuttle from the Chicago Lighthouse to Navy Pier
(first 50 people only!!)

Inside This Issue:

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/mailing 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

VOLLEY I

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

VOLLEY II

Lots of times we just fly through life by the seat of our pants. We don't stop to think about what each moment means to our children, to our spouses, to our other family members, and especially to ourselves. It's important to try to set aside time for everyone who is important in our lives on a daily basis, including oneself.

If you don't learn to set aside time for each important person in your life, your relationships begin to dwindle. You can't be close to your children if you're emotionally detached. For example, do you go to your child's sporting event and sit on the phone talking about work, usually missing the time s/he hits the ball or makes the catch? It happens when we're distracted. We may think that just showing up for the game shows we care, but our children watch us. They know when we're paying attention. Have you ever wondered why a small child will grab your face, making you look them in the eye, and tell you to listen to them? They don't get that you can hear them even if you're cooking and not looking at them or multi-tasking as most parents call it. They want to see your reaction and know they have your undivided attention.

My priest at church this weekend told us that there are lots of times when we hear but often don't listen. He said that God doesn't yell at us, he whispers. In this same vein, to hear what people are saying, we have to take the time to really listen to the intent of their words

(Continued on page 4)

SHARING THE VISION, PARENT TO PARENT

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

OCTOBER QUESTION

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

Regarding implementing Extra Curricular Curriculum, one professional equates it with "robbing Peter to pay Paul". A common consideration is whether to pull students out of an academic class where s/he risks falling behind, versus the benefits gained through ECC. Something that most of us can agree upon is that because of the shortage of vision professionals and the size of caseloads, squeezing in both core curriculum and ECC is logistically very difficult. Goals on a student's IEP are predominantly of the core curricular nature, but it is crucial that parents advocate for ECC goals. If the school, TVI and O&M specialist say that they cannot supply the manpower or skills to achieve ECC skills, it doesn't mean that parents should drop this issue. Instead of conceding, parents could persist by asking that the school pay for independent contractors to fill voids. Of course we as parents want to keep the relationship with school personnel posi-

(Continued on page 5)

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

and what they are trying to explain to us. These are the important things to consider when we are having a conversation with our loved ones. By taking the time, we build relations that are strong and enduring.

Along these lines, remember also to take time to listen to your body and make time to take care of yourself. You can't be there for others if you're not there for you.

So my tip for the day is to go to the doctor if you're sick and start exercising and watching your diet, if you're not doing so already. Quit smoking if you do and keep imbibing to a minimum. Get sufficient sleep and try to relax a little whenever possible. Remember loving yourself allows you to love those around you fully. This is especially important when caring for special needs children. Respite is a very real requirement for caregivers. Try to make arrangements to get at least a few hours a week for yourself. By recharging your batteries, it will revitalize your whole attitude; and a good attitude shows throughout your face as well as your outlook and helps you to listen better. We can take on our world of problems one day at a time, if we have something to look forward to that makes us happy. Remember, if momma (or papa) isn't happy, nobody's happy. So try to be happy. It's a lot healthier.

ASK M@

Hey, everyone!

Hope you are doing well. This month I would like to talk to you guys about two things. The first is to think about what you say and do before you say or do it. I see this so often, especially at school. So many of us like to joke with our friends, but really you have to watch how far you take a joke. You see it all the time. Someone may be joking with his friend and say something a little too mean, and that friendship is then sort of hurt. Even though it may be funny and getting some chuckles, you have to just watch what you say so you don't hurt the feelings of someone you care about. So I stress the cheesy statement, if you don't have anything nice to say, don't say it!

Now on my second note, Stephen Richards Covey, businessman, educator, and author of The Seven Habits of Highly Effective People said:

While we are free to choose our actions, we are not free to choose the consequences of our actions.

You really have to watch what you're doing. From a personal experience, when the rule states "No ball playing in the house," my suggestion is don't play ball in the house because things get broken and then there are consequences that can cost money, privileges and aggravation. This is just an example of why you need to think about what you're doing, because it is not always a good idea.

So for this month, I want everyone to go out and try to work on these two good life skills. I look forward to talking to everyone next month.

See ya!

M@

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

tive but not at the expense of our children's needs.

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To clarify the concept of ECC, FamilyConnect.org which is an interactive website hosted by the National Association for Parents of Children with Visual Impairments and the American Foundation for the Blind, provides details:

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

Your child needs to study the same basic academic subjects that sighted children do, from how to tell time to how to write a persuasive essay. But in order to master these subjects (often known as the "core curriculum") and complete their schoolwork—as well as to eventually live and work independently—children who are visually impaired usually need to learn an additional set of skills known as the "expanded core curriculum." They are sometimes also referred to as "disability-specific skills" or "vision-related skills" because they are useful specifically for individuals who are visually impaired. They may include activities such as

- using braille to read and write, instead of reading printed books or using a pencil and paper to write
- learning how to move about in the environment safely and independently, which is known as orientation and mobility (O&M)
- knowing how to use specialized computer equipment and other technology devices designed for children with visual impairments
- learning how to use what vision they have effectively and efficiently

AFB's Public Policy Center in Washington, DC, is emphasizing the importance of the ECC through the following efforts:

The Individuals with Disabilities Education Act (IDEA), has transformed educational opportunity for children and youth with disabilities, but the needs of children with vision loss have not been adequately addressed. Unfortunately, IDEA does not ensure the provision of vital services and instruction such as braille, orientation and mobility, access to technology and low vision devices, and a host of other essential services and instruction.

AFB is leading an effort to address this challenge by creating draft legislation, the Anne Sullivan Macy Act, which would set forth the range of educational services needed by students with vision loss to ensure that they receive a free and appropriate public education. This comprehensive draft legislation has been endorsed by leading national organizations in the blindness field.

The AFB Public Policy Center, in coordination with Resource Development, has already received nearly 1,500 petition signatures from our donors and other supporters in support of the Anne Sullivan Macy Act.

We are hoping that you will join others who care about the scope and quality of special education for students with vision loss by adding your name to a petition and otherwise supporting the national effort to work for the legislation's prompt enactment and/or incorporation into IDEA.

The full text of the draft legislation and a petition to sign is available at:

http://www.AFB.org/MacyAct

In addition, an array of supporting explanatory materials can also be found at a joint AFB and Perkins School website at:

http://www.ECCAdvocacy.org

Named for Helen Keller's beloved teacher, the Anne Sullivan Macy Act would strengthen the Individuals with Disabilities Education Act (IDEA) and improve results for the more than 100,000 children and youth with vision loss, including those who also have additional disabilities. Key provisions of the legislation include:

- Ensure that every student with vision loss is properly identified so that all students with vision loss, including those with additional disabilities, are counted and properly served.
- Require states to establish plans that guarantee that all students with vision loss receive specialized instruction and services, provided by properly trained personnel.
- Enhance monitoring by U.S. Department of Education to ensure states' compliance with their obligations with respect to instruction and services to students with vision loss.
- Assist parents and educators of students with vision loss through appropriate policy and guidance from the U.S. Department of Education.
- Establish a national collaborative organizational resource, the Anne Sullivan Macy Center on Vision Loss and Educational Excellence, to proliferate evidence-based practices in the education of students with vision loss, and to keep special educators current with the latest instructional methods.

NOVEMBER—A CONTINUATION

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

Anne Sullivan Macy

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

GUILD BRIEFS

2013 Calendars Are In! Our Consumer Product Center has a number of 2013 calendar options to meet your needs. Choose from a large print date book, wall calendar with 20/20 pen or a free braille calendar. Please your order with Brian Hollandsworth by phone at 312-236-8569, email brian.hollandsworth@secondsense.org or stop in at Second Sense to pick up your new calendar.

Reprinted from GUILD BRIEFS October 2012, *Second Sense, 65 East Wacker Place, Suite 1010, Chicago, IL 60601-7216,* ***www.second-sense.org***.

Christine Ha: MasterChef Contestant, Writer, and Cook

by Joe Strechay

I was catching up on some television recently when I caught the season premiere of MasterChef, starring Gordon Ramsay, Graham Elliot, and Joe Bastianich. My wife said to me, "Wait, I think I just saw a white cane." She rewound the recording and there was definitely a woman using a white cane. "Oh no," I said, "how are they going to portray her on this show?"

We continued watching, and they teased it a little bit. They had her as the last person to compete for a spot on the episode. MasterChef features cooks from around the country competing to be the next "Master Chef." The winner receives $250,000, his or her own cookbook, and a trophy. The contestant, Christine Ha, is blind from an autoimmune disorder called neuromyelitis optica (NMO). She is a graduate student in writing at the University of Houston. They were dramatic about her entrance, and had Ha enter on her own, using her white cane. Her husband assisted her by pushing in the cart with all of her cooking ingredients and apparatus.

The judges asked Ha a few questions while she was preparing her dish. We learned Ha is putting off her thesis for the competition. They asked when she went blind, and she explained that she lost most of her vision in the past 10 years or so.

She seemed to cook well, but when going to serve her meal, she noted that the rice was not cooked properly. She decided to serve the meal without the rice. One of the judges, Joe, seemed to dwell on Ha's blindness and seemed in utter awe. He didn't seem to have much experience with a person with vision loss, which is understandable, as it is a small incidence disability. It may have been a little much for my tastes, but I am a little biased about that stuff. Gordon Ramsay and Joe both loved her meal. The other judge, Graham, said that she wasn't able to serve the meal properly, as the rice was an important part of the dish, and he voted against her due to this fact. This was pretty honest of Graham, and I appreciated him saying that. He did comment that it was very good, even without the rice.

The judges ended up giving Ha one of the aprons, signifying that she made it to the next round. I have to say that she was one of the more competent portrayals I have seen of a person who is blind or visually impaired on television. Overall, I was pleased with the portrayal besides the one judge's overwhelming awe for her. I know many persons who are blind or visually impaired who can cook at a high level. In fact, AFB CareerConnect offers individuals connections to mentors who are blind or visually impaired in many fields, including the culinary arts.

After watching the episode, I read an article from the New York Post about Christine Ha and MasterChef. It seems that they became aware of her through her blog, **theblindcook.com**. The casting personnel contacted her last year because they thought she would bring a good story (and she is a good cook!). Ha's blog allows her to mold two of her passions, writing and food.

I look forward to watching her next cooking adventure on MasterChef. I am grateful they chose such a positive representative of persons who are blind or visually impaired.

MasterChef has been very diligent about explaining specific aspects and challenges that Christine Ha faces during the competition. On the show, contestants compete and are judged by three persons—Chef Gordon Ramsey, food critic Joe Bastianich, and Chef Graham Elliot—all known for being tough judges of food and culinary talent on the prior two seasons of the show, and that continues on the third season of the show.

Christine Ha has been writing about food via a blog, **theblindcook.com**, and the blog is ultimately what led to the producers of MasterChef discovering her. She is currently completing her Master's of Fine Arts in writing at the University of Houston, which is one of the top ranked programs for writing in the country. She took time off from completing her thesis to compete on MasterChef, and intends to finish her program.

Chef Slicing Mushrooms photo courtesy of Shutterstock.

Q & A with Christine Ha of MasterChef

AFB CareerConnect: Where did you grow up?

Christine Ha: Houston, TX

AFB CareerConnect: Your neuromyelitis optica (NMO) — when were you diagnosed with this condition?

Christine Ha: 2003

AFB CareerConnect: How has your loss of sight changed your life?

Christine Ha: It's changed it dramatically. I went from a job as a software consultant using my business degree to a creative writing degree. I am now doing something I find much more fulfilling and effective. It has made me realize what's truly important to me, and that is the ability to connect with others whether through food or words.

AFB CareerConnect: Did you receive training for blindness skills such as orientation and mobility, independent living skills, braille, or any others?

Christine Ha: Yes, all of the above

AFB CareerConnect: Who provided the training for you?

Christine Ha: DARS (Department of Assistive and Rehabilitative Services) and the Lighthouse, both in Houston.

AFB CareerConnect: What are your career goals, post-graduate school?

Christine Ha: I would like to get a literary agent and land a book publishing deal whether for my memoir or fiction. Simultaneously, I'd like to pursue my culinary dreams of opening up an ice cream shop and, eventually, a gastropub. Both would use locally sourced, organic ingredients to produce creative flavors and dishes. I guess you could say I'm quite the overachiever.

AFB CareerConnect: What types of assistive technology or tools do you use?

Christine Ha: I love Apple products for their built-in screen reader, VoiceOver. I also use

JAWS. I have an Amigo portable CCTV to read short text. (Too much reading from it gives me a headache.) In the kitchen, I have a talking thermometer, talking food scale, and a liquid level indicator among other equipment. All of my appliances are marked with raised bumps.

AFB CareerConnect: How did you develop your interest in cooking, and what caused you begin writing about it?

Christine Ha: When I went off to college as an undergraduate, I had to learn to cook so I wouldn't starve. After a lot of recipe following and experimenting, I realized I could once in a while create something not only edible but delicious. Cooking for one is difficult portion-wise, so I'd always invite friends over to eat. It was also then that I realized I very much enjoyed feeding other people. It sort of snowballed ever since. I did not grow up with a passion for cooking. My mother was a very good home cook, but I took it for granted. She passed away when I was 14 and left me no recipes. I've been trying to recreate her recipes ever since.

AFB CareerConnect: Were you excited or nervous about being on MasterChef?

Christine Ha: Very much of both!

AFB CareerConnect: How has your experience been so far [up to the point you can share]?

Christine Ha: It's intense, nerve-wracking, and amazing all at the same time. I tend to compare it to pledging for a sorority or fraternity—you never know what's going to happen next, you're completely taken out of your comfort zone and thrown into wild combat with a bunch of people you barely know, and you're doing something—in this case, it's cooking—to with all your heart and soul to move on and up.

AFB CareerConnect: Has this experience changed your outlook for the future?

Christine Ha: Most definitely. It has taught me to trust my instincts and my abilities more than I previously gave them credit for.

AFB CareerConnect: What would be one piece of advice you would offer to a person with vision loss? This could be about following your dream, employment, or life in general.

Christine Ha: It is never easy to lose your vision. It will suck, and you will go through a period of grief and adjustment. It is stressful. And it is okay to cry and lament about it. This is all very normal and healthy. But after a while, you have to pick yourself up, learn to adapt, and move on and forward. Everyone in this world is dealt a different hand—some better, some worse than others—but what's more important is how you play that hand. This is what builds character. And with great character comes great reward.

AFB CareerConnect is grateful to Christine Ha for taking the time to connect with us about her life and experiences on MasterChef.

Congratulations Christine!

MasterChef

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 MBJSF, 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 MBJSF 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 MBJSF 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.

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

TEAM Lighthouse

We're banking on you to

SET NEW SIGHTS!

Race for TEAMLighthouse

in the **Bank of America Chicago Marathon**

October 7, 2012

Be an inspirational champion,
EnVISION yourself crossing the finish line.

Sign up for TEAM Lighthouse

TEAMLighthouse supports
The Chicago Lighthouse
for People Who Are Blind or Visually Impaired

Lieutenant Brad Snyder

In one split second your life can change drastically. On September 7, 2011 in Afghanistan an improvised explosive device (IED) went off in front of Brad's convoy and injured two Afghan partner forces. As Brad was providing aid to these men, he heard a sound, turned his head and saw a blast. A second IED had exploded. In that split second his life had changed, he lost his vision and his world turned black. On September 7, 2012 Brad is in London participating in the Paralympic Games and swimming his best event the Men's S11 400m Freestyle. In this whirlwind of a year Brad has remained extremely positive and is determined to live his life to the fullest. Brad is an intern at a Baltimore software company and now a Paralympic Gold medalist in the Men’s S11 100m Freestyle (he also set a Paralympic Record with a time of 57.18 in preliminaries) and the Men's S11 400m Freestyle; Brad also won the Silver medal in the Men's S11 50m Freestyle. Even though these Paralympics aren’t even over Brad is looking forward to Rio 2016 where he hopes to compete in the paratriatholon. What an outstanding man with an even more outstanding outlook on life, and we sincerely thank him for his service and dedication to our country!

October is National Anti-Bullying Month to bring more attention to bullying across the country and explore solutions to the problem, including cyberbullying legislation

October is National Anti-Bullying Month. Bullying is a problem in schools, workplaces, public venues and online. From the kindergartener on the playground to the adult causing physical fights in public, bullying is a problem for people of all ages and backgrounds. National Anti-Bullying Month is meant to help raise awareness and educate the public about this growing issue.

Cyberbullying, “Bullycide” and Legislation

Some teens face bullying because of their sexual orientation. In 2010, 18-year-old Rutgers University student, Tyler Clementi, jumped off the George Washington Bridge to his demise after two teen classmates streamed images over the Internet of him having intercourse with another young man. Fox News reports former prosecutor Kimberly Guilfoyle stated, “Are they cold blooded intentional killers? no. Did they act with reckless disregard of this young man's feelings, of his privacy, of his humanity. Yes, and look at the end result.”

According to **WiredSafety.org**, at least 36 suicides in the past four years were linked to cyberbullying. CNN reports New York State Senator Jeffrey Klein and the Independent Democratic Conference recently met to modernize laws to protect citizens from cyberbullying. Proposed laws would put cyberbulling into the category of third-degree stalking and “bullycide” would be categorized as second-degree manslaughter.

Klein stated, “Our laws are not keeping pace with technology, and we are paying a human price for it. No longer is bullying only confined to the schoolyard, it is now piped in an instant through victim's computers and onto the devices they carry in their pockets. This legislation will help provide protections to those who need it, as well as send a strong message about the seriousness of this destructive behavior."

Over 30 states have already criminalized cyberbullying. New York Senator David Carlucci said, "Cyberbullying attacks are especially painful because they are not easily erased from the Internet and can trouble the victim for months and years. Passing this legislation will update our laws so that we can provide a safe space for those being bullied outside the schoolyard."

14-year-old Jamey Rodemeyer of Williamsville, New York, took his own life after years of being bullied for his sexual orientation. Last year, 15-year-old Phoebe Prince of Massachusetts committed suicide after being relentlessly bullied in school and online. The horrific bullying continued after her death with people leaving nasty comments on her Facebook memorial page.

Disabled Students Get Bullied

Disabled students are also subject to bullying. A new children's book, *Just Like You*, by Robert Kroupa addresses the values of kindness and acceptance by telling the tale of a deaf field mouse and his spider best friend with a bad leg. Both face bullying because they are different. After trying to fit in, they keep to themselves until a fire threatens the forest homes of all the critters. The duo rallies to help their fellow animals in a lesson about honor and character.

Kroupa said, "Through my personal experiences from childhood, helping children understand the value of tolerance and inclusion from a young age has been a passion of mine. I hope that *Just Like You* will inspire children to accept, appreciate and celebrate the similarities and differences in all of us." The book is available through the Just Like You Foundation, an organization to educate people from a young age about appreciating and celebrating the differences and similarities in everyone.

Bullying Statistics and Strategies

According to **BullyingStatistics.org**, around 43 percent of kids have been bullied online with 35 percent being the victim of threats and 58 percent revealing something mean was said about them online. Statistics also reveal 77 percent of students have been the victim of some type of bullying with 46 percent of males and 26 percent of females being the victims of physical fights. Increased domestic violence at home has been linked to increased bullying online and at school.

StopBullying.gov offers suggestions about how to handle bullying. If someone is at immediate risk of harm, call 911. When a child or adult feels suicidal because of bullying, contact the suicide prevention hotline at 1-800-273-TALK. If a teacher is not keeping your child safe from bullying, get in touch with the school principal or superintendent. If the school fails to keep your child safe, contact the State School Department. Should someone feel stressed, sick or unable to sleep due to bullying, get in touch with a health professional or counselor. For those being bullied at school due to disability, race or ethnicity, contact the United States Department of Education Office on Civil Rights.

It is not too late to sign up for these courses.

The Chicago Lighthouse NORTH

The Chicago Lighthouse Vision Rehabilitation Center Presents:

"Tots 'n Company"

Music Therapy

a *new* six-week session

Ages: Birth – 3 years

Wednesdays, September 12 - October 17, 2012
10:00am-11:00am
222 Waukegan Road,
Glenview, Illinois 60025

Taught by a Certified Music Therapist

Music therapy promotes language development, exposes children to new musical instruments, and promotes social interaction.

Register Now!
Pam Stern, Manager of Youth/Senior Programs
847.510.5024
pam.stern@chicagolighthouse.org

The Chicago Lighthouse NORTH

The Chicago Lighthouse Vision Rehabilitation Center proudly presents

Menomonee Judo Club Demonstration Night

Ages 6-21 and their families

Wednesday, October 17
6:30pm-8pm
222 Waukegan Road
Glenview, Illinois 60025

The Menomonee Judo Club was named the Paralympic Judo National Training Center earlier this year. Its mission is to provide health and well-being to students of all abilities through Judo training and child mentoring, and to instill respect, discipline, and self-esteem. Judo helps general coordination, active-listening and focus. It stimulates the development of physical abilities such as movement, balance, muscle tone and spatial awareness.

Please RSVP:
Pam Stern, Manager of Youth/Senior Programs
847.510-2054
pam.stern@chicagolighthouse.org

An 8-week session of classes will be offered
Tuesdays, October 23 – December 18

The Chicago Lighthouse NORTH

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 14-21

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

The Chicago Lighthouse NORTH

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
Tuesdays, October 23 - December 18 (9 weeks)
4:45pm-5:45pm
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

The Chicago Lighthouse NORTH

The Chicago Lighthouse Vision Rehabilitation Center proudly presents

Judo Classes

Ages 6-21

Tuesdays, October 23 - December 18
6:00pm - 7:30pm
222 Waukegan Road
Glenview, Illinois 60025

Sensei David Tanimura began his judo career at Menomonee Club at the age of six. As a junior, David won three national titles and competed internationally. He is currently a third degree black-belt. David has been a judo instructor since 1997 and is a national level Judo coach with Paralympic certification.

Judo is a Paralympic sport, where the only athletes eligible to compete are blind or visually impaired. USA Judo has named the Menomonee Judo Club a Paralympic National Training Site.

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

The Chicago Lighthouse NORTH

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@chicagolioghthouse.org

CONVENTION

NATIONAL FEDERATION OF THE BLIND OF ILLINOIS STATE CONVENTION

Expecting the Impossible

October 5th, 6th and 7th, 2012
Chicago, Illinois

Please mark the date for the NFB 2012 State Convention. There will be special events for our new Illinois Association of Blind Merchants, our blind parents, kids, guide dog users, students, teens and so much more. Of course, our general sessions and exhibits will be jam-packed as well.

Feel free to contact Patti Gregory-Chang with comments, questions, or concerns at 773-307-6440. Hope to see you all there.

National Federation of the Blind of Illinois is not on twitter at **www.twitter.com/nfbi.** We also have a facebook page. Just search for "NFBI."

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NFB
National Federation of the Blind
Voice of the Nation's Blind

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.orgwww.frcd.org**, 20 East Jackson Blvd., Room 300, Chicago, IL 60604

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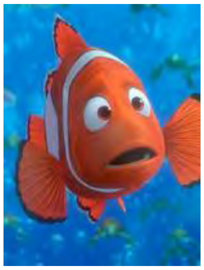
FROM FAMILYCONNECT WEBSITE

Eddie Can Do It

by Emily Coleman



Today, I was in a movie theatre comparing myself to a clown fish. That doesn't happen every day. I took my two daughters to see maybe one of the best animated films of all time, in my humble opinion. Most of you can probably guess by now that I'm referring to Finding Nemo. Just in case somebody reading this hasn't seen the movie, it is a story about a very dedicated and over-protective father and his son…who happens to have one underdeveloped fin.

I have watched this movie over a hundred times on video cassette, and never once pondered how I was and was not like the father in this story. Maybe it was the impact of the large screen, or the fabulous 3D, but today I found myself relating to this clown fish as a parent of a child with an impairment of some kind. In the beginning of this movie, the Dad tells his son that he just can't do certain things. With a look of sheer determination, the son immediately proves him wrong. I have seen that look.

That is when I started thinking about all the times I give Eddie more assistance than he needs, or discourage him from trying things that I'm not sure he can do. I want him to be successful, and therefore steer him away from struggles and greater challenges. However, by doing so, I am telling him by my actions if not by my words that he isn't capable. I am breaking down his confidence instead of building it up.

Lately, I've been encouraging Eddie to do even more things independently. He often seeks out an escort, or simply someone to hold his hand as he moves around the house. Often times, he gets exactly what he's looking for because we want to help him. Well, I've stopped being his personal escort, and instead push him to go forward alone. Instead of asking, "what do you need," or "where do you want to go," I don't ask any questions. I simply say, "Eddie can do it."

Amazingly, with those four short words, Eddie often turns around and moves forward alone. There isn't a fight. He doesn't cry like he used to when I'd say, "Eddie, I'm busy," or "not right now, Eddie." He just must be thinking to himself that if mom said I can do it, than I must be able to do it. As success keeps coming with that short phrase, I can't help but kick myself for not starting to use it sooner.

Even though I had been leaning towards asking for more independence from Eddie, I am grateful for the movie that confirmed my suspicions today. Who knew that I would actually learn something from a movie date with my kids, and that I would find one thing in common with a fictitious clown fish? My new goal for myself is to remind Eddie daily that, "Eddie, can do it," and then we will "just keep swimming."

Back to School—Yay?

by Anne McCarthy

School has started again, but it's different for our family. Most parents can't wait for the school year to start so that the state-subsidized childcare known as public school (for those of us still in them) can begin again—oh, and so they can learn something, too!

I can understand that mindset because I do have Charlotte, my typical child, who can function very well in school when she is not overwhelmed by fear and anxiety (which, unfortunately, has pervaded her first week of school).

But when it comes to James, going back to school is all about giving up control of my kid to people who continue to prove they are most certainly not up to the task. On the first day of school, I brought James and Charlotte to school early because I was on point to train his new one-to-one aide (he has had 4 aides in 4 years—not exactly continuity of care here). I had been asked to train her in the use of James's alternative mobility device (AMD).

This cane is similar to the pre-cane devices blind toddlers use, but it's beefed up with all-terrain wheels and PVC and tricked out with Woody and Buzz Lightyear stickers. He can't use the typical long white cane because it takes motor control to tap it back and forth in front of you. Also, my awesome husband built it. The administrator told me to leave Charlotte in the foyer of the building to sit on the bench next to another third-grader.

Charlotte silently pleaded. She has been cogitating incessantly about going to this new school for grades 3-5 and has been a bundle of nerves all summer about it.

"She'll be fine!" the administrator insisted, gesturing with long shining pink fingernails toward the bench.

Charlotte gritted her teeth and protested in hushed tones, "But that's Amber!"

Her arch-nemesis from second grade.

"Oh, she's just a kid like you," I said dismissively. "You can still say hi and chat!"

Charlotte fumed, her nostrils large like those of the dragon in the poster on the wall. She gritted her teeth again, beseeching, "But some big kids might come!"

Charlotte has developed a fear of "big kids," which I guess means any kid bigger than her. There were going to be a lot of those here and she was going to have to get used to it. I gave her a squeeze on the arm, a sympathetic look, and off we went, Mom once again tending to James's overwhelming number of disabilities and needs while Charlotte settled in next to Amber. We spent a half hour going around the school, during which time I showed the teacher how James uses the cane and what she can expect him to see. I explained he would need to hold her hand when going down a curb because there is no handrail, and she would have to hold the AMD (a really heavy sucker!) on the stairs. Most importantly, other kids would have to learn to step out of its way; it is not his responsibility to keep them from tripping (as his physical therapist over the summer in the same building had suggested). James loped along in his jerky, energetic way, pushing this large white rectangle on wheels in a wavy but effective line over thresholds and down the hall. We took our time and I got a chance to begin to get to know this "Miss M," into whose (competent?) hands I was dropping my child.

The school hallway goes in a loop and, by the time we got around to where we had started, there was a mob of large children (are fifth graders really bigger than I am? What is in those cafeteria lunches?) making its monstrous way, like some sort of pre-hormonal plasma, through the glass doors and on through the foyer where my daughter had been sitting. Then I saw Charlotte, her face red and dripping tears, looking for me in a panic. She was born with a faint red birthmark on her upper cheek vaguely resembling the Japanese archipelago (we call it her "angel kiss") that is no longer visible except when she cries. Then it darkens, as it had now. Among the pressing mob, it seemed odd that no one saw her but me.

I went to her immediately. She is always very concerned that no one should see her cry, so I wanted to get her into a private place right away. I kissed James goodbye and headed off to the faculty bathroom...and headed off to the...and headed off...James was stuck to my leg like super glue (global low muscle tone, my ass!). Now he was crying too and, with the din of hundreds of kids ricocheting off the halls, it was pandemonium. I took Miss M's hand and placed it on James's. With the admonition "Don't let go!" I peeled my leg from his grip and headed off to the faculty bathroom.

Inside the serene tiled walls of the teacher's lavatory, I was able to breathe. Charlotte's face crumpled with more hot tears cascading over her little puffy lower lids. She was afraid of big kids, she was afraid the teacher wouldn't be nice (we had already met her), she was afraid she wouldn't know anyone (we already knew she would), she just wanted to be "home, home, home!" This echoed against the pale yellow tile as she pumped her clenched fists up and down with force. But most of all, she was angry that I had left her there alone. She widened her eyes so I saw the whites all around:

"You knew I was scared. You knew I have problems with Amber! You knew that! WHY did you LEAVE me?"

I tried to hold her, to calm her. I told her I was sure they would let me walk her to her classroom just this one day. Ultimately, she was inconsolable. And ultimately, I was wrong about yet one more thing. The administrator joined us in our yellow tile sanctuary to tell us that Charlotte needed to get to class. She informed us that, no, parents are not allowed to walk their child down—not even just for today. The administrator took Charlotte's hand in hers. As she walked away down the hall, I saw the woman's pink shiny nails and wondered what they felt like in my daughter's hand—how strange and foreign and maybe interesting. I heard the administrator's high heels echo less sharply with every step down the hall until they rounded the corner.

I started this entry intending to talk about James, about the things that the school is not doing right for him—you know, the stuff I spend 98 percent of my time thinking about. But the story somehow turned into one about my daughter and, for a rare moment, I let my attention rest on her. She does get left out. She does get a raw deal in this. If she were my only child, I know I could do so much better by her. Then again, if she were my only child—ironically—she might have fewer emotional needs. Her "normal" is one in which she is metaphorically (if not actually) often waiting on the bench for Mom or Dad to finish with the "important" child. She is also a twin, so she has never known a life without him—she didn't even get nine months' belly time to herself! (Though I did arrange for separate placentas—I sprung for the extra rent). We mothers are too hard on ourselves, I know that. It's still so hard.

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Note: The original Super-Size Folder pack of three blue folders has been discontinued.

Illinois Association for Parents of Children with Visual Impairments

IPVI

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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 RESOURCE CENTER ON DISABILITIES

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Join IPVI *or renew your membership today!*

*The **I**llinois Association for **P**arents of Children with **V**isual **I**mpairments 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.
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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.

Have questions or need more information?
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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

▶	**Sep.12-Oct. 17**	**CL North Tots and Company Music Therapy**	**Glenview**
▶	**Oct. 5-7**	**NFB Illinois State Convention**	**Chicago**
▶	**October 7**	**Race for TEAMLighthouse**	**Chicago**
▶	**October 13**	**Play for All Lighthouse/IPVI Families**	**Chicago**
▶	**October 17**	**CL North Menomonee Judo Club Demonstration**	**Glenview**
▶	**October 22**	**CL North Cooking Classes with Chef Laura Martinez**	**Glenview**
▶	**October 23**	**CL North Kool Kidz Cook!**	**Glenview**
▶	**October 23**	**CL North Judo Classes**	**Glenview**
▶	**October 28**	**CL North Spooktacular Halloween Fun House!**	**Glenview**

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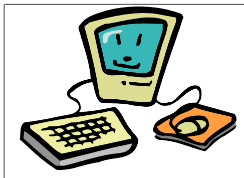
Newsletter Deadline for
NOVEMBER is OCTOBER 10th



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