

G•V•E•S•T•2022

THE ONE WHERE WE ARE
REUNITED AND IT
FEELS SO GOOD!

Georgia Vision Educators Statewide Training

October 12-14, 2022

Middle Georgia State University,

Robert F. Hatcher, Sr. Conference Center

Macon, Georgia

About G•V•E•S•T

In 2000, the Georgia Department of Education introduced a new conference and called it Georgia Vision Educators Statewide Training, or GVEST. Now, GVEST continues as multiple agencies dedicated to serving students with sensory impairments collaborate to offer professional development training focused on the needs of this population.

GVEST provides an opportunity for Georgia's educators who serve individuals with visual impairments to have specialized training and to share effective practices and strategies specific to the needs of students and clients with visual impairments. The annual GVEST conference typically takes place in Macon Georgia each October and provides workshops led by experts in the field of blindness.

G•V•E•S•T Conference Planning Committee

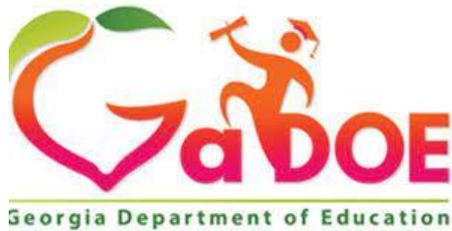
GVEST gratefully acknowledges the members of the Conference Planning Committee and Smokey Powell for their support and assistance in the planning and implementation of the 2022 GVEST Conference.

- Tara Bowie, GVEST Committee Chair, Outreach Education Program Specialist SPC
- Heather Boyle, Education Specialist, Georgia Sensory Assistance Project
- Sarah Bussey, SE Region Vision/O&M Services Coordinator AIS, GaAER President
- Dawn Day, Curriculum Director GAB
- Heidi Evans, Director, Georgia PINES
- Stephanie Hardwick, TVI Forsyth County Schools, GaAER Treasurer
- Sharon Lyttle, Outreach Education Program Specialist SPC
- Chris Maniscalco, TVI Coordinator Gilmer County
- Zel Murray, Georgia Statewide Coordinator for Visual Impairments
- Shirley Robinson, Assistant Director for Blind Services Georgia Voc. Rehab Center
- Christine Spratling, Coordinator, INSITE/VIISA, Georgia PINES
- Martha Veto, Education Specialist, Georgia Sensory Assistance Project
- Carmen Willings, TVI Forsyth County Schools, Owner of teachingvisuallyimpaired.com
- Taylor Worland, Lead EIS INSITE/VISSA, Georgia PINES

GVEST Conference Information

GVEST is Proudly Brought to you by

The Georgia Department of Education, the Georgia Academy for the Blind, and the Smokey Powell Center.



Conference Location

Middle Georgia State University, Robert F. Hatcher, Sr. Conference Center

100 University Pkwy, Macon, GA 31206

(478) 471-2770

Dog Relief Area

While there is no designated dog relief area, attendees may use the main elevator on the second floor to use the grassy area by the pond.

Badges

In an effort to enhance security during the conference, GVEST requires that attendees wear their GVEST Conference badges at all times during the conference. Badges must be worn to gain admission to the sessions and luncheons. Your badge not only indicates that you are fully registered for the conference, but also serves as a courtesy to other registrants.

Registration Area

The Conference Center manages the registration sign-in area right inside the doors at the Robert F. Hatcher building. GVEST committee members will be there to assist you as you arrive. Sign-In hours are as follows:

Wednesday, October 12 9:00 am – 10:00 am

Thursday, October 13 7:30 am – 8:00 am

Friday, October 14 7:30 am – 8:00 am

Continuing Education

Certificates of attendance reflecting contact hours will be available for participants. At the end of the conference, please complete the conference Google Form to document your attendance. This Google Form contains all the information necessary for ACVREP to award your continuing education credit hours. The session moderator will announce the opening and closing session codes during the session. Write down both codes and enter them on the Google Form. GVEST will compile your CE hours and provide you with a certificate of attendance at the close of the conference. We also ask that you complete the session evaluation and conference feedback.

G•V•E•S•T Special Events

Exhibit Hall Networking Prize

Be sure to visit each exhibitor throughout the day on Wednesday and Thursday and obtain the initials of representatives from each booth. During Friday's General Session, each person submitting a completed form will be entered into a drawing for a prize. Must be present to win.

Wednesday Afternoon Social

Join us as we celebrate being reunited again! AIS, GSAP, AIDB, and Visual Enhancements will be hosting our Wednesday evening social in the banquet room. Enjoy light snacks, prizes, music, dancing, trivia, and be sure to stop by the photo booth! You won't want to miss this fun after party!

Thursday GVEST Night Out on the Town

Join us as we celebrate a night out on the town! We will start the evening at Fall Line Brewing Company in downtown Macon. Following your meal, keep the party going by joining us at Macon's Dueling Piano Bar!

[Fall Line Brewing Company](#)

567 Plum St. Macon, Georgia 31201

#GVEST22

Are you posting about your GVEST conference experience on Facebook or Twitter? Consider using the official meeting hashtag: #GVEST22

Find all posts marked with this hashtag by searching for the tag in your social media app search box.

G•V•E•S•T Conference Sponsors

We would like to thank the following GVEST conference sponsors:

Ability2 Access – Silver Sponsor

Alabama School for Deaf Blind – Diamond Sponsor

Allied Instruction – Diamond+ Sponsor

Eschenbach – Bronze Sponsor

Georgia Pines – Silver Sponsor

Georgia Sensory Assistance Project (GSAP) – Diamond Sponsor

Smokey Powell Center – Diamond+ Sponsor

Vispero – Bronze Sponsor

Visual Enhancements – Diamond Sponsor



G·V·E·S·T Schedule at a Glance

Wednesday, October 12, 2022

| Time | Session | Location |
|---------------|--------------------------------|-------------------------|
| 9:00 – 10:00 | Sign In and Registration | Conference Center Lobby |
| 9:00 – 5:00 | Exhibit Hall | Conference Center Lobby |
| 10:00 – 11:00 | Welcome and General Session | Banquet Hall |
| 11:15 – 12:15 | 60-minute Concurrent Sessions | see conference details |
| 12:15 – 1:15 | Lunch and Exhibit Hall | Banquet Hall |
| 1:20 – 2:20 | 60-minute Concurrent Sessions | see conference details |
| 2:30 – 3:30 | 60-minute Concurrent Sessions | see conference details |
| 3:30 – 4:00 | Afternoon break and networking | see conference details |
| 4:00 – 5:00 | 60-minute Concurrent Sessions | see conference details |
| | Afternoon Social | |

Thursday, October 13, 2022

| Time | Session | Location |
|--------------|--------------------------------|-------------------------|
| 7:30 – 8:00 | Sign In and Registration | Conference Center Lobby |
| 8:00 – 5:00 | Exhibit Hall | Conference Center Lobby |
| 8:00 – 9:00 | 60-minute Concurrent Sessions | see conference details |
| 9:00 – 9:30 | Morning Break and networking | Conference Center Lobby |
| 9:30 – 11:30 | 120-minute Concurrent Sessions | see conference details |
| 11:30 – 1:00 | Lunch and Exhibit Hall | Banquet Hall |
| 1:15 – 2:15 | 60-minute Concurrent Sessions | see conference details |
| 2:30 – 3:30 | 60-minute Concurrent Sessions | see conference details |
| 3:30 – 3:45 | Afternoon Break and networking | Conference Center Lobby |
| 3:45 – 4:45 | 60-minute Concurrent Sessions | see conference details |
| | GVEST Night Out | |

Friday, October 14, 2022

| Time | Session | Location |
|---------------|---|-------------------------|
| 7:30 – 8:00 | Sign In and Registration | Conference Center Lobby |
| 8:00 – 9:00 | 60-minute Concurrent Sessions | see program for details |
| 9:15 – 10:15 | 60-minute Concurrent Sessions | see program for details |
| 10:15 – 10:45 | Morning Break & Networking | Conference Center Lobby |
| 10:45 – 12:00 | General Session DOE Updates, Closing & Prizes | Banquet Hall |

G·V·E·S·T Schedule Details

Wednesday, October 12, 2022

9:00 am – 10:00 am

Conference Lobby

Sign In and Registration

9:00 am – 5:00 pm

Conference Lobby

Exhibit Hall Vendor Showcase

10:00 am – 11:00 am

Banquet Hall

Room 211

Opening General Session

Welcome and Conference Overview

Keynote Address

“Teaching Your Students to See the True Champion Within”/Tyler Merren, US Paralympic Athlete. Using my story and some inspirational stories from famous figures, I walk you through a 5-step process designed to draw out the greatest potential. With high and low moments, laughs and shocks, this presentation will entertain and teach the life lessons I have learned as a husband, father, athlete, and more. /Tyler Merren, US Paralympic Athlete



GEORGIA
PINES
Parent Infant Network for Educational Services

Georgia Parent Infant Network for Education Services (Georgia PINES) is a statewide early intervention program for families whose children (birth to age three) are diagnosed with hearing and/or vision loss. Families receive information, training and support across all areas of development from specially trained service providers. All services are provided free to Georgia PINES families. To make a referral for a child: 404-300-5905

To learn more about becoming a Georgia PINES service provider, contact Christine Spratling at Christine.Spratling@doe.k12.ga.us We'd love to have you join us and make a difference for babies with vision loss, and their families! loss, and their families!

11:15 am – 12:15 pm

60-minute Concurrent Sessions

Room 212 (Stadium)
W.1.a

The FVLMtA-ECC: Integrating technology within a comprehensive evaluation process and report

Dr. Siu

How does technology fit into a comprehensive evaluation process for educational vision services? This session will introduce an approach for supporting how technology can be incorporated throughout a holistic evaluation and comprehensive report for blind and low vision students.

Room 237
W.1.c

O&M Instruction in the Community--How Do We Make It Happen?

Sarah Bussey

WAY BACK in our last in person GVEST, I gave a presentation focusing on resources and language O&M Specialists can use to help provide Special Education Directors with the knowledge necessary to confidently support the needs of their students y encouraging O&M instruction in the community. We cited the IDEA and reviewed age-related curricular guidelines. This year, I'm super excited to be back with you to discuss and celebrate the students who have been positively impacted by the points we discussed in our last session. If you weren't with us during the previous presentation we will catch you up! After a quick review we will and move forward to continue developing strategies and build confidence in communicating with Directors regarding the needs of your students and our responsibility to meet those needs in the community!

Room 238
W.1.d

Why Sports!

Hal Simpson/Georgia Blind Sports

Making a case for the importance of sports in the lives of the visually impaired.

Banquet Hall
W.1.e

What's the gab on GAB?

Dr. Cassandra Matthews, Dr. Karen Blankenship, Dr. Cindy Gibson, Alicia Jackson, Dawn Day

Dr. Gibson will discuss the vision and mission of GAB Dr. Matthews and Dr. Blankenship will discuss implementing and choosing a new ELA curriculum for students at GAB. Mrs. Day will discuss AT, assessments, data for math and ELA. Ms. Jackson will discuss transition, related services and ECC.

12:15 pm – 1:15 pm

Buffet Lunch

Banquet Hall

Vision Teams Throughout Georgia Slideshow, Vendor Exhibit Hall

Your Source For:

Braille Notetakers and Displays

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Software

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www.ability2access.com

“Enabling Access Through Low Vision and Blindness Technology”

1:20 pm – 2:20 pm

60-minute Concurrent Sessions

Room 212

W.2.a

Needs Assessment for Justifying Technology Recommendations

Dr. Siu

Figuring out what our students need for technology can seem very overwhelming! And once you know what might work best for your student, getting approval for multiple purchases can be another challenge to overcome. This workshop will present an approach to conducting a needs assessment in order to determine appropriate learning media, technology, and instructional priorities. Once these determinations are made, participants will also learn how to present the data to justify purchasing requests.

Room 234

W.2.b

Using A Team Approach to Communication Planning

Chelsea Shoop & Martha Veto

Many children with visual impairment and additional disabilities struggle to become proficient communicators. It takes a comprehensive, across environments, and throughout the day approach to help these students build the skills they need. This session will introduce the Communication Matrix and a new series of modules developed to help teams work together to develop a communication plan for their students at the earliest stages of communication.

Room 237

W.2.c

How Does a Blind Person Learn to do Fitness?

Tyler Merren

A presentation on the ReVision Fitness app, the audio fitness program designed by Tyler Merren to teach people who are blind or visually impaired how to do fitness correctly. Made to be universally accessible for blind and sighted alike, we'll dive into the different sections of the program, its multi-layered instructional approach, and its foundational concept that vision loss does not equate to ability loss when the right resources are available.

Room 238

W.2.d

Using VI-AT Services to help Fill TVI Openings

Amanda Thompson, Mike Fish

The Vision Field currently has more unfilled positions than ever before. At the same time, Low Vision and Blindness AT needs have exponentially grown. Learn how AT Services from CATIS and other highly skilled AT Specialists who focus on VI-AT can help school systems fill gaps in service provision while lightening TVI workload and helping students receive appropriate, highly specialized AT services at the same time, which takes the guesswork out of determining the AT solutions for your students! Learn how our team assists TBVIs with assessing student technology skills, uses consideration matrices to determine the best technology to meet your student needs, and creates a plan for short-term and long-term instruction. At AIS we have thrown the categorical box out of the window and are creating innovative approaches for meeting students' AT needs.

Banquet Hall

W.2.e

Supported Employment: Employment is Possible for Everyone with the Right Supports

Sharon DeMille

PP combined with speaking presentation. Two types of Supported Employment (Traditional & Customized) offered by GVRA for individuals. Describe the two types/contrast their differences/talk about the services encompassed by each. Discuss how GVRA counselors work with the SE providers to accomplish these goals. Talk about the types of supports that are provided. Help audience to see that with Supports, employment can be possible for all individuals. Talk about how Customized SE addresses what we typically consider "more severe" or "more involved" disabilities.



The Smokey Powell Center is housed on the Georgia Academy for the Blind school campus and provides services to any student throughout the state of Georgia who is blind or visually impaired. Services are provided at no cost to the student. Because of Mr. James Emory "Smokey" Powell's generous endowment, the Smokey Powell Center is able to offer all services and equipment at no charge to local school districts or to the parents of students who are blind or visually impaired. Services include Clinical Low Vision Evaluations, Assistive Technology Assessments, Equipment Loans and Outreach Consultations.

For more information visit our website @

<https://www.gabmacon.org/Page/58>

Or email Heather Francis, Program Assistant at Hfrancis@doe.k12.ga.us
478.751.6083 Ext 3624

2:30 pm – 3:30 pm

60-minute Concurrent Sessions

Room 212 (Stadium)

W.3.a

How to Write Technology Goals for the IEP

Dr. Siu

AT instruction requires both device knowledge and understanding of how a device is adopted for meaningful implementation. As devices become more sophisticated, teachers might even be learning alongside students! In order to support manageable learning curves, this workshop will present a task analysis approach to learning and teaching technology. Developing high-quality IEP goals may serve as a blueprint for educators on how to support AT holistically, and function as a means to ensure students receive the equipment and training they need to meet high expectations.

Room 234

W.3.b

Jaws: Bite by Byte

Amanda Thompson, Mike Fish

Join Mike Fish, M.Ed. and Assistive Technology Services Coordinator – Blindness Division for AIS and Amanda Thompson, M.Ed., CATIS, ATP and Director of Assistive Technology for AIS as they break JAWS into digestible bytes for TVIs. JAWS: Bite by Byte, a curriculum guide, helps TVIs learn Windows PC basic conceptual knowledge and teach those concepts to their students. Screen Reader instruction doesn't have to be frustrating and intimidating when we set students and TVIs up for success. Learn about the curriculum guide, where to find it, and the content it contains so you can use the tool to support JAWS instruction for your students.

Room 237

W.3.c

My Favorite Activities to Teach the ECC

Carmen Willings

Carmen will provide her favorite activities for teaching all areas of the ECC including suggestions and strategies for individualizing instruction and adapting materials for students using age-neutral and multi-sensory activities designed to meet the needs of the broad range of students served by a TVI. This session will provide activities for students with severe and profound disabilities through students who are following the standard course of study. ECC activity areas include concept development, braille instruction, visual efficiency, optical device, and more!

Georgia Sensory Assistance Project (GSAP) supports students, birth through 21 years, who have a combined vision and hearing loss



- Vision loss can range from low vision (20/70 in the best eye with correction) to blindness, or a documented progressive or functional loss, including Cortical Visual Impairment.
- Hearing loss can be permanent or fluctuating, unilateral or bilateral, range from mild (26-40dB) to profound, or a documented progressive or functional loss.
- A combination of these losses that **impacts communication, development, and educational needs qualifies children and youth to be registered.**
- Students need not be identified as deaf-blind on their IEPs, have vision or hearing as an eligibility, or receive services from teachers of the visually impaired or deaf/hard of hearing.



GSAP provides support to educators, service providers, and families of students on our registry

- On-site consultation to address sensory, communication, learning, and behavior needs
- Conference, workshop, and webinar presentations
- Communities of practice for professionals
- Family workshops, support, and networking opportunities

Visit our website for links to information, resources, request for support, and training calendar! <https://tinyurl.com/gsapweb>

GSAP is required to maintain a registry of our students and submit an annual child count report to the Office of Special Education Programs. We contact teachers each December to update records. If you have a student to add to the registry, contact us at any time!

gsap@uga.edu



**Department of Communication
Sciences and Special Education**

Mary Frances Early College of Education

UNIVERSITY OF GEORGIA



Office of Special Education Programs
U.S. Department of Education

The Georgia Sensory Assistance Project is funded by the US Department of Education, Office of Special Education Programs, and is housed at The University of Georgia.

Room 238
W.3.d

The New SLK – Routines for Sensorimotor Learners

Heather Boyle with Ginger Schmidt

Planning for our Sensorimotor Learners can be challenging. The new Sensing & Learning Assessment, an update to the APH Sensory Learning Kit, can help us determine what Sensorimotor Stage our learner is in and guide our instructional practices. This presentation will introduce you to the new Sensing & Learning Assessment and show you how this assessment tool can help in the development of routines, assist in appropriate IEP goal development, and add useful information to your LMAs!

Banquet Hall
W.3.e

What O&M Can I Support as a TVI? (We won't be sitting the whole time!)

Sarah Bussey

If you know me, you know I want to be up and MOVING!!! In this session we will quickly review strategies you can use to support your students' development in O&M when the O&M Specialist isn't in the building. We will then get up and head out of the room to practice O&M skills under sleep shade with a partner! This is my favorite activity to do with teams and I can use the practice under sleep shade as well! It's amazing the amount of AHA moments I've had when I take a moment to step into my students' shoes. To be honest, it has been over 6 since I personally participated in a simulation, and it's time!

3:30 pm – 4:00

Afternoon Break and Networking

Conference Lobby

4:00 pm – 5:00

60-minute Hands-On Sessions

Room 212 (Stadium)
W.4.a

What's On Your Wish List for A Digital Comprehensive Assessment Tool?

Dr. Siu and Deborah "Cricket" Park

In collaboration with the California School for the Blind, Dr. Ting is developing a free, open source, web-based tool for collecting comprehensive evaluation data that will also help teachers draft an evaluation report. This roundtable discussion will include a brief demo of the prototype and welcome suggestions for improvement. The time will focus on gathering feedback about the tool and identifying "wishlist" items that practitioners would want to have in such a tool. All suggestions will be documented from participants anonymously.

Room 234
W.4.b

Making Books & Stories Meaningful for Students with Complex Needs

Christine Spratling

Christine's summary: Many of our students / babies do not have the conceptual background and experiences to get meaning from the books or stories that are used in the classroom. Yet, there are so many literacy activities we can develop from the books - with the learner always in the center of our planning - Many of our students / babies do not have the conceptual background and experiences to get meaning from the books or stories that are used in the classroom. Yet, there are so many literacy activities we can develop from the books - with the learner always in the center of our planning - we may just need to be a little bit creative. In this session, we want to put the fun back into books and stories while focusing on the individual learning needs and style of the learner.

Room 237
W.4.c

Workout Session Blindfold Style

Tyler Merren

Get in a great workout session with a twist, you will be blindfolded through the session to gain the experience of hitting a workout session without the use of vision. Don't worry, your instructor has experience in teaching those who are blind or visually impaired. 😊 This should be a great way to break up the sessions and have some fun.

Room 238
W.4.d

Hands-On Haptics

Martha Veto

Haptics is a standardized system for providing visual information and social feedback via touch signals on the body. The Haptics system was developed for deaf-blind adults as a subtle way to fill in the gaps of what is going on around them- people are laughing or crying, someone has a hand raised, someone you know just came in and waved. Haptics is a great tool for O&M with students who have hearing loss, or to convey a message to a student during a lecture without talking over the speaker, or to indicate where things are in the room. In this hands-on session we'll look at some of the uses of Haptics and practice giving some directions to others.

Banquet Hall
W.4.e

Scaling Assistive Technology for All Ages and Stages/
Jose Cintron and Joel Zimba/ Florida Vision Technology
Essential Functions of Technology in the Classroom, New
Products for Early Braille Learning Devices for More Advanced
Studies, Braille That Grows with the User, Learning the
Technology. Topics include Essential Functions of technology in
the Classroom, Creating Documents and Taking Notes, Reading
Books, Connecting to other Devices, products for early braille
learning, devices for more advanced studies, braille that grows
with the user, and learning the technology.

5:00 pm –
Banquet Hall

Afternoon Social

Join us as we celebrate being reunited again! AIS, GSAP, AIDB,
and Visual Enhancements will be hosting our Wednesday
evening social in the banquet room. Enjoy light snacks, prizes,
music, dancing, trivia, and be sure to stop by the photo booth!
You won't want to miss this fun after party!

VISIT THE ESCHENBACH BOOTH
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See our **NEWSmartlux®**
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magnifier and others like:

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- Desktop Video Magnifiers
- Contrast-enhancing Filters
- & More!

**Our products can help those
with vision loss read and write
easier.**

ESCHENBACH
(800)487-5389 | www.eschenbach.com

Thursday, October 13, 2022

7:30 am – 8:00 am

Conference Lobby

Sign In and Registration

8:00 am – 5:00 pm

Conference Lobby

Exhibit Hall Vendor Showcase

8:00 am – 9:00 am

60-minute Concurrent Sessions

Room 212 (Stadium)

Th.1.a

Low Hanging Fruit of AT (AT tech in mainstream tools)

Dr. Siu

Often times, adult and school-age clients alike can benefit from advantages of access technology without the financial commitment (and steeper learning curve) of more specialized technology. Knowing what can be introduced via freely available mainstream technology can make accessing information easy and get students' buy-in to using access technology. This technology will explore some readily available technologies on any mobile or desktop computing device – BYOD (bring your own device) and be ready to experiment!

Room 234

Th.1.b

Creating Accessible Content

Carmen Willings

Start with accessibility in mind when creating documents and design instruction to ensure access for students who are blind or visually impaired. This presentation on Accessible Content for Individuals who are Blind or Visually Impaired provides suggestions in supporting teams by providing guidance on how to create accessible materials, documents, presentations, and web content.

Room 237

Th.1.c

The One Where the ECC Magic Happens (Para Strand)

Tara Bowie and Tyrene Neil

Participants will gain a basic understanding of the Expanded Core Curriculum and why it is a crucial element in supporting students with visual impairments.

Room 238
Th.1.d

Putting Your Students in the Driver's Seat...How to Develop and Implement Student Led Transition Plans

Toni Kimbrough and Patricia Hendrix

The presenters will discuss best practices of the Transition Planning Process by providing strategies to foster self-determination through an interactive and informative presentation. Each attendee will leave with ideas, strategies and materials to better develop and implement Student Led Transition Plans.

Banquet Hall
Th.1.e

Banquet Hall, Increasing Workflow, Productivity And Fun With Braille Notetakers

Earl Harrison

In this presentation, HIMS National Account Manager Earle Harrison will demonstrate how today's notetaking technology remains relevant in the academic, professional and recreational lives of thousands of people who are blind, and is helping to pave the way to success. These all-in-one devices increase workflow and productivity with streamline access to cloud storage systems like Google, OneDrive and DropBox, text based google searches, a math editor with real-time graphing ability, podcasting, maintaining contacts and calendar appointments, access to virtual meeting and conferencing platforms and so much more.

9:00 am – 9:30 am

Morning Break

Conference Lobby

9:30 am – 11:30 am

120-minute Concurrent Sessions

Room 212 (Stadium)
Th.2.a

How to Teach for Conceptual Understanding in Virtual Environments

Dr. Siu

Wondering how to introduce a blind student to a new device, online platform, or app? Much of sustainable tech instruction actually needs pre-teaching without a device and by using tech-free, tactile media first. In this workshop, Dr. Ting will guide teachers and parents on how to teach for conceptual understanding when using technology to navigate virtual environments. Be sure to catch info on how to make tactile teaching aids yourself or by downloading ready-made resources from the field.

Room 234
Th.2.b

Braille, Low Vision, Speech, and Switch Access for the Chromebook

Bruce McClanahan

(Advanced sign up required) Typing Club, universally designed for all. Low vision options. IPEVO video magnifier. MagniLink S Premium 2. ChromeVox frequently used commands, configuring ChromeVox, Google Drive for OCR, files, and folders, obtaining a Braille file from a Google Doc & more. VoiceTyping. Chrome, Google Calendar, Google Docs, Drive, Gmail, & Slides with ChromeVox.

Room 237
Th.2.c

The One Where We Talk about Eyeballs and AT

Tara Bowie and Tyrene Neil

Participants will gain a basic understanding of eye conditions and visual impairment and how the use of assistive technology can be an effective tool. We will discuss assistive technology for students with both low vision and blindness.

Room 238
Th.2.d

Tools for Transition Planning

Denise Fitzgerald

The goal of this session is to introduce several practical tools for transition planning. The Perkins Person Centered Planning process was developed to enhance parent/advocate and student participation prior to the PCP celebration. The presentation will include templates for developing post-Secondary goals along with personal vision statements, ideas for (MAP) conversation starters and how to translate ideas to action plans. Samples of formal and informal assessments will be highlighted.

Banquet Hall
Th.2.e

The Importance of Physical Activity in the Development of Academic and Social Skills

Dr. Kathy Zwald

Research has shown that physical activity is necessary for success in every aspect of growth and development and this is particularly true with students who are blind or visually impaired. During this session, strategies will be discussed and demonstrated to get your student moving and involved with physical education in their school and community activities.

11:30 am – 1:00 pm

Lunch and Learn, Exhibit Hall Showcase

Visual Enhancements is a proud supporter of the GVEST 2022 Conference and all vision professionals throughout Georgia

Electronic magnification can help individuals with daily tasks and hobbies so they can remain independent!

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Enhancements, Inc.

(877) 236-7092

www.VisualEnhancements.com

1:15 pm – 2:15 pm

Room 212 (Stadium)

Th.3.a

60-minute Concurrent Sessions

How to Scale Up Students' Tech Skills

Dr. Sui

This workshop will present four steps to overcoming the technology learning curve with blind and low vision students. First, technology is best introduced to blind and low vision students as soon as there is a need to access information. Join Dr. Ting and consider how a comprehensive 3-year learning curve can develop technology proficiency for the youngest students; and for older students who are simply new to technology, how might this learning curve differ? This workshop will challenge participants to consider instructional strategies that empower students of all ages in their own learning process, and ensure buy-in to using technology.

Room 234

Th.3.b

APH Mantis Q40/Chameleon 20

Bruce McClanahan

The Mantis and Chameleon are tools that can improve students' access to/production of information. Both devices support literacy. Attend this session to learn about the instruction and implementation of its use for school-age students.

Room 237

Th.3.c

The One Where We Walk it Out Using O&M Techniques (Para Strand)

Tara Bowie and Tyrene Neil

Participants will gain a basic understanding of Orientation & Mobility and proper techniques for supporting students' independence and travel. Participants will engage in real life O&M activities.

Room 238

Th.3.d

Sensory Processing and the Importance of Routines (session will repeat)

Allison Hawkins

It is important to have an understanding of the role each sensory system plays in our ability to attend and learn. As educators in the VI world, we must consider each sensory system when working with our students. As we gain a knowledge of what motivates them, calms them, or alerts them, we will have the ability to unlock the world around them. Learn about how meaningful and functional routines can support sensory balance, development and active participation.

Banquet Hall
Th.3.e

CVI and O&M for Babies and Early Childhood part 1

Dr. Kathy Zwald

Cortical Visual Impairment issues begin with babies and toddlers and early intervention instruction must include orientation and mobility skills for early motoric and sensory development. During this session early O&M skills will be discussed with learning modules that can be used by any vision professional.

2:30 pm – 5:00 pm

GAB Tour Group

Georgia Academy for
the Blind

Advance sign up for field trip to GAB

Tour historic Georgia Academy for the Blind, established 1852, located at 2895 Vineville Ave. since 1902. Twenty-two acres of phenomenal vision services, K-12 instruction, OT, PT, O&M, WBL, SLP, CTAE and Project SEARCH. Age 3 – transition and beyond. GAB has a state-of-the-art pool and sensory environment and is home to the acclaimed Smokey Powell Center. Meet Kirby the GAB canine employee who holds certifications as a therapy animal and guide dog. Don't miss this opportunity to experience the hub of all things blindness K-12- The Georgia Academy for the Blind. "Creating a brighter future by working together"

2:30 pm – 3:30 pm

60-minute Concurrent Sessions

Room 212 (Stadium)
Th.4.a

APH Outreach Services- Working Together for Better Solutions for Everyone

Jeff Schwartz

Learn about APH Outreach Services with Jeff Schwartz. APH provides consultation and educational support for students with visual impairments, teachers and administrators, and families.

Room 234
Th.4.b

Access for Visually Impaired Students with Complex Learning Needs

Bruce McClanahan

Switch access software has not been developed specifically for totally blind children with significant additional impairments. We must find switch access software or portions of switch access software that "happens to work" with this population group. Examples of apps which happen to work are EIEIO from Creative Communicating and Counting Songs 1 & 2 from Inclusive.

Room 237
Th.4.c

The One Where We Talk it Out and Work it Out
(Para Strand)/ Tara Bowie and Tyrene Neil
Participants will explore fun and creative ways of communicating and collaborating with members of the student's IEP Team to support students' ECC.

Room 238
Th.4.d

O&M Apps Part 1 (Blind Square, Soundscape, Aira, and more)
Sarah Bussey, Stephanie Hardwick, Shirley Robinson
This is a 2 part session where we will review 3 different APPS to use with and introduce to your O&M students to increase their access and travel within the community. You will need access to each of the following APPS. Once we have reviewed each APP we will team up and take it out of the room! This is a very hands on and interactive session! We will be learning alongside the participants and we can't wait for this "feet in the streets" session! Apps include [BlindSquare](#), [Soundscape](#), and [AIRA](#).

Banquet Hall
Th.4.e

CVI and O&M for Babies and EC Part 2
Dr. Kathy Zwald
Cortical Visual Impairment issues begin with babies and toddlers and early intervention instruction must include orientation and mobility skills for early motoric and sensory development. During this session early O&M skills will be discussed with learning modules that can be used by any vision professional.

3:30 pm – 3:45 pm
Conference Lobby

Afternoon Break and Networking



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Physical Therapy



School Psychology



Occupational Therapy



**Educational
Interpreting**



**Speech-Language
Pathology
(SLP & SLPAs)**



**Assistive Technology
(AT)**

3:45 pm – 4:45 pm
Room 212 (Stadium)

60-minute Concurrent Roundtable Discussions

Objective Ed

Marty Schultz

Thanks to winning more NIH, NIDILRR and NSF grants, we've created more skill-building games for students from pre-K through transition. Sonic Math – teaches early math for pre-K to 1st grade BuddyBooks – helps low vision students with reading O&M – from Barnyard to your own neighborhood, lots of wayfinding and navigation skills Braille Literacy – Braille AI Tutor and Braille Sheets Pre-ETS – Getting a summer job through an accessible choose-your-own-adventure story

Room 238
Th.5.d

O&M Apps Part 2 "Feet in the Street"

Sarah Bussey, Stephanie Hardwick, Shirley Robinson

This is a 2 part session where we will review 3 different APPS to use with and introduce to your O&M students to increase their access and travel within the community. You will need access to each of the following APPS. Once we have reviewed each APP we will team up and take it out of the room! This is a very hands on and interactive session!

Banquet Hall
Th.5.e

Roundtable Discussions

- CVI: The State of CVI with Georgia Sensory Assistance Project (GSAP) Martha Veto
- Transition Services with Shirley Robinson, Jeff Alan, Toni Kimbrough, and Patricia Hendrix
- VI AT with Dr. Siu and the Smokey Powell Center
- Itinerant Teaching Maniscalco
- Sensorimotor Learners with Christine Spratling and Heather Boyle

6:00

GVEST Night Out

Join us at the Fall Line Brewing Company.

[Fall Line Brewing Company](#)

567 Plum St. Macon, Georgia 31201

Friday, October 14, 2022

7:30 am – 8:00 am

Conference Lobby

Sign In and Registration

8:00 am – 9:00 pm

60-minute Concurrent Sessions

Room 212 (Stadium)

F.1.a

O&M Assessment

Dr. Kathy Zwald

Developing effective O&M instruction and adhering to IEP goals can be a very tricky exercise and often does not fit the type of instruction needed for a variety of students who are blind or visually impaired. During this session, several different tools for O&M assessments will be discussed and analyzed for goal success

Room 234

F.1.b

Total Life Learning: Preparing for Transition Part 1

Denise Fitzgerald

The objective of this session is to introduce the Total Life Learning Curriculum to enhance school transition programming. This curriculum is designed for students with sensory impairments of any age and level of participation. The curriculum was developed by a cross disciplinary team to include all areas of the Expanded Core Curriculum. The curriculum includes a CD with a write on assessment tool. Each of the 6 Strands includes ideas for lessons and activities with each concept broken down into ideas for ALL levels of participation.

Room 237

F.1.c

Back to the Basics- Part 1: The One Where We... "Do it the GEORGIA way"

Stephanie Hardwick, Chris Maniscalco, Tara Bowie

How to get what you need and where to get it, such as: Low Vision Eval (clinics, referral packets, TVI responsibilities), APH Registration/GIMC, Quota Funds/Census, IEP and access to Infinite Campus, logins, student access, counties vary in what you will have access to, Assistive Technology (low vision devices, electronic devices, low/no tech materials), Help Groups (GA Vision Google Group, TVI/O&M FB Group)

Room 238

F.1.d

Building Capacity: An Innovative Model for AEM

Carolyn Phillips, Guy Toles, Carey Jackson

The Center for Inclusive Design and Innovation (CIDI) in the College of Design at Georgia Tech has been working in collaboration with the University System of Georgia (USG), the Georgia Department of Education (GaDOE), the Georgia Vocational Rehabilitation Agency (GVRA) and Walton Options Independent Living Center, to build capacity and serve Georgia students with disabilities through increased access accessible education materials (AEM), Braille accessible Information Communication Technology (ICT) and assistive technology (AT). As we strategically expand our services, environmental scans and discovery interviews were conducted to explore AT and AEM service delivery models throughout the US. A customized model for service delivery of AEM, Braille, ICT and AT in Georgia has been developed, active and continues to evolve which focuses on increasing access to educational environments for students. Multiple dynamic projects have been created, piloted and implemented within this model. These projects, pilots and service delivery experiences have revealed some successes and important lessons learned on the provision of AEM, Braille, ICT and AT. Join us, as the CIDI team shares their insights and lead a discussion of how the dynamic CIDI Service, Education and Research Model provides a possible framework to build upon to better serve our students with disabilities through appropriate AEM, Braille and AT services and education through strategic partnerships.

Banquet Hall

F.1.e

“Appcentuate the Positive!”: Using iOS Apps and Other Digital Tools to Enhance Your FVE/LMA Tool Kit

Mary-Ann Boger

Research shows that students are motivated by technology. Why not add some motivating resources to your FVE/LMA tool kit to put the "fun" back into this essential assessment? This hands-on presentation will showcase iOS apps and digital resources for various components of the FVE/LMA and also showcase two note taking apps to help TVIs with collecting and organizing their data efficiently.



What is CATT?

The Center for Assistive Technology Training (CATT) Project is a collaboration between the American Printing House for the Blind (APH) and the Alabama Institute for Deaf and Blind (AIDB).

Our mission is to provide assistive technology training to teachers of the visually impaired, utilizing a “train the trainer” model, while also providing training for students and families. Devices are provided through APH and training is provided through AIDB employed trainers serving a nine-state region: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee.



Additionally, CATT is proud to provide assistive technology training to two U.S. regions: the U.S. Virgin Islands and Puerto Rico.

For more information, visit aidb.org/CATT or email us at CATT@aidb.org.



9:15 am – 10:15 am

60- minute Concurrent Sessions

Room 212 (Stadium)

F.2.a

FUNctional braille for COMS/

Debbie "Cricket" Park

Having difficulty validating to your O&M student that a particular braille sign for "WOMEN" says "WOMEN" and not "ELEVATOR"? Come discuss functional Braille in your specific situations with a Braille & O&M enthusiast, getting ideas on how to create your own "braille cheat booklet" in this fun & interactive session.

Room 234

F.2.b

Total Life Learning: Preparing for Transition Part 2

Denise Fitzgerald

The objective of this session is to introduce the Total Life Learning Curriculum to enhance school transition programming. This curriculum is designed for students with sensory impairments of any age and level of participation. The curriculum was developed by a cross disciplinary team to include all areas of the Expanded Core Curriculum. The curriculum includes a CD with a write on assessment tool. Each of the 6 Strands includes ideas for lessons and activities with each concept broken down into ideas for ALL levels of participation.

Room 237

F.2.c

Back to the Basics Part 2: The One Where We "Get Er Done"

Stephanie Hardwick, Chris Maniscalco, Tara Bowie

This presentation will touch on various aspects of the role/duties of a TVI, including evaluations, linking results to goal development, lesson planning and preparation, managing schedules/caseloads, and most importantly collaborating with other professionals (i.e., teachers, OT, PT, SLP, O&M, Counselors).

Room 238

F.2.d

What About Georgia's Plan for UEB Math/Science?

Carson Cochran & Chris Davis

This presentation will provide a brief overview of the history of UEB adoption in Georgia and will highlight the most recent updates to the plan, particularly as to UEB Math/Science. While Georgia originally kept UEB encapsulated in the Nemeth code, many of our surrounding southern states have moved toward hybrid plans or more exclusively to UEB. This trend highlights the importance of understanding the basics of UEB Math/Science, as well as the similarities and differences between UEB encapsulated Nemeth and UEB Math/Science. Teachers need to be familiar with both so that they can make the best decisions for their students. This presentation will also announce an option for professional learning offered by Middle Georgia RESA, "Fundamentals of UEB Math/Science".

Banquet Hall

Sensory Processing and the Importance of Routines (repeat session)

Allison Hawkins

It is important to have an understanding of the role each sensory system plays in our ability to attend and learn. As educators in the VI world, we must consider each sensory system when working with our students. As we gain a knowledge of what motivates them, calms them, or alerts them, we will have the ability to unlock the world around them. Learn about how meaningful and functional routines can support sensory balance, development and active participation.

10:15 – 10:45 am

Conference Lobby

10:45 – 12:00 pm

Banquet Hall

Room 211

Morning Break

General Session

GaDOE Updates

Closing and Prizes

GVEST Conference Planning Committee

ACVREP attendance verification and session evaluations:

Please rate the sessions you attend by using this QR Code to go to a very short session evaluation rating scale. You need only enter the code word for the session and the rating. If you are seeking ACVREP credits, please enter your name. This will be used for attendance verification for ACVREP.



Whole conference evaluation:

Please complete the conference evaluation before you leave. We really want your feedback about the conference and how we can make it meet your needs!



Thank you from the **G•V•E•S•T** committee!

Thank you for joining us for GVEST 2022! Have a safe trip home and plan to join us again next year!