



2018 NEAER CONFERENCE

GUIDING THE WAY

November 14-16

Newport, RI

Preliminary Program

WEDNESDAY, NOVEMBER 14

8:45 - 11:45 Pre-Conferences (additional fee)

PW1 Effective and Accurate FVEs and LMAs for All Students with Visual Impairments that Help Drive Instruction Programming

- Ellen Mazel, Tammy Reisman, Anne Spitz

This workshop will discuss effective instructional continuum for the expanded core curriculum and will discuss how to administer quality and effective functional vision and learning media assessments for students with visual impairments and students with visual and multiple impairments including students with diagnoses of CVI. The purpose of the functional vision evaluation is to assess a student's visual functioning in the school environment and determine what accommodations they might need. Paired with the Learning Media Assessment is conducted to help determine appropriate literacy and/or learning materials. Administering functional vision and learning media assessments are a crucial component of a TVI's role within the educational team. In addition, the presentation will discuss incorporating rubrics and formative evaluations into the assessment, reporting, and education of students with visual impairments. The most current research will also be discussed as well as educational best practices. This workshop will be beneficial for both veteran and new teachers.

PW2 Accessible Digital Tables, Charts and Graphs from Kindergarten to Career - Diane Brauner, Ed Summers

We've been using tactile graphics for a variety of subjects for hundreds of years. They will always be an effective instructional technology. However, they are expensive, time-consuming to create, and do not empower students with visual impairments or blindness (VIB) to pursue math and science independently in mainstream classrooms like their sighted peers.

Students with VIB are now starting to use a digital technology called sonification to perceive certain types of graphics such as charts and graphs. Sonification uses sound to convey essential information using sound characteristics such as pitch and position between the left and right speakers. Sonification is used by the Orion TI-84 Talking Graphing Calculator, the Desmos online graphing calculator, and SAS Graphics Accelerator.

This three-hour pre-conference workshop will teach you how to create and use accessible digital tables, bar charts, and line charts using SAS Graphics Accelerator.

12:30 **Keynote Address – Friends Matter! Promoting Authentic Social Opportunities for All**

Dr. Zachary Rossetti, Associate Professor of Special Education, Boston University Wheelock College of Education & Human Development.

Dr. Rossetti's research program focuses on social interaction and participation by individuals with intellectual and developmental disabilities (IDD) and autism spectrum disorder (ASD). His research examines ways that educators help or hinder the development of social opportunities and friendships between students with and without IDD or ASD, and it addresses teacher and paraprofessional training to facilitate friendship opportunities. His research also examines the experiences of families with children with IDD or ASD by centering on sibling relationships and family perspectives of school and community participation. Dr. Rossetti is on the editorial board of Intellectual and Developmental Disabilities and Research and Practice for Persons with Severe Disabilities.

He is co-author (with Carol Tashie and Susan Shapiro-Barnard) of Seeing the Charade: What We Need to Do and Undo to Make Friendships Happen (2006, Inclusive Solutions: Nottingham, UK). He co-directed (with Douglas Biklen), My Classic Life As an Artist: A Portrait of Larry Bissonnette (2005), an award-winning video documentary about an artist from Vermont who has autism and types to communicate.

2:30-3:30 **Concurrent Sessions**

W1 Keynote Follow-up with Dr. Zachary Rossetti

Like what you heard in the keynote? Spend more time with Dr. Rossetti in this informal, Q&A session.

W2 Igniting Power – Successful Sourcing/Recruiting Career Training for the Blind and Visually Impaired – Robert “Bob” Richardson, Kate Coburn

Igniting Power is an intense 8-week course of study developed by Orion Global Talent (OGT) to train blind/visually impaired professionals for virtual sourcing/recruiting volunteers. Inspired by MIT and Harvard's edX education model, Orion's program incorporates state of the art assistive technology and was developed with the assistance of Vermont Division for the Blind and Visually Impaired, Project Starfish, Univ. of Vermont Medical Center, The Sourcing Institute, Shally Steckerl.

W3 Part 1: Students with CVI: Essential Partnerships for Diagnosis and Assessment – Barry S. Kran, OD, FAAO, Ellen Cadigan Mazel

The diagnosis and education evaluation of students with CVI required collaboration between all systems involved in student's care and education. Key partners must include parents, students, low vision specialists, ophthalmologists, CVI educational evaluators, classroom teachers and therapists and agencies serving students. With this collaboration, diagnosis is confirmed and the student's ocular and cortical/cerebral educational needs are identified and optimal supports created for student access to learning.

- W4** **What In The World is O&M? – Bernadette Dawson, Emily Taul**
Come meet the author, Emily Taul, a student with a visual impairment and additional disabilities, who will discuss her senior project book entitled, “What in the World is O&M?” Emily will be interviewed by her COMS (and mentor for the book) and will talk about how the O&M skills that she has learned over the past decade have changed her life and why she chose to write a book about O&M for the general population.
- W5** **The Smart Choice May be the Dumb Phone – Steven Kelley**
Smartphones are not THE ONLY communications choices these days, but you may not know that by talking to a salesperson at a cellular store. This session will review other options that may be simpler to use and get the task of making and receiving a call more efficient. We will also look at making calls on smart speakers, “Alexa, call 207-774-6273!”
- W6** **Look Ma! No Tactile Graphics! Using sound to explore charts and graphs – Ed Summers**
Blind students have used tactile graphics for hundreds of years. However, the sighted students are leaving the blind students in the dust because they use digital tools like Microsoft Excel and Google Sheets to understand data. What’s the accessible equivalent for our blind students? It’s called sonification and it uses sound to present charts and graphs. Join a blind professional and avid user of sonification for a demonstration of completely independent access to charts and graphs.

3:45 – 4:45 Concurrent Sessions

- W7** **Top 10 Technology Treasures – Steven Famiglietti**
There are many pieces of technology available to help people with low vision or blindness as they go through different phases of their lives. Each day, we are presented with many challenges ranging from equal access during school to staying healthy and fit. Join me as we explore and discover exciting new developments, apps, and tech supports addressing the needs of individuals with visual impairments in today’s fast paced world.
- W8** **Part 2: Students with CVI: Essential Partnerships for Diagnosis and Assessment – Barry S. Kran, OD, FAAO, Ellen Cadigan Mazel**
The diagnosis and education evaluation of students with CVI required collaboration between all systems involved in students’ care and education. Key partners must include parents, students, low vision specialists, ophthalmologists, CVI educational evaluators, classroom teachers and therapists and agencies serving students. With this collaboration, diagnosis is confirmed and the student’s ocular and cortical/cerebral educational needs are identified and optimal supports created for student access to learning.

W9 Successful Aging with Vision Loss as Told by the Experts – Adele Geringer

A panel of blind experts will share their expertise on their successful journeys in growing older with vision loss.

W10 Post Secondary Education – Do your students have the skills to succeed? – Jennifer Harnish, Ph.D., Nancy Sharon, Ashley Colburn

Is your high school student prepared to go to college? Join the discussion as we explore various topics and create best practice plans for student's success beyond secondary education. If you agree with any of these statements, then you need to attend this session!

- *My student plans to only use an iPad or Braille Notetaker for all their course work; that should suffice in college.*
- *My student never uses a cane as they are comfortable in the school and takes the school bus home; College security can transport them around campus, right?*
- *Student Disability services will provide my student with books in large print/braille/audio, note takers and make sure all the professors know what they need.*

W11 Communication Strategies for AAC Users with Cortical Visual Impairment (CVI) – Linda Pabian, Jessica Tully, Kiley Bunce, Christine Tripoli

This presentation is based on our knowledge of and training in Cortical Visual Impairment (CVI) as well as our clinical experience working with students with CVI at the Perkins School for the Blind's Deafblind Program. Many professionals are familiar only with strategies for working with students with ocular visual impairments (e.g., tactile symbols); however, strategies for those with a brain-based visual impairment support functional vision use in order to communicate more effectively within their environment. As a result, we've seen positive outcomes secondary to the implementation of appropriate CVI strategies. This has impacted our students' abilities to learn and communicate across settings (e.g., speech therapy room, academic environment, home, and community). The accommodations are based upon Roman's 10 characteristics of CVI: color, movement, latency, visual field, complexity, light gazing/non-purposeful gaze, distance viewing, visual reflexes, visual novelty, and visual motor. Our presentation will explore effective low-, high-, and mid-tech augmentative and alternative communication (AAC) use given CVI strategies across settings.

THURSDAY, NOVEMBER 15

10:30-11:30 Concurrent Sessions

- TH1** **Accessing Content: The ECC Connection** – Kate LeBlanc, Sue Sullivan
TVIs are generally considered “access experts” while general education teachers are often thought of as “content experts”. In this presentation, you will learn about examples of math and literacy games as well as other informal learning activities. These can help bridge the gap between access and content across a variety of ability levels while increasing student engagement as well as fun! ECC skills, social skills, and methods for meaningful inclusion will be emphasized, as applicable to a variety of school contexts. Using their experiences in both public and private educational settings, presenters Sue Sullivan and Kate LeBlanc (both currently content area TVIs) aim to provide fellow professionals in the field with practical suggestions that support students’ confidence in learning.
- TH2** **Paths to Technology** – Diane Brauner
Should I update my software? How do you create an accessible PowerPoint? How can I start a blind preschooler on an iPad? Is there an accessible app that . . . ? This session introduces participants to Paths to Technology, a teacher-friendly resource that answers these tech questions and more! Paths to Technology is a Perkins eLearning website created to assist educators, families and students to learn about and stay current on ever-changing technology for students with visual impairments and blindness. Read posts, watch videos, use lesson plans, follow curriculums; Paths to Technology has a wide variety of posts covering all types of technology for students with visual impairments of all ages and abilities. This session will provide an overview about the website, how to find desired topics on the website and how you and/or your students can share information with the Paths to Technology community!
- TH3** **INSIGHT On The Move Summer O&M Camp** – Christopher Butler
For the past five years INSIGHT has collaborated with the Sherlock Center on Disabilities to offer a two-week orientation and mobility summer camp. The program helps the participants to gain new skills, increase their self-confidence, and learn how to be more independent. INSIGHT Executive Director, Christopher Butler, will provide an overview of the program, how the collaboration works, and how the agency has found the funding to make it happen.
- TH4** **Science Literacy Curriculum: Supporting Students with Visual Impairments in the Science Classroom** – Becky Vercollone, Kate Fraser
Through hands-on activities and discussion, Kate and Becky will introduce the Science Literacy Curriculum. They will show ways in which the curriculum can be useful for both classroom-based and itinerant teachers for supporting and teaching science concepts and literacy for students with VI and MDVI. Participants will develop a tool kit to use with all students and explore ways that science education contributes to the development of all aspects of literacy.

TH5

Novel Virtual Reality-based Assessments of Visual Search Performance in Ocular and Brain-based Visual Impairment –

Christopher Bennett, Ph.D.

Proper assessment of visual abilities is important to an individual's wellbeing but can prove challenging in pediatric populations with visual impairments and depending on the type of visual impairment (i.e. ocular- versus brain-based visual impairment). When assessed in a traditional clinical environment, individuals with cortical/cerebral visual impairment (CVI) may show performance levels at or near normal levels, yet they also exhibit perceptual difficulties when faced with highly dynamic and visually complex real-world scenarios. This mismatch suggests that traditional clinical measures of visual abilities may not capture the broad range of perceptual impairments seen in this population. Recent technological advancements such as virtual reality (VR) allow for new opportunities to improve upon traditional vision assessments, by providing novel objective and ecologically valid measurements of performance, and the investigation of their neural basis. The present work highlights result from testing using two virtual reality-based environment simulations (specifically, searching for a target toy or individual in a crowd) combined with eye tracking technology developed to assess visual search performance in both ocular and brain-based visual impairment. Using eye tracking related metrics, our findings to date suggest that CVI participants showed a characteristic profile of increased sensitivity to higher demands of visual complexity. This same profile was not observed in individuals with ocular-based visual impairment which may be related to differences in the neural processing mechanisms between both types of visual impairment. Combining these same VR simulations with neuroimaging techniques, such as functional magnetic resonance imaging (fMRI) and electroencephalography (EEG), has also helped elucidate the neural basis of these visual perceptual impairments. Preliminary results suggest that impairments in visual search observed in CVI are associated with impaired patterns of overall brain activation.

1:00-2:00 Concurrent Sessions

TH6

Indoor Navigation Using iBeacons: Lessons Learned from A Pilot Project –

Esteban Wu, Ed Summers, Diane Brauner

You may have heard about technology that enables people with visual impairments or blindness to navigate unfamiliar buildings independently. Does it really work? This session will describe a pilot deployment of the BlindSquare Beacon Positioning System at INSIGHT in Rhode Island. We'll show you how it works and share lessons learned.

TH7

What's Next? Developing Calendar Box Systems for Children with CVI, Low Vision, and Blindness –

Peggy Palmer

In this presentation, we will look at who could benefit from a calendar system, how to build them for maximum accessibility, and best ways to present and teach the systems to the students. I will present both the theoretical underpinnings (Blaha, Morse, etc) and video clips, documenting one student's progress over two years. We will look at considerations for building the systems for children with CVI, low vision and blindness.

- TH8** **Don't Forget About Us!** – Sara Espanet, Wendy Buckley
Can children with complex needs and multiple disabilities really learn braille? Come visit this classroom of diverse learners in the Deafblind Program at Perkins where the presenters will share successful strategies, ideas, games, activities, and adaptations for the Unique Learning system to engage students with deaf-blindness who are learning to read and write braille alongside their peers who have visual impairments and multiple disabilities.
- TH9** **The “Sweet Spot” for Magnification: Refraction and its impact on magnification** – Karen Shane Cote, M.Ed. CLVT
Why does a person with Low Vision hold the magnifying device too close or too far and insist that, that is where the target is the clearest, when you know it is not the focal distance for the device? Would you say, it's ok if the person sees clearly at that distance? What other issues might there be? This presentation will uncover and explain some of the reasons that this situation will occur.
- TH10** **Training Teachers of Teachers with Multiple Disabilities in Shanxi Province, China** – Lisa Jacobs
Between 2015 and 2018, Perkins International held in-service trainings on foundational approaches (5 big ideas) for working with children with multiple disabilities and visual impairment at the Chinese Disabled People's Federation Preschool in Shanxi Province, China. Follow-up mentoring was completed to ensure that knowledge and skills were transferred to the classroom. This conversation will highlight the results and lessons learned from the teacher in-service training and case study.

3:00 – 4:00 Concurrent Sessions

- TH11** **Alexa, Can You Hear Me?** – Wendy Buckley
“Alexa, turn on the fan.” “Alexa, play some country music.” Alexa is an intelligent personal assistant accessed through smart devices, such as the Amazon Echo or Dot. How can children with visual impairments and multiple disabilities harness the power of these smart devices through augmentative communication applications and devices? Come see how to make choices, control the environment, and just have fun!
- TH12** **Low Vision and the Social Isolation of Elders**
– Richard Jamara, O.D., F.A.A.O.
With the exploding aging population, caregivers need to understand the connection of low vision to the problem of social isolation. I am associated with the Boston-based group of FriendshipWorks. They have the goal to “activate a network of interdisciplinary support for elders with vision loss in an effort to reduce social isolation, connect elders to low vision rehabilitation and support elders to live safe, meaningful and connected lives.” As a low-vision optometrist my presentation will highlight examples of how low vision rehabilitation will contribute to goal.

TH13 **VISTARS at the Y: A Community Recreation Program for Teens with Visual Impairments** – Janet Ulwick-Sacca, Erin Buckley, Kara Peters
ViStars and Torigian Family YMCA Peabody have partnered to provide an afterschool program designed specifically for students with visual impairments who are interested in a structured exercise program and exploration of recreational opportunities in their community. The program is two-fold: to foster student’s engagement with peers that share similar experiences through life fitness skills and task-oriented activities while promoting cooperation, self-determination, and teamwork; and to provide a supportive environment for building student’s confidence and greater sense of enjoyment with regard to physical activity.

TH14 **Literacy for Students Who Are Deafblind** – Marguerite Tibaudou, Megan Connaughton
This presentation focuses on the various literacy adaptations, accommodations, and educational strategies used in classrooms for students who are deafblind with multiple disabilities. Literacy formats will include storyboxes, tactile books, and ideas on how to promote the inclusion of literacy across environments.

TH15 **Working with Culturally Diverse Students and Families**
– Callie Brusegaard, Ph.D.
This session will provide information, considerations, and teaching strategies for working with culturally diverse students and families. Topics covered will include cultural competency, school supports, EL teaching strategies, and lessons learned.

4:15 – 5:15 Concurrent Sessions

TH16 **Low Vision Wearables – An Extensive Overview** – Scott Krug, Bob McGillivray
Advances in the areas of wearable low vision technology are happening at an increasingly faster pace. Presenters will provide a comprehensive overview of the most common wearable technology products.

TH17 **CVI & IEP – Just What is an Appropriate “Vision Goal”?** – Lori Spencer
Writing IEP goals can be daunting at best; throwing CVI into the mix can cause some to jump overboard. This is a working session to brainstorm, discuss, and learn how to write meaningful AND measurable IEP goals for our students with CVI.

TH18 **Adjustment to the Challenges of Vision Loss: How You Can Help** – James Badger, VRT
This presentation will describe the process of adjustment to life with vision loss and blindness and will outline helpful strategies and interventions that may be utilized to assist consumers as they engage in this process. This training will discuss the ways vision loss impacts a person’s life as well as the stages of adjustment to blindness.

TH19 **Mobility 411** – Judi Lambert, Donna Mitchell, Bernadette Dawson, Melissa Mabee
Whether you are a new COMS or a seasoned pro, there is always something new to learn, or just be reminded about to add to our toolboxes. During this session we will review some of the most helpful tools in the industry and welcome you to share yours as well. We will be sharing resources, such as handouts, assessments, informational documents and more, that we have found helpful in our combined 40+ years of experience in the field. So, come get the 411 on what helps us be the best COMS we can be.

TH20 **“I Won’t Need a Computer”. Students’ misconceptions about technology needs for college** – Ashley Colburn, Eileen Curran
Advanced technology designed specifically for the blind is growing in popularity. As a result, some high school students are losing their desire and ability to use more-mainstream technology, such as a laptop computer with adaptive software. Many students believe they will be able to succeed in college or a vocational setting with their braille notetaker or iPhone alone. Research as to whether this belief is true or not is lacking. Join a discussion-based presentation regarding the results of interviews conducted with successful college students around the country. Learn what benefits different technologies offer, the dangers of limiting oneself to a single device, and the evidence needed to help convince rising college students that being able to use a computer is vital to their success.

5:30 – 6:30 Concurrent Sessions

TH21 **Eye Gaze Technology: More Than Meets the Eye!** – Wendy Buckley
Eye gaze technology provides a means of using one’s eyes for hands-free interaction with a computer. It is frequently used as an access method for augmentative communication systems. But there’s more to the story! How can eye gaze technology provide valuable insight into our students’ visual skills? How can we use data collected by powerful training and analytic software to design educational interventions? Let’s dig deeper and look at how eye gaze technology can change what we know about our students’ vision.

TH22 **The State of Mac OS and VoiceOver in 2018** – John Panarese
This session will discuss the current state of the VoiceOver screen reader on the Mac OS High Sierra and the state of Mac in both the workplace and in education.

TH23 **Tips for Implementing Remote Assistive Technology Training**
– Rachel Sessler Trinkowsky, Ph.D., Laura Bozeman, Ph.D.
Many agencies serving people with visual impairments cover large territories. The Lighthouse for the Blind of the Palm Beaches serves a five-county territory. To meet the high demand for assistive technology training, we have been implementing a variety of remote technologies. We will learn about how remote assistive technology training can help expand services and outreach. We will discuss remote training to

provide instruction for touch typing, computers, smart phones and tablets, as well as a variety of different assistive technology devices.

Our technology participants range from grade school to older adults. Survey results will be presented to discuss student and teacher perceptions and experiences comparing remote training to face-to-face training. Several tools will be discussed and demonstrated including: LogMeIn Rescue, Remote Incident Manager (RIM) from Serotek, Skype, remote software built into screen readers, as well as other options. We will discuss the pros and cons of each of these remote technologies, as well as important considerations when conducting remote training. Participants will be invited to share their own experiences using remote software and to discuss how this may be helpful within their organizations.

TH24 Learning O&M Skills vs Using O&M Skills. Skills students need to become successful 21st century citizens of their communities and the world. – Meg Robertson

Most TVIs and COMS have difficulty explaining the need for O&M throughout a student's school program. They often hear "the student is too young", "it is too dangerous", "O&M can be only provided on school campus", "there is no public transit in our town" the student will never travel independently" or the student/family refuses training. This presentation will address solutions and ways for COMS and TVIs to help guide families and school teams on how the lack of O&M skill development and training will negatively impact a lifetime.

TH25 From Couch Potato to Marathon Runner – Robert Sanchas

A journey from locking myself in a dark room, getting a college education, joining a rowing team of blind veterans, and training as a blind/visually impaired runner (who ran 5 marathons and 12 half-marathons across 6 states and 3 countries in 366 days). This will be a session on self-realization and perseverance. After losing my vision I went to RIC (Rhode Island College) in 2010 (24 years after my High School graduation); graduated with honors at RIC with a degree in Elementary Education with a concentration in Special Education.

FRIDAY, NOVEMBER 16

9:45 – 10:45 Concurrent Sessions

F1 Visual Impairment Scale of Service Intensity of Texas – VISSIT: Practice session using the VISSIT to determine service intensity – Shannon Darst, Ph.D.

The Visual Impairment Scale of Service Intensity (VISSIT) is a research-based tool developed to help TVIs determine the appropriate type and amount of service for a student with a visual impairment based on the student's needs identified in the evaluation. The VISSIT has been found to be a statistically reliable and valid tool for determining service intensity. Attendees will have a hands-on experience in completing a VISSIT on a case-study student during this session.

F2 **O&M and Technology – How do I make this work? – Sharisse Roberts**
Technology can be overwhelming for instructors as well as for clients. We will discuss different ways that you can include tech into O&M lessons with clients, including apps for both iPhones and Androids, and standalone tech devices.

F3 **Learning Media Assessment: Foundational Tool for Literacy for All Students – Tom Miller**
The use of Learning Media Assessment arose out of the legislation concerning the need to assess students with visual impairments and make decisions about literacy interventions. The initial focus was on Braille, print and audio options. Whether utilizing the original LMA or the adapted FVLMA formats, the changing population of students can also benefit regarding appropriate literacy and learning modalities. This interactive session will look at the role of LMA in our literacy decision making for students with visual impairments and additional disabilities including deaf-blindness.

F4 **Overcoming Barriers to Providing Low Vision Rehabilitation – Alexis G. Malkin, O.D., F.A.A.O.**
The aging population has led to an increase in both the incidence and prevalence of people with vision impairment. Many of these patients are not able to or do not access low vision services. This course will address the common barriers to providing low vision care. These include reduced reimbursement rates, extended chair time, transportation issues and patient expectations. It will describe a model for low vision rehabilitation that can be integrated into practices of optometrists and other vision rehabilitation providers.

F5 **Tap Into Your Guidance System, Break Down Barriers and Maximize Your Potential – Charlie Collins**
*How to recognize your blocks, allowing yourself to tap into your pre-installed inner GPS – inner guidance system and transform the way.
Move from poor me, self-pity, victim mindset – to seeing what is possible no matter what. This presentation is inspiring, motivational, interactive, and teaches how to see more clearly. Great for those working with Low Vision - Blindness. We don't see with our eyes, we see with our brains and with a happy, healthy, clear brain anything is possible.*

11:00 – 12:00 Concurrent Sessions

F6 **INNERVISIONS: The need for vision services for individuals with multiple impairments – Steve Jordan, COMS**
There is a void of Vision Services for Individuals with Intellectual/Developmental Disabilities. Although (roughly) 1 in 4 individuals with I/DD have a visual impairment, only a fraction has access to vision services. Through research and case studies we will examine the main causes for this gap in service.

F7 Teaching Basic Science and Math Concepts Through Horticulture: It's as Easy as 1, 2, 3. – Margie Carney, Deborah Krause

Through our collaboration co-teaching the first MCAS Alternate science class through Horticulture at Perkins School for the Blind, and consulting, we will share our ideas and expertise for teaching basic science and math concepts through Horticulture for students with visual impairments and multiple disabilities. Horticulture is an excellent way to provide sensory-rich, concrete and hands-on experiences. Horticulture activities can be easily adapted to address general science concepts including organization, diversity and change. Horticulture can also be adapted to address basic math concepts including number sense, spatial reasoning, measuring, organizing data and identifying patterns. We will guide you with our shared knowledge to plan lessons and to select interesting plant materials. Through our PowerPoint and group participation in hands-on activities, you will learn adaptive techniques and use assistive devices to insure that learning is accessible for all.

F8 Upping Your AT Game for Low Vision Access in the Math Classroom - Allie Futtly

As math classrooms become increasingly interactive and technology-based, students with low vision can be left behind without a teacher of the visually impaired who is aware of both specialized and mainstream technology approaches to math classroom inclusion. Even those students who appear to function near or at grade level in other subject areas can quickly be impacted by the visual demands of math. This presentation will focus on both tools and strategies for making sure low vision students have a leg up in the math classroom. This will include both looking at how to use mainstream, widely available technologies as well as more specialized assistive technology solutions.

F9 Are We Doing Enough? Preparing our students for technology demands and expectations of college. – Leslie Thatcher, Kate Katulak, Hyuantran Vo

College bound BVI students are expected to arrive at college with a virtual tool box of skills. Disability Services Offices, while providing accessible materials, do not support students in onboarding via college websites, learning platforms, and other web-based, and computer-based technologies.

When exploring the many reasons why students with visual disabilities only graduate from college at a rate of 40%, we have learned, in our initial year in launching College of Success, just how demanding the tech expectations are at the college level, and what happens for students graduating from high school without competence in these essential 21st century skills.

We will explore our observations, from College Success students hailing from 7 states, offer low impact suggestions, and will open the floor for additional discussion and explorations for solutions both now and into the future.

F10**How it Took a Village to Help a Veteran Return to Work – Katie McCormick, Karen Shane Cote, John McMahon**

Individuals that we service often receive multiple services. Sometimes, these services are housed and offered by the same organization; at other times, they are not. When an individual needs to access services from multiple organizations to meet his/her goals that individual's team needs to come together and identify how they are going to collaborate to make the best of each team members specialty. Teams can be either an interdisciplinary teams or multi-discipline teams. As a member of the team, should be able to identify which type of teams they are part of. This case study will look at one veteran's interdisciplinary team, what made it an interdisciplinary team versus a multi-disciplinary team, applying for a job, being offered the job, and managing services to orient to the new job.