

Shane Therese Doepel

*Transitioning from small country school
to large high school*

BE THE ADVOCATE

Weaving the Mat: Strength through Connection

Rarangahia te whāriki: Kia tuuhono kaha ai

SPEVI 2013 — Auckland



Jake at Primary School – A two teacher school







KEY ELEMENTS OF THE TRANSITION PROCESS for Jake

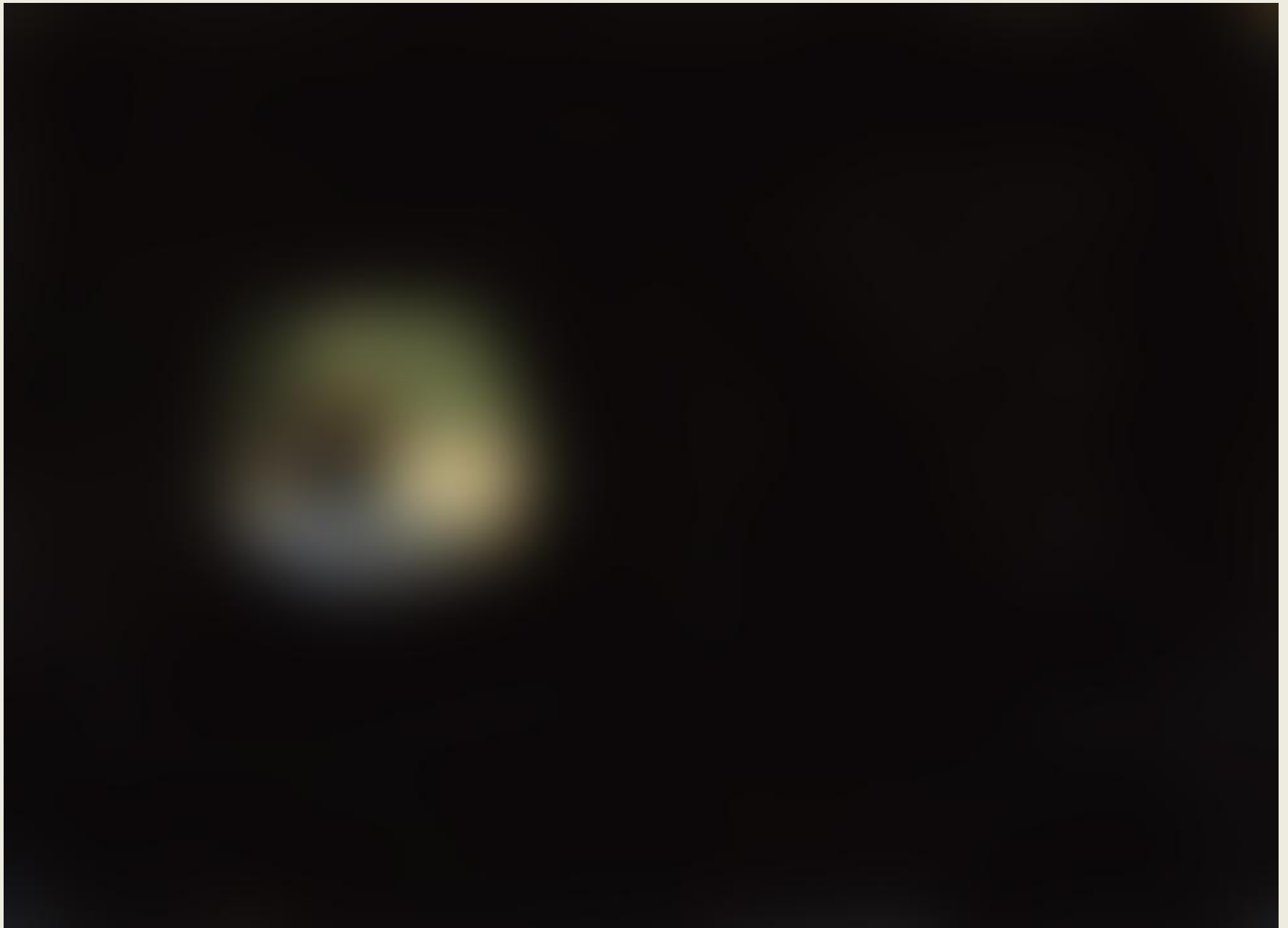
1. Plan early – we started 18 months prior to high school
2. Involve Jake in all planning meetings
3. Invite a key person – ie Year Advisor to spend a day at the primary school
4. Weekly O&M training for two terms prior to high school
5. Plan for technology – meet with IT support at the high school in year prior
6. Meet with the high school Executive in the term prior to high school
7. Use the Student development day on the first day of term to give key information, including ‘simulated vision’ pictures
8. Let the staff know that they and all the students will benefit from having Jake in the school
9. Let the staff know that they are the teachers of Jake and vision support will support their teaching as well as attend to the core vision curriculum
10. Advocate for Jake by promoting the curriculum be taught using Jake’s strengths- ie Maths to calculate fundraising for sporting events
11. Encourage the use of technology to motivate learning – ie iPads, use of Youtube
12. Supply a clear Student Profile (no more that 2 pages – or it won’t be read- and use photos to gain interest)



NORMAL VISION

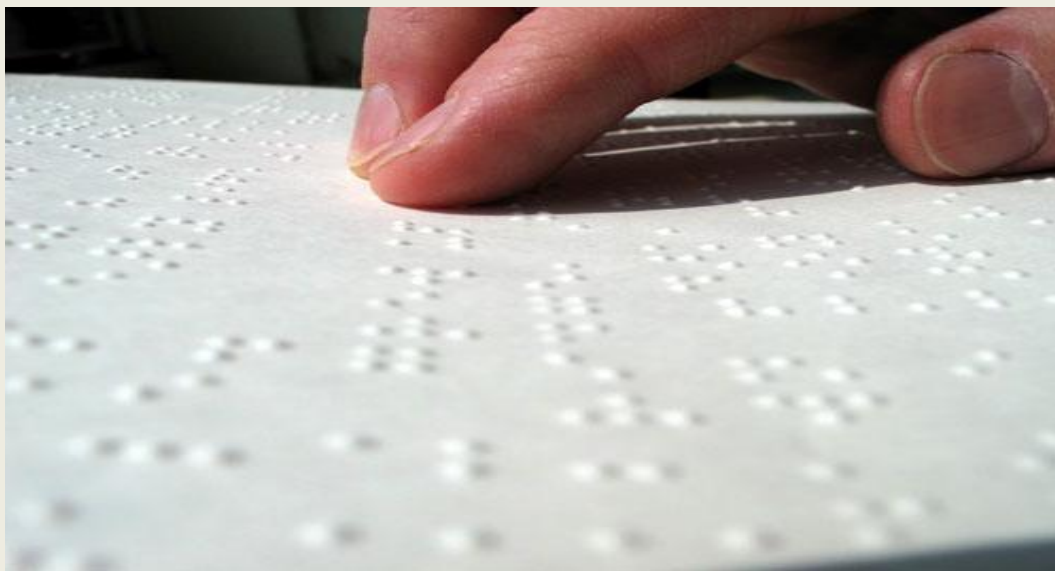


WHAT JAKE SEES ON A GOOD DAY - AT A GOOD MOMENT



JAKE HAS CEREBRAL VISION IMPAIRMENT SO HIS LIMITED VISION FLUCTUATES







Blindness is a rare disability – its global impact on development IS profound – this is not always intuitive or easily explained.

These are some comments encountered during the transition process

“iPads are mainstream equipment and not disability equipment.”

“when applying for adaptive technology you should not be the student’s advocate”

“IT Help Desk does not support mobile devices.”

“It would be some other major disability they would be walking by now.”

“They shouldn’t get more time than deaf students”

“They are just blind that won’t effect their language”

“Eating and drinking is a tactile skill, you would think they could do that easily”.

**WE NEED TO ADVOCATE BY GIVING INFORMATION ON THE
PROFOUND IMPACT OF BLINDNESS ON DEVELOPMENT AND THE
COMPLEXITIES OF SEEING WITH CEREBRAL VISION IMPAIRMENT**

Evolution's Big Bang – Cambrian Period

Animal life developed and expanded as a result of the development of light receptors in living organisms.

Evolution of life on earth was dependent on organisms' abilities to detect light

It is not surprising OUR VISION IS HAS BECOME AN INATE SENSE

(recommended viewing “Wonders of the Universe” Professor Brian Cox)

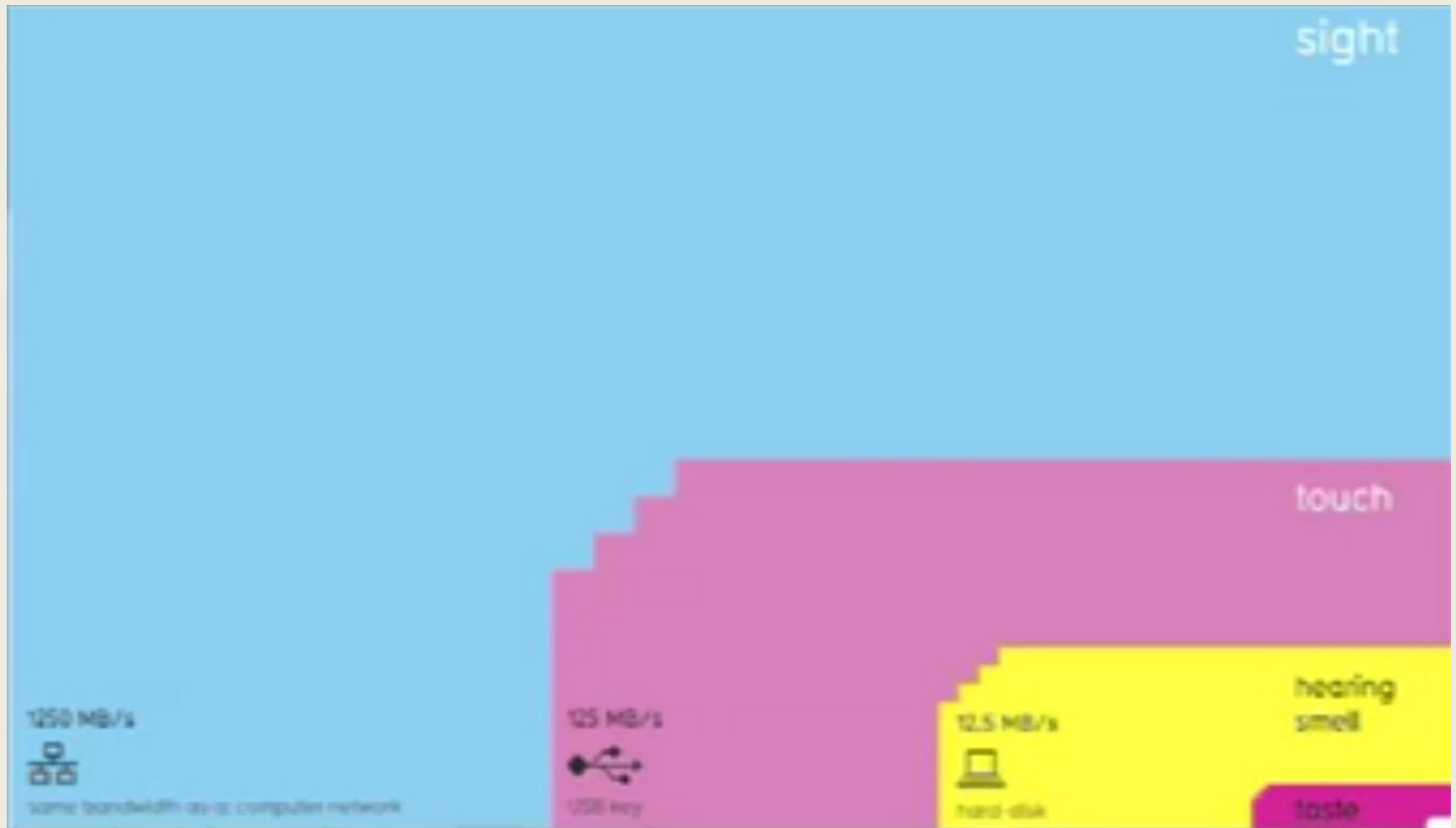


There are many examples of the important role of vision on child development .
Eating and drinking is one example.
Recommend the work of June Dowling – Family and Sibling Support.



BIM-BLD046538 - (c) - John Lund/Paula Zacha

Our brain is simply geared to vision – consciously and unconsciously.
Recommend - David McCandless – “The beauty of data visualization” (find on Youtube)
As Dr Gordon Dutton describes in his work on Cerebral vision impairment.
50% of the brain is related to processing VISION.



TRANSITIONS ARE TIMES WHEN WE NEED TO REALLY ADVOCATE FOR OUR STUDENTS

1.

Advocate for your students – really advocate by explaining the complexities of the global impact of blindness development and education. Have a plan, plan ahead and plan with your student.

2.

Advocate for your students – now we are in the middle of the “Visual, Technology, Data BIG BANG” Equity for blind students is an ongoing issue as sighted students access more and more visual materials for classroom learning.

Blind students can be motivated by technology – use programs like Youtube- develops self esteem and social engagement.

3.

Advocate for your students – by encouraging other educators to understand the role personal motivation can play in developing a broader range of skills. Develop learning around what motivates the student.





Jake demonstrates the iPad with a refreshable braille display device

17 July 2012
wallabywatch

134 views
2 1

Jake shows how he uses the iPad at high school. He is a blind student who uses the iPad in conjunction with a refreshable braille device, the Focus 40 Blue. This device is 'bluetoothed' to the iPad, so Jake can braille onto the iPad and also read back in braille directly from the iPad

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