The Foundation for Blind Children Programs
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About Us

The Foundation for Blind Children was founded in 1952 by parents of blind children who wanted services for their blind children in Phoenix, instead of having to send them to the State Institution for the Blind in Tucson.

The Foundation for Blind Children serves the blind and visually impaired of all ages, from birth to currently 102 years old. As the only agency of its kind in Arizona, the Foundation for Blind Children is an essential resource to families and children with blindness or low vision.

With three Valley locations (East Valley, West Valley and Central Phoenix), we strive to serve as "the" community's resource for blind, visually impaired, and multi-handicapped children, adults, and their families.

OUR MISSION:

To provide education, tools and services that enable all persons with vision loss to achieve greater independence.

OUR VISION:

To have a world where vision loss is a diagnosis, not a disability.

FBC CORE VALUES

(What we value above all else)

- Exceptional Service
- Advocacy
- Financial Responsibility
- Great Work Environment
- Community Partnerships
Contact Us

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Family and Infant Programs

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Family Services

Family Services brings families together to share ideas, provide encouragement, instill confidence and provide resources to help parents of blind and visually impaired children play a role in their child’s future development. We believe that parents are not only a child’s first teacher, but also their first advocate. The child’s parents need the opportunity to:

- Express and understand their feelings about having a child with special needs.
- Develop a network of support for times of stress and uncertainty.
- Understand how loss of vision affects their child’s early development.
- Learn how they, as parents, can most effectively teach their child to see the world.

FBC offers ongoing family group that address the many challenges that come with parenting and raising a child with a visual impairment. Monthly family activities are also coordinated to provide fun and support to the entire family.
Services Provided

You are Not Alone. As a parent or caregiver of someone with vision impairment, there are many life & daily challenges to face. Invite FBC to travel this journey with you & create opportunities for success and new levels of achievement.

- Home visit within 24 hrs of initial call to FBC Crisis & adjustment counseling
- Family recreation opportunities
- Family conferences & workshops addressing vision issues
- Weekly family support groups
- Opportunities to meet & interact with qualified staff in the vision field
- Opportunities to meet families coping with the same issues & concerns
- Opportunities for playdates

For more information please contact:
Celeste Teply – Family Services Coordinator
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Early Intervention

From infancy, the blind or low vision child and his family need early professional services which focus on how the child learns about the world, how parents understand and help with that learning, the impact of loss of vision on early development, and how parents feel about having a child with a disability. Research has estimated that up to 90% of what every child learns in the first three years of life is learned visually, primarily through imitation. Vision is the sense that allows us to integrate all of the things we learn about the world. Without normal vision, the child must learn to "see" and understand the world in new ways. It is for these reasons that the Foundation for Blind Children begins its work in infancy with both the child and his family, both in the home and at FBC.

Benefits

The first 3 years of a child’s life are a time when much learning and development take place. For children with visual impairment, it is important that early identification, treatment, and educational intervention begin immediately because of their unique learning needs. Our focus is to provide informational, instructional and emotional support to help families understand ways to create opportunities for learning at this critical age and throughout the life of their child, despite the implications of the visual impairment.

We assist in helping children develop all senses by encouraging touching, listening, smelling, looking, and moving through the environment to build a foundation for future learning and participation in family life.
Services Provided

- Family Services
- Teachers of Students with Visual Impairments to evaluate visual strengths and needs through a Functional Vision Assessment
- Provide information & resources to families and work with their children
- Orientation and Mobility Specialists assist with safe mobility and independence
- Parent-2-Parent Program
- Support Counseling

Home Visits

Services to families and children are provided in the natural environment of the child and family, such as the home or day care center.

Home visits are typically 1 hour and are tailored to the needs of each family based on their Individual Family Service Plan. All services are provided through the Arizona Early Intervention Program (AzEIP) and their participating agencies, Division for Developmental Disabilities (DDD) and AZ State School(s) for the Deaf and Blind (ASDB). Services are free for families.

For more information please contact:
Mary Wilson – Family Support Counselor
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Educational Programs

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Preschool

As a child comes of preschool age, they need the opportunity to participate in intensive specialized education. The Foundation, in cooperation with the Arizona State School for the Deaf and Blind, provides daily classroom for children, both singularly impaired and multi-handicapped.

Specialized teachers, counselors, and therapists work with parents to plan individualized programs, which will best meet the child's needs.

Research has shown that the first five years of life are the most critical developmental period, affecting all future growth and development. The child learns how to relate to the world, how to move in the world and how to understand the world around themselves. The child develops attitudes and aptitudes that will affect them the rest of their life.

*Orientation & Mobility Services, as well as therapy are provided to our students.
Four Major Objectives

1. Provide a learning environment that fosters independence and maximizes the students’ potential in order to achieve a smooth transition upon returning to their neighborhood school.

2. Facilitate education expectations to parents and caregivers to promote equal growth and learning at home and school.

3. A team model of various appropriate disciplines address the whole child in planning and implementing each child’s educational program.

4. Provide individualized attention from a teacher of the visually impaired to address each child’s learning within the core curriculum and the expanded core curriculum.
Keys to Success

- We believe any child can learn.
- Allow student to staff (1:2) ratio and small class size.
- The classroom teacher is a teacher of the visually impaired so that the development of skills is addressed throughout the daily routine as well as monitoring the child’s functional use of vision.
- A longer than typical school day offers intensity of instruction that includes repeated opportunities, balance of activity and therapeutic services.
- Unique auxiliary services are provided in the program to all children including pet therapy, music therapy, and gymnastics to facilitate body awareness, communication skills, social skills and sensory processing skills.
- Therapy staff offer the expertise of their discipline yet also become knowledgeable on the unique challenges associated with vision loss.
- We value a partnership with the child’s family.
- A collaborative effort is maintained with community agencies, public school districts and other appropriate resources.

For more information please contact:
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Elementary Education

Our mission for the Elementary Education program is to provide specialized instruction that allows children with visual disabilities, including those with additional disabilities, to develop pre-academic and academic skills that will facilitate a transition to a more competitive environment with participation to the fullest extent possible.

The program is also for those students who are not quite ready for public school. The option to place a child in Elementary Ed is determined by the needs of the child and the appropriate available programs within the child’s district. Some Elementary Ed students come for only a year. Others may spend two or more years getting ready to join their public school peers.

*Orientation & Mobility Services, as well as therapy are provided to our students.
Philosophy of Instruction

- Provide an atmosphere that will give access to learning in a manner equal to that of sighted peers.
- Provide classroom instruction by a certified teacher of children with visual impairment designed to maximize the use of visual and/or compensatory skills across all academic areas.
- Provide skill instruction at each individual child’s demonstrated potential in pre-academic and academic areas.
- Provide instruction from specialists in occupational therapy, physical therapy, communication, augmentative communication, orientation and mobility, and technology experienced in the unique aspects of and impact of visual impairment compounded by other disabilities on the learning process.
- Provide an intensive sensory curriculum to integrate remaining senses to better receive, process and use information.

For more information please contact:
Lian Engelman – Educational Services
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Itinerant

For those children enrolled in school districts without a teacher of the visually impaired, The Foundation's Itinerant Program will provide, under contract, an itinerant vision teacher, who will focus on providing the specialized instruction and materials needed by the child in order to be successful in school. Today, FBC serves over 30 school districts throughout Arizona.

What are Itinerant Vision Services?

These are the services that children with visual impairments receive in school to access their curriculum. It’s called “Itinerant” because the teacher drives from school to school and works with each student individually. The people who provide these services are called “Teachers of the Visually Impaired”.

What Training do Teachers of the Visually Impaired have?

Teachers of the Visually Impaired (TVI) complete a university training program. University programs can be completed on either an undergraduate or graduate level. Course work should include physiology of the eye, principles of education, Braille (both literary and math Braille codes), low vision, technology, methods of teaching, and implications of other handicapping conditions. Once the university program is complete, graduates must submit their transcripts to the Department of Education and take additional state testing to be Certified as a Teacher of the Visually Impaired.
Who Should Receive Services from a Teacher of the Visually Impaired?

IDEA is the governing law that determines all special education services. According to IDEA all children with a visual impairment should be evaluated to determine the need for instruction by a TVI. The TVI will conduct a “Functional Vision Assessment” and a Learning Media Assessment”. This evaluation will determine if the individual demonstrates difficulty in accessing the curriculum and what their best method of learning is (print, tactile, or auditory). The amount of residual vision, or their cognitive level, is not as important as how they use that vision and what method of learning is the most effective for them.

What do Students who Receive services from a Teacher of the Visually Impaired learn?

The TVI is providing compensatory instruction. This instruction will allow the student to participate in the curriculum of the classroom with their peers. The goal is for student to be able to fully participate in the regular classroom curriculum. The amount of direct instruction from the Teacher of the Visually Impaired becomes less as the student gains the necessary compensatory skills. A high school student may only need occasional resources and adaptations of materials if they have received consistent services from the time they entered school. For children who lose vision later, intensive instruction may last longer or be more frequent to help them return to full classroom participation as quickly as possible. Sample skills that a child might be introduced to at various ages are:
**Birth--3 years**
introduction to literacy concepts (reading aloud, print/Braille books)
introduction to math concepts (manipulatives, 1:1 relationships), tactile
skill development, visual scanning, tracking
Preschool – expansion of literacy concepts, introduction to Braille or
print, introduction to magnification, expansion of math concepts,
introduction to abacus (counting line) adaptations of curricular
materials into proper format

**Kindergarten--3rd grade**
expanded Braille/print concepts, expanded abacus, assessment of
readability of their own print for low vision children, introduction to
slate and stylus (for Braille learners), introduction to computer
technology, expanded use of magnification technology, adaptations of
curricular materials into proper format

**4--6th grade**
expanded Braille concepts for literacy and mathematics, expanded use
of magnification, creation of a signature, introduction to self--advocacy
related to vision needs, expanded use of all technology, adaptations of
curricular materials into proper format.

**Middle School/Junior High**
expanded Braille concepts for literacy and mathematics, expanded use
of magnification, expanded use of self--advocacy related to vision
needs, expanded use of all technology, adaptations of curricular
materials into proper format.
**High school**
expanded Braille concepts for literacy and mathematics as needed for higher level math/science courses, expanded use of self-advocacy related to vision needs, expanded use of all technology, expanded use of slate and stylus (for Braille learners), adaptations of curricular materials into proper format.

**Children with Additional Disabilities:**
the impact of various positioning on functional use of vision, creating a learning environment that maximizes use of residual vision, functional use of Braille/print/tactile symbols as needed by student, adaptations of curricular materials into proper format.

**For more information please contact:**
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Independence Programs

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Supported Education

The Supported Education Program at FBC can help you achieve your educational goals by providing financial support, assistive technology and training, tutoring, and help navigating the college system. Whether you plan to go to community college or a university, there is a lot to learn!
College Prep

The College Prep Program is a six (6) week residential program where you live in dorms on campus at Arizona State University. Besides learning all about college life, we also have recreational activities to keep you moving and having fun!

For more information please contact:
Brandi Hanford – Educational Services
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S.H.A.R.P. Program
Sports, Habilitation, Art & Recreation Program

SHARP is an adaptive recreation program designed for visually-impaired, children! This program is filled with a variety of activities to help develop hobbies, talents, friends and promote independence.

SHARP is held on Saturdays during the school year. Typically, program is from 9 a.m. to 2 p.m. Sometimes we have special activities and the times are different, make sure to refer to the monthly newsletter for program details.

Most activities are free. There is a fee for field trips/special events, but it is usually less than $20.

Activities
- Art
- Cooking
- iPads
- Games
- Ice Skating
- Rock Climbing
- AZ State Fair
- Camping
- Beep baseball
- Bowling
- Goalball
- and more!
Program Criteria

How do I know if this program is right for my child?

We’ve established the following criteria for program participants:

Your child has a documented visual impairment

They are attending grades kindergarten through high school

Your child is independent (must be able to eat, toilet and dress themselves)

Your child must be able to communicate independently via verbal, sign and or with a communication device

Able to actively participate in a group setting without negatively impacting other group participants. In appropriate behaviors include:

• Elopement (running away)
• Physical aggression
• Displays of consistent defiant behavior

(This includes but is not limited to the following: constant refusal to stand in line, constant refusal to participate in a variety of activities, constant refusal to abide by program rules.)

Your child does not require constant supervision by a qualified health aide or nurse

For more information please contact:
Celeste Teply – Family Services Coordinator
P: 602-337-8258 E: cteply@seeitourway.org
Teen-to-Work

What are your plans after high school graduation?
Thinking about getting a job?
Maybe going to college?
What’s the next big step in your life?
Teen-to-Work is a six (6) week residential program where students will live in dorms on the Arizona State University campus, learning what jobs match their abilities and interests, and how to get a job. Students will gain real life experience in working and living on your own. On evenings and weekends a number of social and recreational activities are planned to keep you moving and having fun!

Program Overview

1. Write resumes and explore job options
2. Learn how to apply for a job and prepare for a job interview
3. Gain job experience with a paid internship
4. Explore independent living skills such as cooking and cleaning
5. Navigate ASU’s campus, use of light rail & public transportation
6. Participate in recreational opportunities like camping, goalball, beep baseball, challenge courses, water-skiing, self defense, rafting and more!
Program Highlights

A low vision exam along with recommendations for equipment.
Training in orientation & mobility, daily living skills & career education.
An assistive technology assessment and the use of recommended and approved technology during the program. Upon successful completion of the program, all equipment can go home to be used at school, home or work.

Enrollment

If you are interested in the Teen-to-Work program ask your VR counselor for assistance.

Dates & Location
June through July - TBD
Arizona State University - Main Campus

Cost
The Teen-to-Work program is funded by the Rehabilitation Services Administration, Vocational Rehabilitation Program. With a referral to the program by your VR counselor, you can attend FREE of charge. All activities and supplies will be provided. You may bring additional spending money for shopping or personal items.

For more information please contact:
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College Readiness Program

The College Readiness Program equips college-bound Arizona high-school students who are visually impaired with the knowledge, confidence, and leadership skills to successfully transition to college and obtain a college degree. We provide focused guidance throughout the college preparation and application process.

We are here to meet the unique needs of students with visual impairments with an emphasis on what it takes to become a successful college applicant and student.

To qualify students must be

- In high school
- Have a visual impairment and receiving services
- Registered with Vocational Rehabilitation

For more information please contact:
Cody Franklin – Youth and Family Services Director
P: 602-678-5817 E: CFranklin@seeitourway.org
## Adult and Transition Services

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Program Details

This program was developed to allow adults who are blind the same access to information that sighted individuals have. Our mission and specialty is helping people with assistive technology and quality training so they can:

1. achieve personal independence
2. reach the highest levels of scholastic achievement
3. obtain a successful career
4. gain access to the Internet and e-mail for home and/or work use

Adult and Transition Services supports clients who are on a pathway to higher education, as well as offer core competencies for independent living.

Experienced staff, cutting-edge technology, and our broad spectrum of services assist individuals in achieving their highest educational and career potential. We develop the knowledge, skills, abilities, confidence, and self-esteem needed to participate and succeed in today's competitive education and work environments. We also assist those who are retired, or choose not to work, in participating equally in the information age.

When provided appropriate training, opportunity, and technology, blind and visually impaired persons can do most jobs, graduate most education programs, and participate fully in society. Since its founding Adult and Transitional services has operated in partnership with the State of Arizona's Vocational Rehabilitation program.
Orientation and Mobility

Mobility and orientation are important aspects of life. Having the ability to move around both indoors and outdoors is key to gaining one's independence. Although operating a motor vehicle may no longer be an option, there are many other solutions.

Clients learn to move about on foot as well as utilize public transportation. Maintaining employment requires mobility skills and problem solving. Employers hold everyone accountable for being on time.

Precane skills
Cane Skills
Residential Travel Skills
Commercial/Downtown Travel
Public Transit Travel

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Adjustment to Daily Living

In order to gain and maintain employment it is important to have the skills necessary for day to day activity. In other words learning how to take care of yourself and be independent. Skills like cooking, cleaning, laundry, etc..

These skills are important for being a independent member of society. The thought is that even with all the education and training you may fall short of keeping a job because of basic competencies.

Communication
Braille, Handwriting, Personal Record Keeping, Telephone Use, Time Management, Home Management

Home Management
Appliance Use, Food Prep, Child Care, Cleaning, Kitchen Orientation, Laundry Skills

Personal Management
Banking and Financial, Clothing and Apparel, Medical, Grooming, Mail and Use of Vision Devices

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Job Readiness and Career Exploration

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**Orientation and Adjustment to Mobility**

Being diagnosed with visual impairment and or blindness is a life changing event. Emotional and intellectual adjustment are important for forward progress. FBC Assess these needs and builds personalized programs consisting of resources, mentoring, self reliance, personal missions and peer support.

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Experienced staff, cutting-edge technology, and our broad spectrum of services assist individuals in achieving their highest educational and career potential. We develop the knowledge, skills, abilities, confidence, and self-esteem needed to participate and succeed in today's competitive education and work environments. We also assist those who are retired, or choose not to work, in participating equally in the information age.

When provided appropriate training, opportunity, and technology, blind and visually impaired persons can do most jobs, graduate most education programs, and participate fully in society. Since it's founding Adult and Transitional services has operated in partnership with the State of Arizona's Vocational Rehabilitation program.
Media Center

Designated by the Arizona Department of Education, the Arizona Instructional Resource Center (AIRC) is the state media center and library for all students in the State of Arizona who are blind or have a visual impairment.

Arizona Instructional Resource Center (AIRC)

The AIRC provides adapted materials to its student clientele to help facilitate learning in the classroom, whether it be braille or large print text- and workbooks, recreational reading materials, or other adapted instructional materials and equipment, such as maps, rulers, games, braille writers, special paper, to name a few. Every effort is made to serve each student with the materials he may need in the classroom, in mainstreamed or other instructional settings. There is an annual library service fee per student for textbook provision, billed to the student’s school district. One set of equipment per student is provided at no cost to the district.

The AIRC is very committed to its community care projects, in which it provides braille courses to inmates of several state prisons, and, in return, receives assistance with its braille production. In 1995, the AIRC implemented a Perkins Brailler Repair Service which is run in cooperation with a very committed group of inmates in the Douglas, AZ men's prison, and which now accepts orders nationwide. The mutual support is beneficial to both the AIRC and the inmates, who are appreciative of a new chance to prove themselves as productive citizens. Braille classes for individuals are also available upon contact.
Braille on Demand

A custom transcription service for students with visual impairments in grades K-12 that provides quick turnaround Braille conversion of quizzes, worksheets, tests, handouts, articles, newsletters, forms and PowerPoint presentations.

Features

- 48-hour transcription turnaround time (up to 10 pages)
- Use of experienced, certified Braille transcribers
- State-of-the-art electronic Braille embosser provided for output
- Students have equal access to classroom educational materials in the same timeframe as sighted peers
Low Vision Clinic

FBC has a full-time low vision clinic at our central location staffed by a certified optometrist. Low vision is a term used to describe a patient whose functional vision is not fully corrected with conventional lenses. Our optometrist completes a low vision exam and designs a customized treatment plan for each patient’s specific needs. Optical aids and devices such as magnifiers, telescopic systems, closed circuit televisions (CCTV’s) and specialized glasses may be prescribed. This examination serves as a coordination between the primary eye doctor, access to community rehabilitation services, and recommendations to other divisions available at the Foundation for Blind Children. With the help of the FBC Vision Rehabilitation Service, people of all ages can overcome the hurdle of vision impairment and begin to see the world in a whole new way.

Please contact us. We may be able to help you or someone you know who lives with low vision.

Vision Loss

LOW VISION is the term used to describe a patient whose functional vision is not fully corrected with conventional lenses. Problems range from visual impairment to legal blindness. This may result in the loss of independence and an inability to perform daily tasks. The loss of vision may be caused by a condition that a patient is born with or one that develops later in life.

Common Causes

- Visual Impairment Common Causes
- Head Injury
• Macular Degeneration
• Diabetes
• Stroke
• Glaucoma
• Cataracts
• Premature Birth
• Albinism
• Optic Atrophy
• Corneal Disease

**What is Vision Rehabilitation?**

The vision rehabilitation process involves designing a treatment plan that is customized for a patient’s specific needs. There will be a measurement of the patient’s vision and prescription of optical aids to help a person use their remaining vision more effectively.

The goal of the evaluation is to increase independence, enhance school performance, obtain gainful employment, and driver’s license qualifications. Personal and vocational safety is always emphasized with any treatment options.

The examination involves a personal patient interview, assessment of the health of the eyes, evaluation and training of optical aids.
Optical Aides

- Magnifiers
- Specialized Glasses
- Telescopic Systems
- Customized Tints
- Electronic Adaptive Aids
- Closed Circuit TV (CCTV’s). This allows the proper prescription of low vision devices and recommendations of rehabilitation services. This examination serves as a coordination between the primary eye doctor, access to community rehabilitation services and recommendations to other resources available.
Adult Comprehensive Program

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Program Overview

The Adult Comprehensive Program maximizes one’s ability to live independently and provides services for clients who are on a pathway to higher education, to retain a job, or to attain employment for the first time. The program offers various classes including technology, braille, career exploration, orientation and mobility and activities of daily living.
Assistive Technology

The concepts in technology will enable individuals to apply what each learn to the distinct goal of a college education, to retain the current employment, or to find a career in another field. As concepts connect, students will build on their previous knowledge and strengthen what they’ve already learned by applying it in different ways.

As you already know, the world runs on technology more and more every day. In our technology course, we seek to make that world accessible. We explore in detail the basic parts of a computer and complete tasks using assistive technology. In this course, students will develop the ability to compose properly formatted documents, prepare professional presentations, create and maintain a budget within the Microsoft Office suite, as well as manage the Outlook application including email, calendar, tasks, and contacts. Students will be taught file management skills and basic software problem solving and use of the internet.

While we’ll be dealing with many keystrokes to navigate, complete tasks, and solicit feedback from the screen reader, students may also find that they may remember keystrokes not by their actual names, but by the shape of their hand on the keyboard. Since learning is individualized, these and many other personal techniques will be relayed.
At the end of this course, students will have a full understanding of the concepts required to navigate and complete tasks using:

- Screen Readers such as Jaws for Windows: including learning what to listen for, how to solicit spoken feedback for visual concepts, and other ear-training exercises
- Magnifier Readers such as ZoomText: including learning to change visual enhancements such as magnification, color, pointer, and focus as well as reading commands
- Microsoft Windows: including file manipulation and the Windows environment as a whole
- The Office Suite: including lessons in Word, Excel, PowerPoint, and Outlook including email, calendar appointments and meeting requests, task management, and creating and editing contacts
- Internet and webmail: including web site navigation, and additional relevant concepts for daily living functions such as online banking, bill pay, shopping, college and university web sites, and social media
- Optical Character Recognition (OCR) using software such as OpenBook with the Pearl Camera/Scanner for use scanning and reading documents
- SMART Phones such as iPhones or Androids: including email, time management, appointments, and contacts using accessible features such as Zoom, Magnifier, VoiceOver, or Talkback
- Alternative Format Players such as the Victor Reader Stream: including use for college, employment, and leisure to record as well as listen to books and podcasts.
Students will learn how to

- Use correct computer terms to ask properly-worded questions they may have in future technology discussions
- Apply knowledge in multiple practical situations to accomplish technology-related goals
- Present properly formatted documents
- Interact with others in online settings, and conduct online communications in a professional manner

Students will be able to

- Manage appointments and e-mail inbox
- Research topics on the internet, fill out forms, and order products
- Download digital book content
- Navigate university and online class web interfaces or job-related sites
- Create professional-looking documents which are well edited

Students will understand

- The physical orientation and layout of technology equipment
- How to problem solve, with many keystrokes to accomplish tasks in several different ways
- Where to go, using the internet, to find answers for additional material and concepts students may encounter after completion of this course
If recommended, students may be provided

- Necessary equipment to accomplish the individual’s goal, whether it’s college preparation or job readiness
- Physical orientation to this equipment, along with related software
- Assignments, such as internet research or document preparation, to practice in-class skills, which can be done during lab
- Tailored lessons, particularly on the internet and Microsoft Word, which match the stated education and/or career goal
- Several workbooks covering the Office suite, which will reinforce in-class concepts, as well as demonstrate those which may not be covered during individual lessons

For more information please contact:

Julie Rock, Team Lead

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Braille

Braille has been described as a modern method of literacy. We all understand the importance of literacy in today’s society. For many, braille is the way to regain independence. Once students train their fingers to sense the dots by touch, it will open up a new world of possibilities.

In this course, students will learn

- The benefits of braille usage
- Uncontracted and contracted braille, including the recently added Unified English Braille (UEB)
- How to decode and interpret braille signs and symbols
- How to build reading skills and reading speed
- How to use a braillewriter and slate and stylus to create braille

Students will be provided

- A braille book
- Pop-A-Cell, a large-scale braille cell

If a student decides that braille will be beneficial, the student will be asked to read twenty minutes of braille each day. The more an individual practices, the easier and more enjoyable reading braille will become.
Orientation and Adjustment to Disability

Being diagnosed with a visual impairment or blindness is a life altering experience for many individuals. During our orientation and adjustment classes, an instructor is available for resource support and one-on-one conversation. Additionally, a family support counselor is on staff at FBC.

To complement these classes, your orientation and adjustment to disability (OAD) instructor will provide personal and professional development classes, which focus on soft skills and leadership development. By attending our Leadership and Change: Personal and Professional Development Program, you have the opportunity to develop your skills, knowledge, and abilities.

The content areas include the following six topics:

1. Introduction to Leadership Development and Contemporary Business Issues
2. Emotional Intelligence in the Workplace: The Business Case for Emotional Intelligence
3. Personal Development: Why One’s Happiness and Optimism Matters
4. How to Confidently Deal with Difficult Personalities and Address Workplace Behaviors
5. Self-Advocacy 101
6. Business 101: Professionalism in the Workplace

You may also participate in our complementary training program: Stephen Covey’s The 7 Habits of Highly Effective People.
In these classes, students will learn to

- Build self-esteem, increase optimism, and decrease stress levels after vision loss
- Set goals and learn how to reach them with greater confidence
- Develop self-advocacy skills to obtain services, personal rights, and respect
- Practice a win-win mindset that seeks mutual benefits in all human interactions
- Cope effectively with vision loss and related life situations
- Develop independent problem-solving skills and critical thinking through 1:1 coaching sessions and leadership development courses.
- Build positive social skills by developing their emotional intelligence
- Incorporate the seven habits of highly effective people into their lives, which will increase personal and interpersonal effectiveness.
- Pursue community and other resources
- Identify consumer organizations and services
- Explore wellness and recreational opportunities

To enhance growth, each student will also be expected to complete the following key assignments

- A reflection paper on The 7 Habits of Highly Effective People
- A personal mission statement or a personal leadership philosophy
- A paper on The Americans with Disabilities Act and its movement
- A report that identifies the local, state, and federal representatives

We also offer support groups, field trips, and workout labs for students. Similarly, guest speakers are a part of the OAD curriculum. The presenters augment the program by sharing a variety of relevant topics.
For more information please contact:
Dean Colston, Talent Development and Education Consultant
P: 602-337-8263 E: dcolston@seeitourway.org
Career Exploration

In Career Exploration, students will be supported in developing the skills necessary to prepare for, acquire and maintain a job. Students will practice interview skills through a variety of different interviews, including individual and panel interviews which may be recorded for review and improvement. Also, students will prepare documents necessary to the job search, including a resume, cover letter and thank you note. Students will also create a personal data sheet for ease of completing an application. Next, students will explore suitable careers, which include “informational interviews,” or interviews with people in the chosen field. Additionally, students may have the opportunity to “job shadow” professionals. Finally, students will complete the Labor Market Survey, or LMS, which is required by Vocational Rehabilitation (VR).

While these are the major components of Career Exploration, focus is overall professional development. Coursework incorporates a variety of group sessions that allow individuals to grow in areas specific to employment: communication, literacy, advocacy as well as an understanding of various policies and procedures an individual may encounter. Whatever an individual’s career goal, Career Exploration will prepare the student to reach the objective.
In this course, students will learn

- How to create professional documents, including a resume, cover letter, and thank you note
- How to succeed in the interview process
- How to create a reference sheet for applications
- How to present and behave as a professional
- How to dress for success
- How and when to disclose
- How to appropriately advocate for any accommodations

Students will have the opportunity to

- Take and discuss various skills, personality, and vocational tests
- Participate in individual and panel mock interviews with your instructor and others
- Shadow professionals in the field
- Interview professionals to discuss requirements and real experiences within the chosen field
- Create a Labor Market Survey, which will provide a wealth of knowledge about the chosen career
Orientation and Mobility

Orientation and mobility training helps individuals who are blind or visually impaired know where they are, where they want to go (orientation), and how to move safely and independently in a variety of environments (mobility). Our Orientation and Mobility (O&M) curriculum is tailored to meet the individual needs of our students. Participants who complete this course will be able to:

- Develop, improve, and maintain pre-cane and cane skills
- Understand the relationships that exist between objects in the environment
- Demonstrate effective residential travel skills
- Demonstrate skills in commercial/downtown travel
- Demonstrate skills in using public transit

Typically, the certified instructor first teaches basic human guide techniques that enable a visually impaired person to walk safely when being guided as well as sighted guide responsibilities. The instructor also teaches a number of basic skills involving learning to orient oneself to a new location indoors and how to travel independently indoors safely without using a cane.

After a student learns these skills, cane skills are introduced indoors followed by outdoor travel in familiar settings. Next, more advanced cane skills are taught leading to travel in malls, shopping centers, and more complex areas. Additionally, the student learns to travel in even more advanced areas such as parking lots, residential areas with intersections, and the crossing of streets at lighted intersections.

Our Orientation and Mobility program highlights the use of public transit; therefore, all forms of bus, Light Rail, para transit, and cabs are
taught. We also orient students to current basic technology used to
gather and record information about travel routes to ensure personal
safety when traveling alone.

Students will have the opportunity to:

- Travel using public transportation including the bus and light rail
- Travel through the airport using the Sky train
- Travel through airport security
- Assess for ADA Eligibility
- Use a GPS app on a SMART phone

Upon completing FBC’s O&M program, students should be able to
travel in the community to most locations independently, providing the
student uses the O&M skills as taught.

For more information please contact:
Spencer Churchill, Transition Specialist
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Activities of Daily Living

Activities of Daily Living (ADL) refers to all endeavors one may accomplish from awakening to going to sleep each day. In our activities of daily living class, students will be working through alternate ways of completing tasks that encompass daily life. Our certified staff will provide training and guidance in personal and home management. For example, students learn about food preparation, money management, clothing management, time management, and household maintenance. Numerous adaptive items will be demonstrated and taught. In fact, instruction will be individualized, to promote each student to become self-sufficient.

Students will learn how to prepare meals using

- Gas and/or electric oven and stove
- Microwave
- George Foreman Grill
- Slow Cooker
- Electric Skillet
- Outdoor Grill (if desired)
- Adaptive techniques and devices to label foods and spices, measure, pour, mix, turn and flip, cut, slice and dice
Students will be able to

- Manage appointments through large print or braille calendars and/or use of a SMART phone
- Sign documents, complete checks, address an envelope, and write with stationary using handwriting templates
- Keep necessary personal records through large print or braille ledgers or using a SMART phone
- Use both a landline and cell phone
- Complete laundry including washing, drying, sorting, ironing, and identifying colors and types of fabric as well as fabric care
- Organize and label a kitchen for ease of use
- Complete simple banking transactions and maintain records and a budget

Students will know how to use adaptive tools and techniques to

- Label food and medication including directions for use
- Complete simple home maintenance projects such as hanging a picture or taking a measurement
- Manage mail including bills
- Identify cash and currency with and without technology
- Complete daily grooming and hygiene needs such as shaving and make-up application
If recommended, students may be provided adaptive devices to

- Prepare meals
- Maintain personal records and contacts
- Manage time
- Label miscellaneous items

For more information please contact:

Julie Rock, Team Lead

P: 602-337-8252 E: jrock@seeitourway.org
Forum

Guest speakers are the highlight of our forums. They often share educational resources that will be beneficial to you. Some topics might include health and fitness, coping and relaxation methods, self-defense, finances, social security, and leadership. Participation is encouraged to acquire the most from these groups.

Support Groups

Support groups are offered to allow participants to discuss their experiences and to ask questions regarding vision loss in a safe place. Select topics are designed for personal discovery and development.
Employment Services

Employment Services connects qualified job seekers who are blind or visually impaired with employers valley and statewide who are committed to diversity in hiring. We support our job seekers through job placement and job coaching services. We build relationships with prospective employers to help them better understand how people with visual impairments do the work they do.

How we help job seekers

We work closely with job seekers at every stage of the job search process, from planning and preparing to post hire follow-up. We get to know you and understand what kind of work you are looking for? What are your skills, experiences, strengths and opportunities?

How we help employers

What do people with visual impairments do for a living? The same thing people without visual impairments do—they just do some things differently. If you’ve ever wondered how a person with a visual impairment would do the kind of work your company does, we can help!
Program Overview

- Target and refine job searches.
- Tailor your resume and cover letters.
- Create or refine your professional online presence.
- Prepare for job interviews.
- Create strategies for disclosing visual impairment to prospective employers.

For more information please contact:

Brooke Voss—Job Developer

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