



FPG Child Development Institute The University of North Carolina at Chapel Hill

Early Intervention Training Center for Infants and Toddlers with Visual Impairments
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Early Intervention Training Center for Infants and Toddlers With Visual Impairments: 2004 Activities

During 2004, the Early Intervention Training Center for Infants and Toddlers with Visual Impairments focused on developing and disseminating content modules. The project was established to develop resources that will assist universities in preparing personnel to serve infants and toddlers with visual impairments and their families. The five-year project is located at the FPG Child Development Institute at the University of North Carolina at Chapel Hill and is funded under a cooperative agreement to Dr. Deborah Hatton from the U.S. Department of Education's Office of Special Education Programs. Dr. Jane Erin at the University of Arizona is a major collaborator.

Family-Centered Practices for Infants and Toddlers With Visual Impairments module was completed in December 2003 and disseminated throughout 2004. Details about field reviewers and field testing for this module can be found in the project update for 2003. *Visual Conditions and Functional Vision: Early Intervention Issues* was field reviewed during summer 2003 and was field tested at the University of Arizona during fall 2003. Additional field tests were completed on this module at North Carolina Central University and at Drake University in Iowa during 2004. Revisions were completed following the field tests, and the module was published in September 2004. Dissemination began soon after publication. The authors of this module are Irene Topor, L. Penny Rosenblum, and Deborah D. Hatton. Field reviewers for this module included Virginia Bishop, Ph.D., Consultant, Austin, Texas; Karen Blankenship, M.Ed., Iowa Department of Education; Jacquelyn Daniels, M.Ed., Foundation for Blind Children, Phoenix, Arizona; Jane Erin, Ph.D., University of Arizona; Deborah Gleason, M.Ed., Perkins School for the Blind, Watertown, Massachusetts; Henry Greene, O.D., F.A.A.O., University of North Carolina-Chapel Hill; Sandra Lewis, Ed.D., Florida State University; Carey Matsuba, M.D., British Columbia's Children's Hospital, Vancouver, Canada; Rosanne Silberman, Ed.D., Hunter College, New York; Brad Walker, Ph.D., North Carolina Central University; and Diane Wormsley, Ph.D., Pennsylvania College of Optometry.

During early 2004, the *Developmentally Appropriate Orientation and Mobility* module was field reviewed. It was field tested in the fall of 2004 at the University of Arizona and during the summer of 2004 at Florida State University. It has also been field tested at Drake University in Iowa. The authors of this module are Tanni L. Anthony, Susan S. Lowry, Carla J. Brown, and Deborah D. Hatton. Field reviewers for this module included Virginia Bishop, Ph.D., Consultant, Austin, Texas; Kay Clarke, Ph.D., COMS, Consultant, Worthington, OH; Jane Erin, Ph.D., University of Arizona; Diane Fazzi, Ph.D., COMS, California State University, Los Angeles; Deborah Gleason, M.Ed., Perkins School for the Blind, Watertown, Massachusetts; JC Greeley, M.A., COMS, Anchor Center for Blind Children, Denver, CO; Nora Griffin-Shirley, Ph.D., COMS, Texas Tech University; Laural Hudson, Ph.D., Perkins School for the Blind, Watertown, Massachusetts; Sandra Lewis, Ed.D., Florida State University; Sandra Rosen, Ph.D., COMS, San Francisco State University; Annette Skellenger, Ph.D., Western Michigan

University; Jodi Sticken, M.Ed., COMS, Northern Illinois University; and Sandra Stirnweis, M.A., COMS, Foundation for Blind Children, Phoenix, Arizona.

The *Communication and Emergent Literacy* module was field reviewed during spring 2004 and field tested at the University of Arizona during summer 2004. We plan to field test it at North Carolina Central University during spring 2005 and to publish multimedia CDs during the summer of 2005. The authors of this module are Wendy K. Sapp and Deborah D. Hatton. Field reviewers for this module included Tanni L. Anthony, Ph.D., Colorado Department of Education; Francis Mary D'Andrea, M.Ed., National Literacy Center, American Foundation for the Blind, Atlanta, GA; Elizabeth Dennison, M.A., Utah State University, SKI-HI Institute; Jane Erin, Ph.D., University of Arizona; Deborah Gleason, M.Ed., Perkins School for the Blind, Watertown, MA; Sandra Lewis, Ed.D., Florida State University; Patsy Pierce, Ph.D., North Carolina Department of Public Instruction, Raleigh, NC; Debra Reinhartsen, Ph.D., CCC-SLP, Center for Development and Learning, University of North Carolina at Chapel Hill; Diane Renne, Ed.D., Arizona State University at Phoenix; Roseanne Silberman, Ed.D., Hunter College, NY; and Diane Wormsley, Ph.D., Pennsylvania College of Optometry.

Deborah Gleason, the first author of the *Assessment* module began work on this project during 2004. We anticipate that it will be field reviewed, field tested, and published as a resource CD during 2005. Anne Wheeler, Jeanne Murphy, and Deborah D. Hatton are also authors of this module.

In order to support university faculty members in integrating early childhood content into their courses, our project offered a mini-grant competition that provided up to \$1,000 per award. During 2003-2004, the following faculty members received awards: Roseanna Davidson, Texas Tech University; Amanda Hall Lueck, San Francisco State University; Rona Shaw, Dominican College, NY; Annette Skellenger, Western Michigan University; Irene Topor, University of Arizona; Sheri Trent, Middle Tennessee University; Diane Wormsley, Pennsylvania College of Optometry; and Lillian Young, Northeastern State University, OK.

To obtain input about project activities and our modules from our university partners, we held a half-day pre-conference session in conjunction with the Josephine L. Taylor Leadership Institute in Washington in March 2004. We also disseminated information about the project at the International AER Conference held in Orlando in July.

The project listserv is quite active with approximately 400 members from 40 states and 10 countries. To join the listserv and be automatically enrolled, complete the form at <http://www.fpg.unc.edu/~edin/listserv/subscription.cfm>. The following topics have been addressed on the list serv in recent months: autism and visual impairment, pre-cane use, eligibility rules, functional vision assessment, and Leber's congenital amaurosis. The project web site at <http://www.fpg.unc.edu/~edin/> provides a list of proposed modules and proposed content for modules that are being developed.

For more information about the project, contact

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