

Arizona State Schools for the Deaf and the Blind

UEB planning and implementation.

ASDB will assure that all those *responsible for student literacy* in reading/writing/producing Braille understand their respective responsibilities for literacy skills for students with visual impairments under their charge, including the use of the Unified English Braille (UEB) code.

Factors influencing the Implementation Plan:

- *ASDB serves students Preschool- 12th grade across the state in many schools within 5 regional cooperative service areas
- *ASDB serves students on its site based campus program in Tucson
- *Students move between regional service areas, and to and from campus and regions
- *Statewide training and performance expectations among these professionals are consistent to assure consistency and continuity of instruction for students regardless of classroom/instructional setting
- *Material preparation for students requires a significant degree of timeliness, accuracy, and consistency based in part on the movement described above
- *Instruction requires a level of consistency in order to assure students have skills to participate equitably on state assessments
- *Issues associated with teaching Braille do not go away with the implementation of UEB- time needed for instruction will adhere to guidance established in current and future research based practices; research based teacher skills; and consistency in instruction

Steps being completed by ASDB staff including TVIs and transcribers:

**By January 2016:

All TVIs and transcribers will be trained in a systematic and direct manner, **as evidenced by** successful completion of the Hadley School for the Blind course and training on UEB; training confirmed by Hadley School for the Blind.

** By January 2016:

Each Regional Cooperative and the site based campus program will identify a “go to” team to provide additional ‘in the moment’ advice, training and support to other TVIs in the respective work areas, **as evidenced by** a listing of those individuals, and contact numbers submitted to Professional Development.

****By January, 2016:**

Regional Directors will meet with local area Directors of Special Education (monthly group meetings) to review the factors associated with literacy for students with visual impairments, including the research and evidence based information on the instructional time needed for Braille instruction,

as evidenced by: meeting agenda documents from local area Directors of Special Education, or minutes of meetings with individual Directors, including materials distributed.

Each Regional Cooperative will distribute training materials to all TVIs which will include specific recommendations to present to district/campus administrators regarding the importance of literacy for students with visual impairments, including proficiency in Braille reading and writing, and the use of UEB,

as evidenced by: compilation of specific training materials, including ASDB resources that specifically address topics of literacy with students with visual impairments. Materials are maintained in each Regional Cooperative office, and in the Library Media Center in Tucson. Written records of training and/or meetings with district/campus administrators on file in each Regional Cooperative office.

Regional Directors and campus Principal will submit a proposal to present at the Special Education Directors Institute in September, 2015 regarding literacy for students with visual impairments, including Braille reading and writing and the use of UEB,

as evidenced by: copy of proposal on file with Assistant Superintendent in the UEB Implementation Plan file; copy of presentation (power point etc.), and related materials on file with Assistant Superintendent in the UEB Implementation Plan file; record of presentation (if accepted) in the Director Institute program agenda.

ASDB staff will begin to develop Essential Standards for Braille literacy, including the use of UEB, and upload those standards and "curriculum calendars" as part of our new relationship with the Beyond Textbooks framework used in over 100 districts in Arizona,

as evidenced by: initial planning documents; working documents; draft essential standards statements for Braille and use of UEB; correspondence with Beyond Textbook team with request to submit essential standards and curriculum calendar documents.

Related Components:

Selected ASDB staff will continue to serve as technical advisors to Arizona Department of Education regarding state assessment, accessibility issues, and recommended accommodations.

ASDB will continue to use Nemeth Code for math pending outcomes of historical, current, and ongoing discussions about the use of Nemeth.

ASDB will initiate planning to support meaningful instructional options for students, premised on research based practices in teaching Braille reading and writing- including but not limited to: special summer programs addressing Braille and other Expanded Core Curriculum (ECC)

areas; multi-week educational settings that will address Braille reading and writing and other ECC areas;

ASDB, through Professional Development, will seek CEU credit for training through ACVREP, and make training available to any other teachers/transcribers in the state.

Teams across the state reviewed the above recommendations and considerations with final decisions in place March 2015.