As we celebrate Hadley’s 95th Anniversary, I would like to inform you of my intent to retire next spring. Reflecting upon the past 10 years as president of this incredible organization, I am so very proud of its many accomplishments.

Hadley has taken the lead in teaching Unified English Braille (UEB), building on its longstanding belief in the importance of braille literacy. More than 1,900 students have enrolled in the “Transitioning to Unified English Braille” course since it launched in January. Likewise, Hadley remains committed to “teaching the teachers” through our partnership with Utah State University allowing students to receive college level credit for their coursework.

As an Army veteran, I am proud of our support of blinded veterans and their families. Since the launch of the Blinded Veterans Initiative in 2011, we have had more than 500 veterans enroll. Equally important is Hadley’s dedication to addressing the 70-80% unemployment rate within the visually impaired community. The Forsythe Center for Employment and Entrepreneurship (FCE) is the only distance education program of its kind, focused on assisting blind or visually impaired individuals as they establish or grow a business. Our recent FCE partnership with the National Association of Blind Merchants (NABM) has resulted in specialized, online business training for blind businessmen and women who can utilize what they learn at Hadley to augment their work as blind vendors.

Finally, to address the ever-increasing number of individuals with age-related vision loss, we have launched the Low Vision Focus @ Hadley. This important initiative positions Hadley for the future, as one in six older adults will experience visual impairment due to conditions such as macular degeneration, glaucoma and diabetes.

In this issue of Connection, you will meet our 2015 High School graduates and our newest Ambassadors who help to “spread the word” about Hadley. You will also receive an update on the latest courses, our “Spring into Braille” winners and current resources available through the Low Vision Focus.

As always, we remain dedicated to ensuring that you—our students—receive the highest quality education possible, as well as the tools and resources necessary to be successful at home, at work and in daily life. I wish each of you the best in your educational endeavors. It has been an honor to serve as president of The Hadley School for the Blind.

Best Regards,

Charles E. Young, President
Graduates Prove that Determination Leads to Success in Studies and Life

Christina Buckner | FLORIDA

Christina was born with albinism, which affects the development of the optic nerves and retinas, leading to sight loss. She had a difficult time keeping up with her peers academically due to her sight loss. Christina’s mother found out about Hadley’s High School Program from a family friend, and it seemed like a perfect fit.

While Christina found the courses challenging at first, she began to set weekly goals for herself, and her ability to accomplish them gave her a sense of pride and motivated her to continue. She enjoyed the elective courses she chose, such as the “Parenting” series.

“Earning my diploma has given me a great sense of accomplishment. I am now filled with a sense of purpose and fulfillment in knowing that I am forging ahead on the path that I am meant to be on,” says Christina.

Chrissy Fairbanks | NEW HAMPSHIRE

Chrissy was diagnosed with Stargardt macular dystrophy, an inherited condition that causes blindness, at a young age. She struggled with school throughout her life and eventually dropped out. After having two children, she heard about Hadley through the New Hampshire Services for the Blind. She decided to pursue her diploma for both herself and for her children. Through Hadley’s series of “Food” courses, Chrissy learned how to make cooking easier and safer. She also credits her Hadley education with giving her more confidence in social situations and improving her writing and grammar skills. She is now enrolled in college and is pursuing a degree in business management.

“The day I received my diploma was one of the happiest days of my life. The confidence I have gained is amazing, and I am also serving as an example for my children. They realize that with faith and determination, they can do anything,” says Chrissy.

Laura Horsley | INDIANA

In addition to vision loss, Laura also has mild cerebral palsy. She says she felt that the public education system failed her in that she never received proper accommodations for her disabilities. She was referred to Hadley’s High School Program by a vocational rehabilitation counselor and credits Hadley’s dedicated instructors for allowing her to achieve her dream of earning her high school diploma.

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Laura has always been interested in science, so her favorite Hadley courses included “General Science” and “Life Science.” She also enjoyed braille courses for the challenge and ultimate sense of accomplishment they provided.

“I hope my story will be encouraging to others, not only those with vision loss, but with any form of disability. I am proof that no matter what anyone tells you, with hard work, determination and the right school with outstanding teachers, you can achieve your goals,” says Laura.

Dawn Jodlowski | FLORIDA

Dawn has been visually impaired her whole life, in addition to living with cerebral palsy. She feels she never received the accommodations needed in school, and never earned her diploma.

As a volunteer at a local elementary school, Dawn was used to helping others pursue their educational goals. When her mother saw an advertisement for the Hadley School in the Florida Division of Blind Services newsletter, Dawn began pursuing her dream of earning her high school diploma. In addition to academic courses in subjects like algebra and grammar, Dawn also enjoyed electives that helped her develop practical skills, such as “Managing Personal Finances.”

“No that I am a high school graduate, I feel on top of the world. I will now continue volunteering knowing that I am qualified to help students to reach their goals just as I have,” says Dawn.

Robert Simpson-Morrison | TEXAS

Robert is blind due to Leber’s optic atrophy. After hearing about Hadley through the Casada Learning Center, he decided to enroll because he wanted to go to a school that specialized in education for blind students. He credits his instructors with helping him accomplish his goals and eventually earn his diploma.

His favorite courses were “Safety in the Home” and “Independent Living: Cooking.” Now that he has his high school diploma, he is pursuing an education in the culinary arts. He has already earned a management certificate in the safe handling of food and in purchasing.

“Earning my diploma means so much to me. Now when I fill out job applications, I can say that I have graduated high school with pride,” says Robert.

Gene LaMaster | TENNESSEE

Gene lost his sight in 1976. He struggled in school due to his blindness, and was just four credits short of graduation in 12th grade. Determined to finally earn his high school diploma, Gene enrolled at Hadley to make his lifelong dream come true.

His favorite courses included English and American History, which encouraged his interest in his own heritage and roots. He credits Director of Student Services Karen Woodfork with always keeping him motivated throughout his journey. Gene is now considering pursuing a degree in the culinary arts.

“I work hard at what I do with no exceptions. If someone tells me what I can’t do, I prove them wrong. Earning my diploma has given me such a sense of accomplishment,” says Gene.

Breah Hopper | FLORIDA

Breah was born blind due to retinopathy of prematurity. She learned about the High School Program through the Florida School for the Deaf and Blind. She was motivated to earn her diploma in order to get a job and provide for her daughter. Her favorite courses were the “Parenting” series.

“Now that I’m a high school graduate, I can serve as inspiration for my daughter and provide the best life possible for her,” says Breah.

No photo available.

Thomas Meehan | NEW JERSEY

No biography or photo available.
A Look Inside the Low Vision Focus

The Low Vision Focus @ Hadley (LVF) is designed to help older adults with low vision maintain independence in their home by sharing practical ways to address daily living skills made difficult by low vision.

Who is eligible for this program?

Adults with low vision, their family members, caregivers and other professionals who provide support to individuals with low vision.

What are the key components?

- **10 Audio Recordings** (available on CD, NLS cartridge or downloadable at LowVisionFocus.org)
  - Making the Kitchen User Friendly
  - Low Vision Cooking
  - Doing Simple Kitchen Tasks
  - Basic Tactile Marking
  - Simple Home Modifications
  - Getting Around the House
  - Looking Your Best
  - Keeping Prescriptions in Order
  - Going Out for a Meal
  - Going Out with a Friend

- **Instructional Videos** (coming in 2016)—companion videos that demonstrate tips and techniques discussed in the 10 audio recordings

- **Webinars**—quarterly live presentations that discuss topics relevant to seniors with low vision

- **Resources**—available on the LVF website

What is the cost to access program content?

Adults with low vision, their family members, caregivers and other professionals who provide support to an individual with low vision can access the content at no cost.

How can I access the new audio recordings?

You can contact Low Vision Focus @ Hadley by calling 855.830.5355, to request the audio recordings on CD or NLS cartridge. You can also visit the LVF Web site at www.LowVisionFocus.org to register and download a digital copy of the audio recordings.

Visit the LVF website for future announcements and new programming.

Doug Anzlovar Promoted to Vice President

Hadley is pleased to announce that Doug Anzlovar has been promoted to vice president of education and training.

Doug began his career at Hadley in 2008 as a curriculum designer and instructor. He was promoted to dean of educational programs and instruction in 2011. As a member of the administrative team, Doug oversees a 31-member faculty, is involved in curriculum decisions and policy development and is in charge of the Low Vision Focus @ Hadley, the organization’s newest program designed to address age-related vision loss due to conditions such as macular degeneration, glaucoma and diabetes.

Prior to joining Hadley, Doug worked as a teacher of the visually impaired in the Chicago public schools for nearly 10 years. While at Walter Payton College Preparatory High School in Chicago, he developed a resource program for students with visual impairments and later became chair of the special education department. Doug holds a master of science degree in adult rehabilitation of the blind and a bachelor of science degree in special education with an emphasis on teaching the visually impaired, both from Northern Illinois University. Doug is a certified vision rehabilitation therapist, and currently serves on the board of directors for the Association of Vision Rehabilitation Therapists (AVRT) and the Illinois Chapter of the Association for the Education and Rehabilitation of the Blind and Visually Impaired (IAER).
Seminars@Hadley Celebrates 10 Years

Seminars@Hadley, our free webinars on a wide variety of topics related to vision loss, launched in 2006. A decade later, they continue to be as popular as ever with more than 250 in all. This past year, we delivered 41 seminars with more than 1,000 live participants including students from other countries. Unique visitors to the seminars archives on the Hadley Web site exceeded 62,000 and hits increased to more than 262,000, demonstrating the ongoing trend in “on-demand” distance learning.

We talked to Hadley Senior Vice President Dawn Turco about how and why these seminars caught on so quickly.

What was the impetus for Seminars@Hadley back in April 2006?

I was giving an audio interview about Hadley earlier that year using webinar software (Talking Communities) and suddenly realized that this was a very cool delivery medium and that we should try to use the technology to share information with our students and others interested in topics related to blindness and visual impairment. The first seminar was called, “Braille: Every Day, Every Way.”

Where do you find your topics and speakers?

We receive suggestions from participants, faculty and staff at Hadley. I also enjoy coming up with topics myself. We find speakers through our professional contacts and networking. Lately, we have been working to tie in seminar topics to our courses.

Which seminars are the most popular?

Technology seminars, hands down, have been the most popular. We have discovered that using seminars is the best way to deliver this type of information, rather than developing a long-form course, because technology changes so quickly. By the time a course comes out, technology already has changed, so this allows us to be much more current and timely. In addition to technology, popular subjects also include braille, independent living, recreation and employment.

How has the initiative changed over the last 10 years?

The number of seminars has exploded exponentially! When we launched Seminars@Hadley 10 years ago, I thought we might do 3-4 per year. For the last five years, we have been hosting at least 40!

(see Seminars@Hadley, page 11)

2015 Ambassadors

In May, blindness professionals from around the country, along with new Hadley staff members, met at Hadley for the Ambassador Program orientation to explore how Hadley can serve the needs of their fellow colleagues, students and clients. Back Row: Sarah Bennett, Dawn Turco, Leeanne Pulvermacher, Brad Spinsby, Alex Michel, Angela Connor, Kathleen Zeider, Margherita Manz; Front Row: Jennifer Harnish, Jane Ward-Solomon, Jenna Pruett.
Hadley Announces New Unified English Braille and HSPS Courses

The Hadley School has been committed to teaching braille since 1920 and is ensuring that it prepares students to read and write the new Unified English Braille (UEB) Code, targeted for adoption in 2016. Recently, the school implemented the course Transitioning to Unified English Braille.

The Transitioning to Unified English Braille course is designed for individuals who already know contracted braille. Available in braille, large print and online, this six-lesson course provides a structured approach to learning the differences between English Braille American Edition (EBAE) and UEB. Over 1,900 students have registered for the course, making it the most popular course in recent Hadley history.

Faculty and staff have made a commitment to update the following five courses in UEB:

- Braille Literacy 3
- Introduction to Braille
- Braille Literacy 4
- Contracted Braille
- Experience Braille Reading

Using a combination of a braille workbook and audio, Braille Literacy 3 teaches uncontracted braille. Students learn to read and write letters, numbers, dollar amounts and punctuation marks to create shopping lists, phone numbers and appointments, to name a few. The course also teaches the use of standard braille writing tools, such as the slate and stylus and braillewriter. A parallel course to Braille Literacy 3, designed for sighted family members and professionals, is Introduction to Braille. Available in print and online, this course teaches how to read and write uncontracted braille visually in nine lessons.

Another braille workbook and audio combination, Braille Literacy 4 teaches contracted braille to tactile readers. Contractions are characters that represent a word or a combination of letters. This course covers all of the contractions in UEB, most punctuation marks and other signs and indicators. The parallel course to Braille Literacy 4 is Contracted Braille. Comprised of 25 lessons, the course teaches students to read and write contracted braille visually.

The final course scheduled for update to UEB is Experience Braille Reading. Designed for new contracted braille tactile readers, this course provides students with practice reading different text formats.

A Trio of New HSPS Courses

The Lavelle Fund in New York City has financed Hadley’s activation of three new courses for professionals:

- Teaching Children with Blindness & Additional Disabilities
- Transition from School Years to Adult Services
- Introduction to Low Vision and Adults

Written by experts in the fields of multiple disabilities, Teaching Children explains how to work with children with visual impairment and intellectual disabilities, autism spectrum disorder (ASD), deaf-blindness, learning disabilities and cortical visual impairment (CVI). The Transition course describes how to prepare a child for the transition from school to adult services. Lastly, the Low Vision course presents the structure of the eye and describes the components of eye exams, common eye conditions and how people adjust to vision loss to lead independent lives.

Contact Student Services at 800.526.9909 to enroll in a Hadley course.
Apple Watch Creates a Buzz

In April 2015, a new device from Apple hit the market — the Apple Watch — a “smartwatch” that operates as a computing device worn on a user’s wrist. This rectangular watch with rounded edges has created a buzz, with many people curious about the new device.

For the Watch, Apple designers have eschewed some of their usual conventions. For example, the Apple Watch has no Home button that was ubiquitous on other Apple Devices. Instead, the watch’s crown acts like the Home button and spins through elements on the clock face.

The Apple Watch is designed as an iPhone companion and is not meant to operate as a stand-alone device. Interestingly, it cannot be paired with Apple iPod Touch or iPad devices. The Watch relays messages, email, phone calls and notifications from a Bluetooth-paired iPhone, and has sensors on its underside for monitoring health factors such as heart rate. It displays content sent from the from phone and can act as a viewfinder for an iPhone camera.

The iPhone Apple Watch app is used for paring the watch, downloading additional apps and general settings. Many iPhone settings are mirrored on the Watch when adjusted on the phone. For example, if you turn on the Airplane mode on the iPhone, it will also be turned on on your Apple Watch. There are over 3,500 Apple Watch apps that can be downloaded, ranging from heart rate monitors to GPS. As with the iPhone, not all Watch apps will be accessible for blind users, but Apple Watch has all of the familiar accessibility features, such as VoiceOver and Zoom, and the built-in watch apps are fully accessible.

There are three basic types of Apple Watch. There is the $350 Sport with aluminum casing, the $550 Classic with stainless steel casing and the $10,000 Watch Edition with an 18 carat gold casing. Each option allows for two face sizes, 10 different face styles and a selection of bands.

For further information about the Apple Watch, you can view iFocus Apple Watch videos on YouTube. Visit Hadley’s YouTube channel at www.youtube.com/HadleySchool or directly on www.hadley.edu by following the “Instructional Videos” link. You can also listen to “iFocus 10: It’s All About the Watch!” seminars@Hadley recording. The seminar recording can be found by following the “Access Past Seminars” link at www.hadley.edu. It’s listed under “Accessibility and Technology” topics.

Spring into Braille 2015 was a winner! 175 students participated and read a combined total of 132,650 pages between April 1 and May 31. Favorite selections included Reader’s Digest, children’s books, cookbooks, Danielle Steel novels and the Bible. Some students even honed their recently learned UEB skills and read materials in the new braille code. First Place winner of a braille Monopoly game and a $50 gift card to MaxiAids is Vanya Rhodes. Josephine Dsouza, Nancy Coffman, Sheila Rousey and Tammie Snyder each won a $50 gift card to MaxiAids. Join us for next year’s challenge, and congratulations to all of our readers!
Classic family images have changed—at least that’s my observation. Pictures of families gathered around the dining table playing board games, like Scrabble and Yahtzee, have evolved into families sitting around together using digital devices. Picture this: a recent holiday party with my in-laws, after dinner, a living room full of “young and old,” ALL with their noses in their devices. Picture another scenario: my husband and me sitting at opposite ends of the couch, with furry “kids” in between, on our individual iDevices, but playing a game together!

Being on our devices doesn’t mean we need to be off doing our own “thing,” oblivious to family around us. We can still be a family that enjoys playing games together. There are many accessible games to play jointly, or which you can challenge a family member. And, because you don’t have to be sitting on the couch next to each other, friends and family, near and far, can be engaged. Since many games have a chat feature, you may find that you will actually talk more to one another!

My husband and I were playing Words with Friends (Scrabble-like), shooting our words back and forth while watching TV. Words isn’t VoiceOver friendly, but I can get it to work with my low vision. I play a Yahtzee-like game with “Grandma Rachael” (her game name), who lives in Iowa. Rachael is blind and plays all the games offered through Dice World, a free app that utilizes VoiceOver for access to six games: Yahtzee, Farkle, Pig, Threes!, Balut and 1-4-14. Threes!, Farkle and 1-4-14 are low-vision friendly for me on my iPad.

Rachael highly recommends Trivia Crack, although she also reports it to be highly addictive, so I mention with caution. I am playing it now and find it fun, although I am abysmal at trivia. Don’t tell, but my husband and I play it together, doubling our chances of getting the answers correct!

Rachael advises, “Although it isn’t interactive, you might want to mention Penny Dell Crosswords. It’s amazingly accessible, and I’ve been looking for a way to do crosswords my whole life, so I think I’ve died and gone to heaven!”

There are some games you can play against yourself, but can easily add a family member to the fun. For example, Touch Target comes highly recommended by Hadley instructor Jennifer Ottowitz. This game provides nine letters in a three by three grid. The center letter is the “gold” letter and must be used in every word. Your goal is to create as many words of four letters or more which can be formed from the given letters and incorporating the gold letter. You are told how many possibilities exist and get scored for each word you create. Family members could take turns coming up with words.

Space doesn’t allow for the ever-growing array of accessible games. The point is, especially as we move into a time of year when many of us are not outdoors as much, consider a game day or game time with your family, just as in days gone by, but with a modern twist!

Most of my colleagues have suggested a visit to AppleVis, which is a community-powered Web site for blind and low vision users of Apple products and applications. Lots of tips and tricks are given, along with excellent information on a variety of accessible apps, including games.

Hadley instructor Linn Sorge suggests a site out of Australia: Spoonbill Software. This Web site is “the home of free computer games for sighted, vision-impaired and blind players.”

A final resource you may enjoy is a book from National Braille Press: “Anyone Can Play: Accessible Games for the iPhone, iPad, and

(see Family Matters, page 9)
When did you begin working at Hadley, and what is your professional background?

I began working at Hadley in July 2014. I received my degree in special education for the visually impaired at Illinois State University and then earned my master’s degree in Orientation and Mobility (O&M) from Northern Illinois University. For 23 years, I taught school-age children, 3-21, in the public school system as an itinerant teacher for the visually impaired and O&M instructor. I also serve as an adjunct professor at Illinois State University, teaching the braille course in the teacher preparation program.

You teach braille literacy. How did you become interested in this area of instruction?

I have always loved braille — perhaps it is kind of geeky, or maybe it just stems from my love of reading. I enjoy language and just words in general. Braille is like a secret code or a puzzle, breaking down words into their parts.

Tell us a little about the courses you teach in Hadley’s braille curriculum.

Currently, the largest course I teach is “Transitioning to Unified English Braille.” It consists of six lessons and teaches the changes in the braille code for Unified English Braille. I also teach Braille Literacy 3 and 4. Braille Literacy 3 is an introduction to uncontracted braille. It reviews the braille alphabet, numbers and punctuation. Braille Literacy 4 focuses on contracted braille. It is a much longer course consisting of 30 lessons. Upon completion, however, one can read and write completely in contracted braille.

What do you enjoy most about teaching?

What I love most about teaching is helping someone to become independent. In the Braille Literacy courses, the students often are coming into the course with a visual impairment that is somewhat new. When they exit the course with the ability to read again, and feel so excited about that, it is truly a blessing to me.

What other aspects of your role at Hadley would you like to share?

I enjoy collaborating with the other faculty at Hadley. Everyone has such great ideas and is so passionate about what they do. I also have participated in Seminars@Hadley, which was enjoyable.

Do you have a hobby or special interest?

I love doing activities with my family. We go to many of my children’s baseball games and musicals. As a family, we also enjoy movies and hiking together. I especially love gardening and am “branching out” into cut flower production.

Family Matters

Continued from page 8

iPod touch.” Edited by Judith Dixon, it comes in one braille volume (US$12.00).

And my real final note: I suggest you use all your usual filters as you select games for your children. Enjoy your family time together, even if it is device driven!

Dice World: www.diceworldgame.com/dw/
Trivia Crack: www.triviacrack.com
AppleVis: www.applevis.com
Spoonbill Software: www.spoonbillsoftware.com.au
Does Hadley offer basic computer training?

No. The prerequisites for enrollment in Hadley’s technology courses are that students be able to use a computer independently and be comfortable using their assistive technology. The following are the Technology Requirements for taking an eHadley course:

- **For Macintosh:** OS—Mac OS 11.4 or higher; Browser—Safari 4.0 or higher, Firefox 4.0 or higher
- **For Mobile Devices:** OS—iOS6 or higher, Android 2.3 or higher, Windows Phone 7 or higher.
- **Internet connection required; broadband (256K or faster) highly recommended**

Does Hadley charge for school transcripts?

No. Please note that Hadley no longer takes phone requests for transcripts. In order to receive your course transcript, submit a request in writing, via hard copy or email. Be sure to provide the complete name and address of where you would like the information sent.

I’ve been out of school for an extended period of time. Does Hadley offer any techniques, tips or courses that will help me get back into an effective study mode?

Yes, consider enrolling in Hadley’s new course, “Get Ready, Get Set, Study.” This course helps you to develop effective study skills and strategies and apply them to your Hadley studies. It addresses setting goals, creating an atmosphere for learning, building the necessary skills to succeed in your courses and more!

Visit www.hadley.edu to find out more, or contact Student Services at 800.526.9909 or student_services@hadley.edu.

Braille Student Stays Up-to-Date with UEB

Vicky Codas has been blind since birth due to Leber’s congenital amaurosis. She became a Hadley student in 2009 to learn the Nemeth (math) code. As the recipient of a Fulbright scholarship, Vicky was required to take the GRE. A resident of Paraguay, she learned that the braille format of the test’s quantitative section used Nemeth code, and is different than the math code used in Spanish. Vicky graduated in the summer of 2012 with a master’s degree in Visually Impaired Special Education.

A music lover, choir director and occasional songwriter, Vicky also took Hadley’s “Braille Music Reading” course, which has made it easier to play with others as well as write her own songs. Vicky also runs a small braille transcription service in Paraguay and is the only English braille instructor in the country.

“As an avid braille reader and instructor, I wanted to be on top of the Unified English Braille (UEB) transition. Having taken Hadley’s braille courses in the past, I enrolled in the UEB course as soon as it was announced last January. The course has been extremely informative and beneficial,” says Vicky.

Vicky completed “Transitioning to Unified English Braille” with an “A” and is excited to share the knowledge she gained from the course with her students and colleagues.
STUDENT PROFILE: LILY PERERA

Lifelong Nature Lover Finds Solace in ‘Enjoying Birdsongs’ Course

When Lily Perera lost her sight, she was devastated that she would no longer be able to see the beauty of nature. Her vision loss combined with a move to the cold climate of Canada and some mobility issues further compromised her ability to experience and appreciate the great outdoors.

Lily’s daughter helped renew her interest in nature by patiently describing everything that she saw. Lily also began reading about animals and plants online. She was looking for ways to further connect with nature when she heard about Hadley’s course, “Enjoying Birdsongs,” which guides students through many birdsongs. Lily was so pleased she wrote a letter of thanks to the Buehler Family Foundation which had funded the course.

“As I listened to the course material and the CDs, it was like I was falling in love with nature all over again. The vivid descriptions of the various habitats and tips on how to identify them by touch, smells and sounds were so interesting,” says Lily.

While on a family vacation in the Wye Marsh in Ontario, Lily was delighted to recognize the calls of several types of birds identified in the course. She is excited to move to a new home that includes a deck and a larger garden so that she can set up a bird feeder and further improve her listening skills.

“Thanks to Hadley and the Buehler Foundation, I’m a nature lover again,” says Lily.

What trends are you seeing?

There is an increased interest from professionals in using the seminars for continuing education credit. We currently have 24 Seminars@Hadley available for CE credit hours and plan to add more.

What is the future of Seminars@Hadley?

We will be adding webinars as part of our new Low Vision Focus. We are delivering more on technology responding to the interest out there. In fact, our popular iFocus videos are actually an offshoot of some iFocus seminars so we may see some additional crossover between audio and video in the future.
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Call 800.323.4238 or order online at www.hadley.edu/holidaycard

Presenting the 2015 Hadley School for the Blind Braille Holiday Card
ON SALE OCTOBER 15 - DECEMBER 16

Matching Gift Tags in Sets of 20

Original artwork created by artist Jennifer Beacom. The Wilmette, Illinois painter has been creating custom drawings and watercolor paintings of homes on Chicago’s North Shore since 1995. Jennifer was honored to support The Hadley School for the Blind and all they do for people living with vision impairment.

• Presenting the 2015 Hadley School for the Blind Braille Holiday Card
• ON SALE OCTOBER 15 - DECEMBER 16
• Original artwork created by artist Jennifer Beacom

The articles in Connection are for information only and in no way endorse one service or product over another.

Our mission: To promote independent living through lifelong, distance education programs for people who are blind or visually impaired, their families and blindness service providers