

VISION

"VISION" is the Official Publication of Parents of Vision Impaired (NZ) Inc.

PVI`s Whakatauaki/Proverb:

*Kia hora te marino, Kia whakapapa paonamu te moana, Kia tere te karohirohi,
I mua I to haerenga, Kia tau te rangimarie.
May the calm be wide spread, May the sea glisten like greenstone, May the shimmer of
summer dance across your pathways, May you always find peace.*

Issue 86

June 2011

**PVI in partnership with Kiwitel offer parents/friends of PVI an opportunity to support PVI at no cost to you as parents, refer to inserts.
PVI needs your support**



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International Conference, Hamilton, April 2012

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From your National Office

Greetings Parents,

Inserted in this magazine are two very important pieces of paper that provide an opportunity for **PVI** to become more financially independent at no cost to **you**.

The current fundraising climate is tight to say the least. Our main funder of charitable dollar comes from the RNZFB and their share has fallen. Funding cuts to all RNZFB consumer groups are taking place. The RNZFB has indicated to PVI that funding cuts will be the norm until the RNZFB Board decides otherwise. This is the **new reality** of the current climate.....

So how can **you** help without it costing you any money at all? Simply read the **KiwiTel** information flyer inserted and then fill in the application to change to **KiwiTel** and **post to PVI**. A no loss or cost to yourselves opportunity to help PVI. **KiwiTel** will then donate 5% of the gross telecommunication account (which includes landline, internet and cell phone) to PVI. That is \$5 in every \$100.00 with close to 1200 family members, the potential to assist PVI is considerable.

One might ask what would PVI do with this money. Look at the gains we have made of recent times: -

- A PVI initiated petition gained a new school on the Homai complex—opening Aug 11
- 30 plus additional Resource Teachers of Vision
- An adoption of the BLENNZ model of education for our children. This model is world class.

Together with the employment of staff and stable governance we have continued to provide our annual conferences and regional development and training. Communication continues via "Vision" and our website, however all of the above is currently under threat as a result of the funding cuts.

Ask your extended family to change, **ask your employer** to change and nominate **PVI**. All of you can become our agents working on behalf of PVI....

We shall continue to apply for funding elsewhere re trusts etc, however **you** can help by supporting **KiwiTel** who in turn will support us.

Parents of Vision Impaired (N.Z.) Inc. Annual General Meeting

PVI (N.Z.) Inc. will hold its Annual General Meeting at the Bella Vista Express Hotel Auckland Airport, on Saturday, 19th November 2011 at 11.30am followed by lunch and guest speaker.

(Please note this is a change from the previous unconfirmed date from the last "Vision" magazine.)

Board positions up for re-election at this A.G.M. are: -

- 1 Upper North Island position
- 1 Lower South Island position
- 1 Lower North Island position
- 1 Central North Island position
- 1 Tangata Whenua position
- 1 Pacific Island position

(Proxy papers will be sent to you in the October "Vision".)

You are welcome to send any remits for changes to our Constitution to the Chair of the Board, PVI, C/- PO Box 366, Hamilton, for consideration by the Board, and if accepted, notice of any proposal will be advertised in the August "Vision" and on the PVI website: www.pvi.org.nz

As your E O, I have recommended to the PVI Board that we no longer have the finances to continue to run our conference as we have previously done. Alternatively, this year we are holding a 1 day A.G.M. with a guest speaker. PVI will pay for reasonable travel costs and lunch for the day. Should you wish to stay over, accommodation will be at your cost. However, if you wish to stay at the Bella Vista, PVI can book you in at our special cheaper rate.

Sorry, but this is the impact of a falling donation dollar..... hence the "Kiwitel" option is so important. Paul

Success for All – Every School, Every Child

Key messages from 31 May 2011

All three sensory schools and the Ministry were represented at the meeting.

A staged and managed process for the aggregation of resources to the three sensory schools has been planned.

The Ongoing Resourcing Scheme's (ORS) specialist 0.1 and 0.2 teacher resource will be provided to the three sensory schools from 2012 for the 420 ORS students verified as Deaf or with a significant hearing impairment and for the 250 ORS students who are verified as blind or who have low vision as their primary significant educational need.

There are also about 500 ORS verified students who are blind or have low vision and also have other significant disabilities. Resourcing will not be aggregated for this group of students and BLENNZ will develop support arrangements through transfer of staffing arrangements with enrolling schools where appropriate.

For students enrolled at special schools the 0.1 or 0.2 teacher resource will not be aggregated or will be transferred back as agreed between the schools.

There will be no change to the teacher aide allocation process for these students for 2012. Teacher aide will continue to be allocated by the Ministry of Education and other fund holders.

Specialist services will continue to be provided by Ministry, Special Education and other fund holders and the sensory schools will develop partnerships with the specialist services providers in the provision of services to students and enrolling schools.

Opportunities for flexible arrangements to be piloted will be identified and developed.

Staff from the sensory schools have begun to have meetings with enrolling schools and these will continue over term two and perhaps into term three. Arrangements for 2012 for each school and each student will be agreed by the end of term three.

Increased funding for the training of Resource Teachers Vision and Resource Teacher Deaf have been made possible in Budget 2011. Training will be increased for the training intakes in 2012 and 2013. The courses are part-time for two years.

For information about applying for study awards and the courses available go to :www.minedu.govt.nz/sestudyawards

The next project management team meeting is scheduled for 29 June 2011.

Background to Aggregating Sensory Resources

This policy initiative is the result of:

- Feedback to the Review of Special Education discussion document. The majority of the feedback came from parents. Educational staff, advocacy and interest groups also contributed.
- The need to get a more flexible and responsive service which meets the individual needs of children with sensory impairments
- The Ministry of Education working with the sensory schools over time. In particular, this initiative follows on from the work of sensory schools to match student need with specialist teacher capacity.

Benefits of policy initiative for children

- Allows for more flexibility in how and what resources are provided
 - Allows for redefinition of types of student need
- workforces to most appropriately meet

Success for All – Every School, Every Child

- Will strengthen relationships between sensory schools and regular schools which have children with a sensory impairment on their rolls
- will allow for more direct access to specialist teachers
- supports specialist teachers to manage workloads efficiently to meet the needs of individual students
- allows opportunity to strengthen and build professional development of those working around children with sensory impairments
- contributes to lifting confidence of schools through providing better training and understanding
- will increase access to a wider range of services by families
- strengthen collaborative approach of the team to supporting the learning needs of individual children.

Contacts

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PVI Response

Parents, for many years PVI and the united Blindness Sector have advocated for a more fair system of allocation of the precious ORRS resource. We have long championed the view that those that best understand the education and social needs of our children should in fact control the funding. The latest initiative from the 2011 Budget, as a result of the REVIEW of Special Education creates an opportunity for this to happen. The **Blind** and **Low Vision Education Network of New Zealand** known as BLENNZ now stands to be a fundholder of the 0.1 and 0.2 of the specialist teacher component of ORRS funding that as a result will grow more Resource Teachers of Vision known as RTVs, 30 we believe.

Parents: - How can we support this process?

- Clearly you need to decide if your child is primarily Blind/Vision Impaired with no other disability impacting on learning difficulties/learning outcomes. If this is the case for your ORRS funded child then please support BLENNZ in ensuring the resource of the 0.1 or the 0.2 is transferred from the school directly to BLENNZ. The smart money would be to allocate this resource directly to BLENNZ without having to go through the respective schools...
- If your child has other disabilities then you may wish to talk with your local staff from BLENNZ as there might be a way for BLENNZ to be the fund-holder of this resource as well as address the needs of your child. Remember BLENNZ has been providing services for children with complex needs for many years. The expertise that exists within BLENNZ probably does not exist anywhere else as it relates to complex learning needs inclusive of sight loss.
- Be prepared for some schools to try and keep this resource advising we can do it better. My advice to this is, **“place the resource in the hands of people that best understand blindness and vision impaired education needs”**.

Paul.

Pacific Vision International Equipment Application Form

In the previous "Vision" we notified you of the very generous offer from Pacific Vision International for free equipment.



In case you did not read the conditions they are: -

- 1:** You must be a member of the RNZFB and/or enrolled with BLENNZ. (Vision Resource Centre) Studying in New Zealand or in main-stream education in New Zealand.
- 2:** Your application must be accompanied by a letter of support from the RNZFB or a Visual Resource Teacher. That you can use the equipment and why you should receive some equipment.
- 3:** The equipment cannot be sold or lent out, if/when it is no longer needed the equipment must be returned to Pacific Vision Unit 25, Newpark Estate 105 Bamford Street, Woolston, Christchurch 8023
- 4:** All equipment must be insured
- 5:** There will be a panel of people from the RNZFB, BLENNZ, PVI and a Member of the RNZFB. From these Applications, this panel will decide who gets the equipment.

Student's Name:

Age:

Pre –School, School, Tertiary Provider:

Address of Applicant (Not a PO Box number):

Request for said piece/pieces of equipment:

Intended outcome if application is successful:

Documented proof of previous unsuccessful application, please attach:

To be signed by:

Student: (If appropriate)

Parent/Caregiver:

Resource Teacher Vision:

And or

RNZFB Staff:

For Office Use Only:

Decision of Panel:

Current PVI Advocacy

PVI is currently working with the Ministry of Health and Education to progress the unmet needs of the "See Here" campaign. Our concerns are:

- How the MoH in particular Disability Support Services manage the Childrens Spectacle Subsidy? PVI believes a relook at this subsidy, re a more appropriate allocation might be required a wider entitlement (currently limited to Community Services Card holders, and an attitude from this National led government that this subsidy should be seen as an investment in our children.
- Improved data collection and collation between the MoE and MoH ...encouraging signs here

Other areas of Advocacy are:

- Soon I will be providing support for a Mother and her child around IEP learning outcomes
- PVI has sought a meeting with the Board of the RNZFB in an attempt to better communicate our views around consumer funding
- PVI is working with the Ministry of Education to achieve better parent information outcomes particularly around the outcomes of the Review of Special Education
- PVI has committed much time and funding over the last 5 years to progress the needs of the unpaid carer such as parents of disabled children. As a result of this we were an integral part of the Carers Strategy, we are now an integral part of the "We Care" campaign visit facebook WeCareNZ twitter#wecarenz and www.wecare.org.nz become involved....make a positive

"POSITIVE ADVOCACY"

Refer to page 8 for the entire story. If a school is performing outstandingly well then let us celebrate this by giving them some positive exposure....

Hi Paul,

I am Kirsty Cathcart, Levi Jeffery's teacher from Woodstock School. Attached is some information and photos of what we have been getting up to at Woodstock School to raise awareness for visually impaired people. Although Levi is the only blind child that attends our school, learning about Blind Awareness has been of great benefit to the students and also us teachers! Focussing on this with the students in my class has allowed for them to get an insight into the daily life, and obstacles Levi has to 'work with' every day.

We aim to include Levi in everything we do in Room Six – he may have to have things altered slightly to meet his abilities, however he always does everything we do... From school performances through to computer time and individualised learning groups in reading, writing and maths. I am very lucky to have such a great teacher aide team working in class along side Levi, this team consists of Jenni Edwards, Nardia Wallis, Trudy Knighton RTV and Jan Billington. They all have individual ways of meeting Levi's needs with initiative and persistence - which is really great as it allows me to share my time and attention with the other children in Room Six also.

Levi is a really neat kid and both myself and the children in Room Six thoroughly enjoy having him in our class!

Kind regards, Kirsty Cathcart **Teacher Woodstock School**

WELCOME TO HOLLAND

I am often asked to describe the experience of raising a child with a disability – to try to help people who have not shared that unique experience to understand it. To imagine how it would feel.

It's like this....

When you're going to have a baby, it's like planning a fabulous vacation trip – to Italy. You buy a bunch of guidebooks and make wonderful plans. The Colloseum. Michelangelo's David. The gondolas in Venice. You may even learn some handy phrases in Italian. It's all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags and off you go. Several hours later the plane lands. The Stewardess comes in and says, "Welcome to Holland".

"HOLLAND?" you say. "What do you mean Holland? I signed up for Italy. All my life I've dreamed of going to Italy."

But there's been a change of flight plan. They've landed in Holland and there you must stay. The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It's just a different place.

So you must go out and buy new guide books. And you must learn a whole new language. And you will meet a whole new group of people you would never have met.

It's just a different place. It's slower-paced than Italy, less flashy than Italy. But after you've been there for a while and you catch your breath, you look around and you begin to notice that Holland has windmills. Holland has tulips. Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy, and they're bragging about what a wonderful time they had there. And for the rest of your life, you will say, "Yes that's where I was supposed to go. That's what I had planned."

And the pain of that will never, ever, ever go away, because the loss of that dream is a very significant loss.

But if you spend your life mourning the fact that you didn't get to Italy, you may never be free to enjoy the very special, the very lovely things about Holland."

By Emily Pearl Kingsley

An Example on an Inclusive School and Inclusive Practice....

Blindness Awareness at Woodstock School

Red Puppy Bikkie Day

To help build awareness for the Royal New Zealand Blind Foundation, Woodstock School raised funds by having a Red Puppy Bikkie day bake-off on Friday 1st April. Children baked and decorated their own batch of cookies and bought their best Bikkie to school to be judged, along with a gold coin donation to support the cause. Room Six children went around each class throughout the day awarding prizes for the best Bikkie winners.

Blindness awareness in Room Six

Levi Jeffery is a blind student at Woodstock School, in Room Six. The children in his classroom are always showing great interest in Braille and the different ways Levi learns alongside them. We thought it would be a great idea to 'celebrate' Levi's special needs and abilities by having a blind awareness day in Room Six on national Red Puppy Bikkie Day. The children participated in a variety of activities to learn more about what it might be like to be blind.

We started by exploring reading and writing the Braille alphabet and numbers and had a go at writing our own names in Braille along with other 'secret' Braille messages. We discussed how even though the sense of sight is missing the other 4 senses are heightened, and tested this out by eating our lunch blind folded – this was a very new and interesting experience... especially trying to unwrap Glad wrap packages and eat yoghurts without making a mess! The children had a go at colouring in textured pictures blindfolded. These pictures were created with a bumpy and risen Creative paint, so the children had to feel the picture outlines using their fingers. Levi and his Teacher Aide, Nardia, then showed us how Levi moves around the school. The children learnt that blind people use the edge of their hand to feel surfaces, walk alongside walls and can also be helped by others guiding them through voice and sound. The children got into buddies and helped to guide one another around the school property. They discovered it is very important to give clear and precise directions and to warn a blind person if there is a change in level, such as a step down or up **before** they get to it so the blind person can prepare themselves.

Overall the children had a great day learning more about blind awareness. They have been able to transfer this enthusiasm and learning



to better understand Levi's daily life and the obstacles visually impaired people have to overcome every day, and they can now implement better ways of helping Levi in his learning and manoeuvrability in Room Six.

We also had a visit from a visually impaired lady and her Guide Dog a few weeks later. The children had lots of great questions to ask and found out lots of useful information.

As a teacher, I found the PDF textbook 'Look Out For Each Other, Years 1-3', from the www.rnzfb.org.nz website was very helpful for ideas and more information on how to teach blind awareness to children of such a young age. Regards, Kirsty Cathcart (Room Six Classroom Teacher)

One of many schools and teachers displaying



inclusive practice as we have always wished. Well-done Levi, Parents — Maxine & Keith, Classroom Teacher — Kirsty and the **Woodstock School Hamilton.**



Too Busy for a Friend?

One day a teacher asked her students to list the names of the other students in the room on two sheets of paper, leaving a space between each name.

Then she told them to think of the nicest thing they could say about each of their classmates and write it down.

It took the remainder of the class period to finish their assignment, and as the students left the room, each one handed in the papers.

That Saturday, the teacher wrote down the name of each student on a separate sheet of paper, and listed what everyone else had said about that individual.

On Monday, she gave each student his or her list. Before long, the entire class was smiling. 'Really?' she heard whispered. 'I never knew that I meant anything to anyone!' and, 'I didn't know others liked me so much,' were most of the comments.

No one ever mentioned those papers in class again. She never knew if they discussed them after class or with their parents, but it didn't matter.. The exercise had accomplished its purpose. The students were happy with themselves and one another. That group of students moved on.

Several years later, one of the students was killed in Vietnam and his teacher attended the funeral of that special student. She had never seen a serviceman in a military coffin before. He looked so handsome, so mature..

The church was packed with his friends. One by one those who loved him took a last walk by the coffin. The teacher was the last one to bless the coffin.

As she stood there, one of the soldiers who acted as pallbearer came up to her. 'Were you Mark's math teacher?' he asked. She nodded: 'yes.' Then he said: 'Mark talked about you a lot.'

After the funeral, most of Mark's former classmates went together to a luncheon. Mark's mother and father were there, obviously waiting to speak with his teacher.

'We want to show you something,' his father said, taking a wallet out of his pocket 'They found this on Mark when he was killed. We thought you might recognize it.'

Opening the billfold, he carefully removed two worn pieces of notebook paper that had obviously been taped, folded and refolded many times.. The teacher knew without looking that the papers were the ones on which she had listed all the good things each of Mark's classmates had said about him.

'Thank you so much for doing that,' Mark's mother said. 'As you can see, Mark treasured it.'

All of Mark's former classmates started to gather around. Charlie smiled rather sheepishly and said, 'I still have my list. It's in the top drawer of my desk at home.'

Chuck's wife said, 'Chuck asked me to put his in our wedding album.' 'I have mine too,' Marilyn said. 'It's in my diary' Then Vicki, another classmate, reached into her pocketbook, took out her wallet and showed her worn and frazzled list to the group. 'I carry this with me at all times,' Vicki said and without batting an eyelash, she continued: 'I think we all saved our lists'

That's when the teacher finally sat down and cried. She cried for Mark and for all his friends who would never see him again.

The density of people in society is so thick that we forget that life will end one day. And we don't know when that one day will be. So please, tell the people you love and care for, that they are special and important. Tell them, before it is too late!



A new model of supporting People With Disabilities.....

<http://www.moh.govt.nz/moh.nsf/indexmh/disability-keyprojects-model#Background>

About the new model

Disabled people want a good life and more choice and control over support they receive. After talking to disabled people, their families, providers and the wider disability sector, the Disability Support Services (DSS) Group at the Ministry of Health has developed a new model for disability support services. DSS are demonstrating this new model in Tauranga/Western Bay of Plenty over the next year, working with the local community to make sure the model works well.

What is different about the new model?

OLD WAY - Someone else makes decisions about what support you get and when you get it

NEW WAY - With support, you decide what's important to you to have a good life

The new model has four components:

- **Information and assistance** - Local Area Coordinators walk alongside the disabled person, help them work out what they want from life, help them build community networks
- **Funding** - Moving towards giving funding rather than types and levels of services and increased use of self assessment (Note: funding is not given directly to the disabled person. Allocated hours are given a monetary value which the person can decide how to use and who to pay, within MoH policy)
- **Buying support** – More choice and control over what disabled people can buy with the funding by increasing availability of Individualised Funding and making supports more flexible
- **Quality of support** – Better ways for disabled people, MoH and providers to confirm that people are having a good life.

Background on Local Area Coordination

Local Area Coordination was originally developed in Western Australia in the late 1980s, and has been introduced in several other jurisdictions since that time. For example, it has been introduced into Queensland, the Australian Capital Territory and in many areas of Scotland.

Local Area Coordination involves a person working with individuals, families and communities to make a practical difference to disabled people's everyday lives. It is based on developing ongoing and in-depth relationships with disabled people (and their families) with a view to disabled people identifying what represents a good life for them, and the coordinator working with family and community resources to make that happen.

Report on Self Assessment Models Practice and Tools, November 2010

This report was prepared by Dr Carol MacDonald for the New Zealand Needs Assessment and Service Coordination Association Inc, on behalf of the New Zealand Ministry of Health. The report will contribute to a programme of work currently underway to develop and implement a new model for supporting disabled people in New Zealand.

The report will help the Programme to develop options and recommendations on how to offer greater use of self assessment, and reduced use of assessments by professionals, plus a move towards allocating indicative funding to a person, rather than types of service. These changes will be implemented and evaluated in 2011 at a Demonstration Site based in the Tauranga/ Western Bay of Plenty region of New Zealand.

PVI is encouraged by these changes however, without proper resourcing that is funding no amount of tinkering will work. The sooner **People With Disabilities** inclusive of our children are funded appropriately then, and only then, will the above changes mean anything.....

I am also reminded of a saying that haunts me, **"If you rely on the Government for funding and support for your loved one, then be prepared to be disappointed"**.

We need to take action ensuring our children have supports other than us as family.....

We need to learn how to ask others in to help.Challenging aye!

Transition Expo 2011

The progression from school to community life

Hosted by Parent & Family Resource Centre (PFRC) & Ministry of Social Development (MSD)

When: Thursday 7 July 2011

Where: AMI Netball Centre, 7 Allison Ferguson Drive, St. Johns, Auckland

Time: 9am – 2.30pm

The Transition Expo features most Auckland Transition Providers and an array of leisure, recreation, sports and information providers. Transition providers are contracted by the MSD to facilitate a smooth progression from school to community life for a young person with a disability who is ORS (Ongoing Resourcing Scheme) funded. In their final years at school transition coordinators help the student with a disability, their family and education professionals from the school to decide upon an appropriate community placement for post-school life. This is an important decision for any young person and requires planning and knowledge.

This Expo is suitable for all students aged between 14-21 years who are ORS funded, parents, family members, caregivers, education experts, careers advisors, school transition coordinators, teachers and all those involved in the care of a young adult with a disability.

Transition Providers and 'leisure' providers will each have a stall providing information, pamphlets, booklets, DVD's and promotional material. Representatives from each organisation will be available for advice, including WINZ and Ministry of Education. There will also be presentations given by each Transition Provider demonstrating their point of difference and philosophy. Although this Expo is aimed at ORS funded students, all students with a disability and those involved in the disability sector would benefit from information available on the day. A cafeteria will be open for purchase of food and drinks.

Please contact PFRC for further information on (09) 636-0351 or pfrcadmin@pfrc.org.nz

**P O Box 13385 Onehunga Auckland 1643 P: (09) 636 0351 F: (09) 636 0354
E: pfrcadmin@pfrc.org.nz www.pfrc.org.nz**

Tuesday 27th June 2011—Taken out of our comfort zone!

Today Marie and I experienced support from a staff from "Imagine Better". We were asked to think about how to help provide a vision for our daughter Jessica in supported flatting. What might our vision look like, what might Jessica wish and how do we go about achieving this.... Often we do not seek help and we often end up procrastinating, end result nothing much changes.... Sound familiar?

Key Drivers were: -

- Both of us are nearing retirement age and do not wish our children to feel obligated (-10 years)
- A vision whereby Jessica is in control and her family assist
- Relook at IF as a funding option, we think this might be better for Jessica, especially as the new pilot scheme will identify more autonomy for PWD and their families
- Options for Paul and Marie....

What we decided upon in the end was to call for a 'PATH' process, this is a process named **P**lanned **A**lternatives for **T**omorrow with **H**ope....

We shall keep you posted, I was challenged as was Marie... I am beginning to think of a future in a more positive fashion....

Paul.



Transitions : - Coping with Change!

Parents, "Transition" is a process that can cause much grief and loss as we often do not wish to let go..... Please be aware that this feeling is normal and that it does take time to come to this realisation; that our disabled children will develop their own voice, their own independence and will probably leave home. When they leave home, we are often delighted at our new found energy levels and less stress in the home etc. Be prepared for this elation to be short lived and any change takes time to become a new normal behaviour. What have I learned re transitions..... They are ongoing, that is life-long and you should get better at coping with them!

Transitions

In the Beginning!

This is about the change of the first born or another child..... then to learn he/she has a disability...wow, read "Welcome to Holland" page 7, this will help. Factor fragile health of our children and you can understand why some of us parents do not cope too well. By talking with other parents who have lived or are living a similar journey is often supportive. Develop a relationship with your RNZFB Counsellor, it helps.

The Early Years

Often fraught with much angst. This angst is sadly often a reflection of our grieving.... It passes/or we get better at masking it. Remain strong in these formative years, be prepared to adapt, our children teach us that... the sooner we accept change, the better. Ensure both Mum and Dad share the load equally; Mum, let Dad in and Dad remember it's okay to come out of your cave and talk!

Early Childhood/School/Intermediate and Secondary

More change, he/she is growing up, will they care for him/her as I have? No they will not!

"To let them grow, we must learn to let go."

Be prepared for all sorts of transitions through-out their school life. Change is constant with our children, our job is to become involved and be part of the process assisting professionals and display positive modelling for our children....

The Biggy, "Mum Dad I want to leave Home!!!!!!!"

Hopefully, this will not come as a surprise.

You all will have prepared for this and driving this process hopefully will be your son or daughter as you will have taught him/her good self advocacy skills. Below are some key indicators of successful transition planning: -

- Leaving School Transition to commence at least 2 years out from your child's 18th birthdate, ensure the IEP is focusing on this transition
- Make sure the transition is also addressing your needs as Mum and Dad. How is this going to include your wishes?
- What is the involvement of the wider community in the transition plan? Good transition plans involve the wider community from day 1 as this is where your child is going to be working/living.
- Be flexible with your thinking, be prepared to change your views
- Be brave, be strong and be prepared to ensure your child's needs will still need to be advocated for once he/she leaves school/home.

He/She has left Home, some freedom or so you thought!!!!

She is flapping now, but rings and texts me all the time. Is she coping? Is there anxiety, whose anxiety shall I be concerned about? Her's or mine! As time goes by, she is developing more independence, appears happier, and the staff at the home appear to be better connecting with her. I find though that I am constantly keeping an eye on her, ensuring she is well cared for...I do not think this feeling will ever change regardless of who is providing the care... Is this it? "Does it get any better than this?" I ask myself. Will she be a burden on the other family when we are no longer able to care?

Transition, it is a lifelong process that will test your relationship skills not only with your partner, but for all those for whom you care.

- Develop internal and external supports, circle of friends/circle of supports.
- Write down a plan for you and your needs
- Don't ever forget how to smell the roses...

Remember to smile and love 'Holland'. You are a better person for all that life has thrown at you....

Paul.

International Conference: Complex Learning Difficulties and Disabilities

Positive Path International presents: 4th-5th April 2012

Positive Path International will host a 2 day conference never seen before in New Zealand. The focus will be for educators, **parents**, health professionals and social services workers. Topics will include children with complex needs, Fetal Alcohol Syndrome, Autistic Spectrum Disorder, ADHD, Sensory Disabilities and Specific Learning Disabilities.

The conference will deliver the latest international statistics and trends.

6 internationally recognized key note speakers including:

Professor Barry Carpenter OBE (United Kingdom)

Dr Phyllis Jones PhD (United States)

Conference Date: 4th-5th April 2012

Conference Venue: Wintec House Hamilton New Zealand

Highlights

- Internationally recognized speakers
- 8 Workshops
- Latest international trends
- Opportunity to network with others



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To register your interest or make enquiries please contact Jane Thistlethwaite on jane@positivepath.co.nz

Positive Path International

This boy is as quick as a flash!!!

A man in London walked into the produce section of his local Tesco's supermarket and asked to buy half a head of lettuce. The boy working in that department told him that they only sold whole heads of lettuce. The man was insistent that the boy ask the manager about the matter. Walking into the back room, the boy said to the manager, "Some old codger wants to buy a half a head of lettuce." As he finished his sentence, he turned around to find that the man was standing right behind him, so he quickly added, "and this gentleman kindly offered to buy the other half." The manager approved the deal and the man went on his way. Later, the manager said to the boy, "I was impressed with the way you got yourself out of that situation earlier, we like people who can think on their feet here, where are you from son?" "New Zealand, Sir," the boy replied. "Why did you leave New Zealand?" the manager asked. The boy said, "Sir, there's nothing but prostitutes and rugby players there." "Is that right?" replied the manager, "My wife is from New Zealand!" "Really?" replied the boy, "Who'd she play for?"

Bits and Pieces

Teacher Burnout:

I was talking with a Senior teacher from Nico's class yesterday and she told me she is taking a 1 year sabbatical. I asked if they had replacement for her (took ages to find a replacement at the beginning of the year for another teacher), "Nope not yet". Final piece of conversation was teacher saying her and a mate were going for 1 year... "Many Special Ed. Teachers do not last long because it so stressful,.... my comment was "Yes, I understand totally, but unfortunately, we parents do not get that choice". She went a few colours of red!...."mmmm good point' was her final comment.

What can we do to support these teachers more?
There must be something!

Dionne

For the Mums

For all the mums out there who had to wait longer to hear a 1st word

Who spent more time in doctors' offices with their child than on play dates

Who endure the countless 'bad days' & the stares from other people.

For the mums whose child's first friend was their therapist.

For the mums who face disability everyday.

WE SALUTE YOU LADIES!

My promise to my kids

I am not your friend.. I am your Mother

I will stalk you, flip out on you, lecture you and drive you insane

I will be your worst nightmare

I will hunt you down like a bloodhound when needed; Because I LOVE YOU!

When you understand that, I will know you are a responsible adult.

You will NEVER find someone who loves, prays, cares and worries about you more than I do.



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From the ODI Newsletter

This email is a regular update from the Office for Disability Issues on our work and recent disability-related news. Previous email updates are on our website at: www.odi.govt.nz/resources/publications/e-mail-update.html

To be added to the Office for Disability Issues' email list, send an email to: odi@msd.govt.nz with 'subscribe' in the subject line.

Transition to tertiary education

Disability Services, Victoria University has produced a guide for students with impairments transitioning from secondary school to tertiary education. Chapters are on planning for your future, support at Victoria and funding options. The information on the DVD is spoken, in NZSL and captioned. For more information: www.victoria.ac.nz/disability/discover

Transition Forum – young disabled people

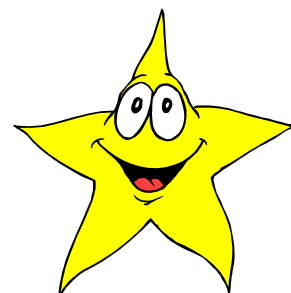
The Transition Forum is an opportunity to share and learn with others involved in supporting young disabled people and their families in their transition from school. Hosted by NZ Federation of Vocational and Support Services (VASS) and Association of Supported Employment NZ (ASENZ) the Forum will take place on 13 July 2011 in Wellington. Registration is open now. For more information on the programme and registration forms: www.nzvass.org.nz

My promise as a Voter re General Election 2011

To vote for the party that offers the best deal for:

- Our children's education/social and health needs
- Our needs as unpaid carers re the 'We Care Campaign'

Paul



Websites and info.....

www.pvi.org.nz This is our website, check it out!

www.blennz.school.nz The new BLENNZ website, take a look, well worth the journey!

www.kapomaori.com The official website of Ngati Kapo Aotearoa Inc

www.abcnz.org.nz The largest Blind Consumer group in N.Z. An excellent website.

www.humanware.com Excellent products available for both Low Vision and Blind users.

www.pacificvision.org.nz This website has links to many international providers of Low Vision aids.

www.biopticdriving.org This website explains how some low vision people can gain extra vision by using bioptic lens that in some cases enables them to drive legally!

www.aniridia.net: Anidiria Foundation International.

www.aniridia.org: Anidiria support

www.albinism.org.nz New Zealand's website for those wishing to know more about Albinism.

www.nzord.org.nz This website has links to many international sites containing information concerning rare disorders. This site is the New Zealand link.

www.rnzfb.org.nz The website of the Royal New Zealand Foundation of the Blind.

www.quantech.com.au This website has good information on new Mountbatten training resources. Worth visiting if your child uses braille.

www.tsbvi.edu The Texas School for the Blind and Vision is a leading educational facility. Excellent information and links to other places.

www.minedu.govt.nz The official Ministry of Education website. Good information, easy to use.

www.varietyclub.org.nz The Variety Club may be able to provide financial assistance for children with special needs. I have found them most supportive and helpful in the past 09 522 3743.

www.parent2parent.org.nz Parent 2 Parent is a nationwide support group of parents who have children with special needs.

www.carers.net.nz This is the official website of Carers NZ. This website has excellent information on a range of carers needs. They produce an excellent magazine called "Family Care". This magazine is free to all carers, just ring Sara at 09 406 0412 or email: info@carers.net.nz

www.napvi.org The National Association of Parents of Vision Impaired USA. Good website, note the section re parent matching.

www.cpsociety.org.nz NZ's Cerebral Palsy site an excellent website, very informative and easy to use.

www.wrightslaw.com An excellent website for tips on IEP's, it is USA based where laws are different, the tips and ideas are very similar.

www.zabonne.com Zabonne's website hosted by Ivan Pivac, much information regarding blind

and low vision aids, plus technology aids for children with additional disabilities.

www.maparentsupport.com: - a web site for parents to find support from others who have children with Microphthalmia Anophthalmia.

www.familytimes.co.nz a newspaper produced quarterly, ChCh and Auck based, well worth a read.

RNZFB Holiday Home: The RNZFB have one Holiday Home available to rent for members. Located in Tauranga at \$50.00 per night. For further information contact Karen at the Tauranga RNZFB Office between 9.00am and 12.00noon on **07 578 2376**.

The Koru Care: This charity is linked to Air N Z. They specialise in taking children with Special Needs to Disneyland/Gold Coast Australia. Contact 09 523 2456 to see if your child qualifies. There are also contacts at Wellington and Christchurch offices of Air New Zealand.

www.yesdisability.org.nz: Yes Disability Resource Centre in Albany. Note the Mothers support group known as Mum's @ Yes" Information Swap Network Group Meetings.

A CD called "A Family Affair", available from **BLENNZ** Homai Campus, **09 2667109** it gives good information re the National Assessment Services available at BLENNZ.

Pacific Vision: email Barry at barry@pvi.co. excellent low vision equipment.

Parents: - Feel free to write to the following Members of Parliament the good news (Positive Advocacy) or bad news concerning either your child's needs or yours as a parent!

Prime Minister: pm@ministers.govt.nz

Minister of Education: atolley@ministers.govt.nz

Minister of Disability Issues:

tturia@ministers.govt.nz

Minister Maori & Assoc Min Education:

psharples@ministers.govt.nz

Assoc Min of Education—Sp Ed:

rhide@ministers.govt.nz

PVI Regional Support Vacancies:

We need more parents to volunteer as Regional Representatives in the following areas: - Northland, Auckland, Waikato, Taranaki, Palmerston North, Dunedin and Southland. We need more parents acting as signposts to support other parents in your community. We wish to create teams within your own community hence sharing the workload. National Training is provided FREE normally 1 weekend per year. Support seminars will more than likely be provided in a community near where you live. If you have the time to give and wish to further support us please contact

Paul: 0800 312 019



Your PVI Board

Chair: Lower North Island Representative:

Mr. Kevin Beaver: 04 589 3719 k.beaver@clear.net.nz

Upper S.I. Representative:

Mr. Grant Davies: 03 326 4013 dandavies@xtra.co.nz

Treasurer: Central N.I. Representative:

Mr. D Fairgray: 027 286 7798

Lower South Island Representative:

Ms. Judith Hyslop: 03 476 6666
judithhyslop@xtra.co.nz

Upper North Island Representatives:

Mrs. Kim Lewin: 094221012 lewinfamily@xtra.co.nz
Mr. K. Singh: 027 320 6317 kam_mit@hotmail.com

Anywhere in N.Z. Representative:

Mrs. Dionne Gilligan: 06 344 7755 dionnesg@gmail.com

Tangata Whenua Representatives:

Ms. Riripeti Paine: 06 838 3949
Mrs. Kitty Tuari: 09 372 5453 ktuari@gmail.com

Pacific Island Representative: Vacant

Return Address:

Parents of Vision Impaired NZ Inc
PO Box 366
Waikato Mail Centre
Hamilton 3240



Regional Support Parent Contacts

Dargaville: Gaynor Edgar 09 439 4439
Wellsford: Kim Lewin 09 422 1012
North Harbour: Linda Moore Carter 09 442 1330
Auck. Central: **Vacancy please apply**
Auck. South: Kawaljeet Singh 09 299 8028
Auck. West: Paulette & Rodney Francis 09 835 1232
Auck. East: Kawaljeet Singh 09 299 8028
 Tirzah Shepherd 09 530 9539
Hamilton: Maxine Jeffery 07 853 7006
Tauranga: Linda & Don Fairgray 027 286 7798
Rotorua: Lex & Helen Craig 07 349 3191
Wairoa: Riripeti Paine 06 838 3949
Napier: Lou Halbert 06 845 4706

Taranaki: **Vacancy please Apply**
Wanganui: Dionne Gilligan 06 344 7755
Manawatu: **Vacancy please apply**
Wellington: Christine Pask 04 527 7585
 David and Rhonda Heather 04 203 6539
Nelson: Adrian Secker 027 201 1028
 Trudy Perrett 03 544 6641
Christchurch: Andrea Lamont 03 980 1566
Oamaru: Pat Fox 03 434 3499
Alexandra: Sarah Hinton 03 449 2414
Invercargill: Kim Hartley 03 217 1906