MENTORING MANUAL

for
Program Administrators/Supervisors
and
Professionals Providing Direct Services
to
Older Individuals who are Blind

VisionServe Alliance
LEADING TO A BETTER WORLD
FOR PEOPLE WITH VISION LOSS

OIB TAC

Older Individuals who are Blind – Technical Assistance Center

National Research & Training Center
on Blindness & Low Vision
at Mississippi State University

This Mentor Manual for professionals managing programs, and for those providing direct services to older individuals who are blind or visually impaired, was prepared with the expert knowledge of:

Roxann Mayros, MS
VisionServe Alliance
(314) 961-8235/www.visionservealliance.org

Nancy D. Miller, LMSW
VISIONS/Services for the Blind and Visually Impaired
(212) 625-1616/www.visionsvcb.org

Sylvia Stinson-Perez, CVRT, MBA, MSW
Lighthouse for the Visually Impaired and Blind
(727) 815-0303/www.lvib.org

Marlene Snow, OTR/L, SCLV
NewView Oklahoma
(405) 232-4644/www.newviewoklahoma.org

Contents

Introduction

Mississippi State University's National Research and Training Center on Blindness & Low Vision, in partnership with the American Foundation for the Blind, Helen Keller Services, and VisionServe Alliance, was awarded a grant to create the Older Individuals who are Blind Training and Technical Assistance Center (OIB-TAC) to improve the delivery of services to older individuals who are blind or visually impaired. The purpose of the program is to provide quality independent living services to older individuals who are blind, conduct activities that will improve or expand services to these individuals and conduct activities to help improve public understanding of challenges of this population.

One goal under this grant is to create a Community of Practice (CoP) that will provide universal general training and technical assistance. The CoP will include a dedicated web presence, opportunities for interagency collaborations, and assistance.

The United States is in the midst of what has been termed the "Silver Tsunami." Pew Research says that 10,000 people will turn 65 every day for the next nineteen years. The CDC and NEI are predicting that upwards of 15 million "baby boomers" nationwide will need vision rehabilitation services during this same time period. Numbers will vary from state to state, but the evidence does exist that no matter how populated or unpopulated a state is, the need for vision rehabilitation services will continue to grow.

To utilize available resources effectively and to improve the quality of independent living services to older individuals who are blind, one effective strategy is for less experienced program directors/supervisors and less experienced professionals providing direct services to older individuals who are blind, to connect with mentors in the field who can help develop skills, knowledge, and motivation.

Professionals with many years of experience in the field and who have expert knowledge in the development of program services and/or in delivering quality services, have combined their knowledge and experiences to create this Mentoring Manual.

The Mentoring Relationship

WHAT IS MENTORING?

Mentoring is a professional relationship in which an experienced person (the mentor) assists another (mentee) in developing specific skills and knowledge that will enhance the less experienced person's professional and personal growth. Mentors are not supervisors; however, a supervisor has a tremendous opportunity to be a mentor.

THE PURPOSE OF MENTORING

- Provision of field specific information
- Provision of the tools and resources necessary to perform competently
- Sharing knowledge about the population served and special knowledge/skills needed
- Enhanced self-awareness by both the mentor and the mentee
- Increased understanding of the many roles and how collaboration can be achieved to improve the consumer experience
- Developing a supportive team spirit that fosters sharing of good practice
- Improved quality of services for older individuals who are blind or visually impaired

WHY IS MENTORING IMPORTANT IN SERVICES TO OLDER INDIVIDUALS WHO ARE BLIND?

The field of blindness is a very specialized and complex field. It is critical that one new to the field or in a new role in the field gain a solid understanding of the field of practice, the professionals involved, conditions that cause vision loss, the implications of vision loss for older individuals who are blind and the resources available to help in the case management and training process. This will allow the administrators and direct-service staff to provide high quality comprehensive services to Older Individuals who are Blind.

BENEFITS OF MENTORING FOR THE MENTOR

- Internal satisfaction and fulfillment
- Enhanced creativity and professional synergy
- Career and personal rejuvenation
- Increased productivity
- Increased organization and mission commitment
- Recognition by employer for helping mentor others
- Opportunities to prepare the "next generation"

BENEFITS OF MENTORING FOR THE MENTEE

- Accelerated career mobility
- Improved professional identity
- Greater professional competence
- Increased career satisfaction
- Greater acceptance within the organization
- Decrease in feelings of isolation in job decisions
- Decreased job stress and role conflict
- Increased commitment to the organization and mission
- Increased understanding of the many roles and how collaboration can be achieved to improve the consumer experience
- Increased likelihood of mentoring others in the future
- Creating high quality programs and delivering quality services

THE MENTOR'S ROLE

- To guide and advise, not to "do"
- Serve as a positive role model
- Engage in regular conversations to discuss specific topics, protocols, norms, and best practices
- Review professional materials/curricula and advise/guide for improvement
- Share relevant Field specific information
- Direct and provide instruction on the various roles/functions required in the field
- Demonstrate and/or describe complex professional skills
- Seize opportunities for training and instruction through personal example and story-telling
- Increase understanding of the many roles and how collaboration can be achieved to improve the consumer experience
- Gradually decrease the amount of direct teaching as mentees develop and succeed
- Seek opportunities to offer support, praise, feedback, and encouragement

THE MENTEE'S ROLE

- Work with mentor to develop mentoring plan
- Be clear in your expectations of the mentor
- Take initiative and maintain regular contact with mentor
- Be prepared for meetings with mentor with relevant questions, curiosities, or documentation
- Participate in face-to-face meetings or professional site visits if possible
- Meet expectations and deadlines as defined in mentoring plan or as determined by mentor

CREATING A MENTORING PLAN

- Determine the meeting types, frequency, duration, type of communication (in-person, telephone, email, Skype, Facetime, etc.).
- Decide on the type of planned activities to be included during the meetings
- Set expectations, goals, and boundary conditions for mentor/mentee relationships.
- Design a training/development template to include whatever components make sense for the goals of the conversations.
- The mentor and mentee should identify multiple, specific activities that the mentee will use to achieve the goals, including a mix of formal training such as seminars, workshops, and classes; and informal activities such as observations of professionals in the field, review of literature/professional journals, reading books relevant to visual impairment, and a review of learning styles/methods for adults.
- The mentor and mentee should identify and list the support needed in order to implement the developmental activities, including colleagues, time, or monetary resources.
- Agree to a start and end date for the mentoring relationship. This can always be adjusted by mutual agreement.

Sample Learning Plan Template

Learning Opportunities	Date of Completion	Resources

Codes of Conduct

MENTORS

- Evaluate your own experience, expertise, and confidence level before serving as a mentor.
- Get to know your mentee. Respect the mentee as a unique individual, giving constructive feedback when needed.
- Understand the difference between mentoring and supervising.
- Establish your credibility, telling the mentee a little about your professional self.
- Avoid criticizing, preaching, or lecturing the mentee.
- Be positive, supportive, genuine, consistent, warm, and accepting.
- Set aside enough time to be a good listener and to communicate clearly.
- Don't give personal advice on a controversial topic or non-business related matter.
- Think of ways to problem-solve together. Encourage innovative thought and creative problem solving. Some situations have no right or wrong answer.
- Avoid complaining about your own problems.
- Allow mentee to share responsibility in the mentoring process. Do not try to take over the mentee's work or duties.
- Acclimate yourself to the idea of admitting mistakes and saying "I don't know."

MENTEES

- Evaluate your ability to openness and willingness to learn; and to receive, accept, and act on feedback in order to get the maximum benefit from the mentoring relationship.
- Get to know mentor. Tell the mentor a little bit about your professional self.
- Be open to advice and guidance from mentor.
- Make a list of specific learning needs and expectations for improving skills and/or knowledge. Share with mentor.
- Be positive, enthusiastic, and willing to participate in discussions and activities.
- Be willing to work hard and to respond professionally to mentor.
- Set aside time for the mentoring relationship, and respond to correspondence from mentor in a timely manner.
- Be prepared for each meeting. Ask questions, provide examples, and respond professionally. Do not be late for meetings.

Recommended Discussion Topics

Managers/Supervisors Overseeing Programs

- Get to know one another by discussing each other's experiences in working with people with vision loss or how you each got into the field.
- Discuss the mentors and mentees experience in managing people or developing programs.
- Discuss expectations you have for each other. Mentee and mentor should both write goals that they would like to accomplish during this experience.
- Review organization's/department's/program's mission statement.
- The importance of ethics and confidentiality and developing departmental policies.
- Stressors, hot-buttons, and solutions/coping techniques if manager/supervisor is new to the role.
- Time management skills.
- Seize opportunities for training and instruction through personal example, story-telling, case studies, and case reviews.
- The importance of in-service training. How to develop your staff through online training, conferences, expert presenters, webinars, Ted Talks, You Tube, etc.
- Public relations and marketing to find older individuals who are blind and provide them information about Older Blind Services
- How to find the estimated number of older individuals who are blind in your state, including low income, communities of color, the oldest old, etc.
- Why it is important to partner with related health care providers like diabetic educators, Ophthalmologists (or Societies), Optometrists (or Societies), Geriatricians, Public Health Agencies, OT and PT Associations, etc.
- Why finding, nurturing, and recognizing "champions" of the OIB program is important. How to empower you and your staff to be "champions" for OIB in every meeting, presentation, etc.
- Modeling best practices at the top by gaining Commissioner/Director level support for OIB.
- The need for technical knowledge, and why it should be mandated, about blindness/visual impairment such as a basic knowledge of the anatomy of the human eye, common eye conditions in the older blind population, how to read and interpret an eye report, or understanding functional assessments.
- Proper methods for assisting a person who is visually impaired (sighted human guide, giving directions, greetings, etc.)
- How (and why) to create a program of support to caregivers and family members.
- Understanding accessible formats for document provision.
- How to access and/or develop a good comprehensive functional assessment that assesses (pre and post) functional adaptive living skills, communications, safety (movement), access to print and technology (if applicable), access to necessary resources, psychosocial implications of visual impairment, and community integration.

- Research – why you need it, how to use it, where to find it.
- Why it is important to identify and join professional list serves, join professional organizations, attend conferences, and connect with product companies that focus on blindness/low vision, etc.
- Is the aging network another resource in your state?
- How to use limited resources effectively. What are the needs that can be addressed that produce measurable outcomes with limited funding?
- Developing a list of local, state, and national services relevant to individuals who are older blind that can be provided to consumers/care-givers and used by staff.
- The critical role played by professionals, such as Certified Vision Rehabilitation Therapists/teachers, Certified Orientation and Mobility Specialists, Certified Low Vision Therapists, and Occupational Therapists in the assessment, service delivery, and training of older people who are blind. Clear understanding of how and when to refer to these professionals.
- Understanding aids and devices available to aid an older individual who is blind in more fully functioning, such as a long cane or support cane, talking devices, sunshields for glare, magnification/magnifiers, video magnification, etc. Developing a list of resources to locate these devices.
- How to relate to and function within an interdisciplinary team.
- Methods for case staffing that include the entire inter-disciplinary team.
- Communicating ethically and effectively with the team.
- How to properly document case progress.
- Managing personal feelings about blindness and disability.
- How to develop skills to provide leadership, supervision, and to develop policies and procedures to guide high quality services.
- Creating and using a program budget
- Assigning cases and case management, including organization, communication, referral, and follow-up
- Developing policies and procedures within the organization/office/program.
- Developing good customer service guidelines.
- Grant writing (if applicable) – discuss creative funding opportunities within mentee's organization, sources for training, types of resources, etc.
- Developing documentation and measurement tools that are realistic and usable by front-line workers.
- Creating a consumer feedback system and a client's rights document.
- Why a documentation retention policy is important.
- Service animals/guide dogs – policies addressing appropriate behavior of dog and guide, how to refer for services, and resources.
- How to lead and manage a support/discussion group.
- Discussion and resources regarding attitudes about blindness/disability/aging.
- Blindness myths and misconceptions.
- An understanding of the stages of loss and coping and adjustment.

Personnel Providing Direct Services

- Get to know one another by discussing each other's experiences in working with people with vision loss or how you got into the field.
- Discuss expectations you have for each other. Mentee and mentor should both write goals that they would like to accomplish during this experience.
- The importance of ethics and confidentiality.
- How to relate with sensitivity to individuals who are older blind.
- What services are available in your particular area? Why it is important to connect.
- Why it is important to partner with related health care providers like diabetic educators, Ophthalmologists (or Societies), Optometrists (or Societies), Geriatricians, Public Health Agencies, OT and PT Associations, etc.
- Who provides the services in your area? State agency, comprehensive rehab facility, specially trained OT, Non-profit agency, VA? Developing a list of local, state, and national services relevant to older individuals who are blind that can be provided to consumers/care-givers and used by staff. How do the clients get referred to these agencies? What are the criteria required? Do they have to be a veteran, legally blind, have certain insurance?
- The critical role played by professionals, such as Certified Vision Rehabilitation Therapists/teachers, Certified Orientation and Mobility Specialists, Certified Low Vision Therapists, and Occupational Therapists in the assessment and service delivery and training of older people who are blind. Clear understanding of how and when to refer to these professionals.
- How to access, and why you should use, a good comprehensive functional assessment that assesses (pre and post) functional adaptive living skills, communications, safety (movement), access to print and technology (if applicable), access to necessary resources, psychosocial implications of visual impairment, and community integration.
- Understanding aids and devices available to aid an individual who is older blind in more fully functioning, such as a long cane or support cane, talking devices, sunshields for glare, magnification/magnifiers, video magnification, etc. Developing a list of resources to locate these devices.
- What kinds of resources should you provide to the consumer? Are they in an appropriate accessible format? When is the appropriate time to provide resources?
- The need for technical knowledge, and why it should be mandated, about blindness/visual impairment such as a basic knowledge of the anatomy of the human eye, common eye conditions in the older blind population, how to read and interpret an eye report, or understanding functional assessments.
- What do you do if a consumer expresses they are suicidal?
- What is the consumer's financial situation and what resources are out there to assist them with getting what is needed?
- How to find local accessible transportation and paratransit.
- How to find accessible and affordable housing.

- How to access government benefits specific to older individuals who are blind such as SSI or SSDI.
- What are accessible entertainment options in a consumer's community (i.e., large print bingo cards, described movies and theater, exercise, etc.)?
- What is your approach to interacting with sensitivity to a person who is elderly and blind?
- Proper methods for assisting an individual who is visually impaired (sighted human guide, giving directions, greetings, etc.)
- Do you have any concerns about your work load?
- What do you do if you make a home visit and find hoarding, a vicious dog, bugs, filth, or other unsafe activities? What do I do about an unsafe home environment?
- Do you need to learn time management skills? Do you get "caught up" in the client's life story and spend too much time?
- What should I do if I feel uncomfortable in any situation? Role play various scenarios.
- Discussion and resources regarding attitudes about blindness/disability/aging.
- Blindness myths and misconceptions.
- An understanding of the stages of loss and coping and adjustment.
- How to properly document case progress.
- Talk about best practices or using proper tools and documentation.
- Why it is important to identify and join professional list serves, join professional organizations, attend conferences, and connect with product companies that focus on blindness/low vision, etc.
- If the service provider is new to the field, talk about the availability of training, web-sites, conferences, books, etc. Role playing can help deal with difficult situations you may fear encountering.

Professional Definitions

Certified Assistive Technology Specialist (CATIS)
A highly trained expert who specializes in working with individuals who are blind, visually impaired, or who have functional visual limitations, addressing visual, physical, cognitive, and psycho-social aspects related to training and integration of existing and emerging technologies. Methods and strategies include the use of visual techniques, non-visual techniques (auditory and tactual), strategies, and problem-solving skills through the use of various Assistive Technology ("AT") devices and solutions.

Certified Low Vision Therapist (CLVT)
The CLVT uses functional vision evaluation instruments to assess visual acuity, visual fields, contrast sensitivity function, color vision, stereopsis, visual perceptual and visual motor functioning, literacy skills in reading and writing, etc. as they relate to vision impairment and disability. The CLVT also evaluates work history, educational

performance, ADL and IADL performance, use of technology, quality of life and aspects of psychosocial and cognitive function.

Certified Orientation & Mobility Specialist (COMS)
Orientation and mobility instruction is a sequential process in which visually impaired individuals are taught to utilize their remaining senses to determine their position within their environment and to negotiate safe movement from one place to another.

Certified Vision Rehabilitation Therapist (CVRT)
Vision rehabilitation therapists instruct persons with vision impairments in the use of compensatory skills and assistive technology that will enable them to live safe, productive, and interdependent lives. Vision rehabilitation therapists work in areas that enhance vocational opportunities, independent living, and the educational development of persons with vision loss, and may include working in center based or itinerant settings.

National Certification in Rehabilitation Teaching for the Blind (NCRTB)
NCRTB's use Structured Discovery methods and principles, are grounded in the Consumer Based Model of Rehabilitation, and have mastered non-visual skills for independent living that they teach.

National Orientation and Mobility Certified (NOMC)
NOMC's use Structured Discovery Cane Travel methods and principles. NOMC's have mastered non-visual skills for independent living that they are expected to teach.

Occupational Therapist/Specialty Certified Low Vision (OTR/L, SCLV)
OTR/L, SCLVs help people improve their ability to perform daily living tasks in all environments. Occupational therapists with an SCLV are specially trained to work with those who have visual impairments. The have experience in working with adults, ages 18 years or older, who have deficiencies in acuity and visual field as a result of eye disease/conditions or brain injury; have experience and expertise in the use of optical devices and assistive technology to enhance vision; have experience collaborating with optometrists, ophthalmologists, and other vision rehabilitation professionals; and demonstrate breadth in their experience so that it is not limited to working only with clients with a single condition (e.g., visual-vestibular dysfunction or focusing deficiencies).

Rehabilitation Counselor for People with Blindness or Low Vision
A Rehabilitation Counselor for the Blind can assist a person with uncorrectable vision loss by working together to develop a plan that could include a low vision evaluation, braille instruction, training in daily living skills, learning to travel safely in a variety of environments, training in accessible technology, receiving counseling in adjustment to vision loss, preparing for paid or volunteer work, or participating in a technology evaluation.

Resources
Note that this is not intended to be a comprehensive list.

Classes/CEU Opportunities
- Ai Squared (http://www.aisquared.com/learning/more/webinars/)
  - ZoomText University
  - Free Live Webinars
  - Free Recorded Webinars
  - Certification information
  - Remote Training
- American Foundation for the Blind - eLearning (http://elearn.afb.org/default.aspx)
  - Free access to courses on aging and vision loss for staff who work with older individuals who are blind
  - Older Persons and Visual Impairment – attitudes, demographics, psychosocial, theories of aging, and cultural diversity
  - Common Age Related Eye Conditions and Treatments
  - Physical Issues Affecting Older Persons – vision and hearing loss, pulmonary, bone and joint, mental health, and diabetes
  - Social Issues Affecting Older Persons with Visual Impairment – self-esteem, role of family, social and leisure needs
  - Providing Services to Older Persons with Visual Impairment – alternative skills, O&M for older individuals, low vision services, assistive technologies, and employment of older persons
  - A Brief Overview of Unified English Braille
  - Job Seekers Toolkit
  - Contrast and Lighting
  - Understanding and living with glaucoma
  - Webinars on lighting, contrast, reading without seeing, managing foot disorders, and glaucoma
- Eschenbach (http://www.eschenbach.com/professionals-resource-center-upcoming-webinars.htm)
  - Free live webinars
  - Individualized training with regional staff
- Freedom Scientific (http://www.freedomscientific.com/training.asp)
  - Free Webinars
  - Free archived Webinars
  - Hand-on workshops and other training
  - JAWS and MAGic Certifications
  - Accessibility Training Modules
- Hadley School (http://www.hadley.edu/hsps.asp)
  - Blindness Basics
  - Introduction to Braille, UEB Edition
  - Contracted Braille, UEB Edition
  - Using raised markers
  - Veterans benefits
  - Continuing Education (CE) credit

- o Seminars@Hadley for Credit
- o Download Course Catalogs at http://www.hadley.edu/FindaCourse.asp
- Helen Keller National Center (HKNC)
  - o New topics coming soon
- NRTC on Blindness and Low Vision (http://ntac.blind.msstate.edu/courses/)
  - o Anatomy and Physiology of the Eye
  - o Introduction to Blindness and Low Vision
  - o Reading an Eye Report
  - o Adjustment and Acceptance of Blindness
  - o Interpreting Regular and Low Vision Eye Reports
  - o Common Adult Eye Conditions
  - o The Low Down on Low Vision
  - o Confident Living: A Course for Individuals Supporting Older Adults with Combined Vision and Hearing Loss

Booklets and Handouts
- Library of Congress (www.loc.gov/contact-us)
  - o Braille alphabet cards
  - o Braille calendars
- National Eye Institute (https://nei.nih.gov/educationBooklets)
  - o National Eye Health Education Program (HEHEP)
  - o Educational Resources for Children
  - o Healthy Eyes Toolkit
  - o Healthy Vision Month
  - o Materials in Spanish
- .Perkins School (http://www.perkins.org/solutions/featured-products)
  - o Braille packets
  - o Louis Braille
  - o Story of the Perkins Brailler
  - o Braille games
  - o Braille riddles
  - o Braille bibliography
  - o Louis Braille and the Braille system
  - o History of the Perkins Brailler
  - o Braille equals literacy and independence
  - o Braille facts
- VisionAware (http://www.visionaware.org)
  - o Getting Started Toolkit (http://www.visionaware.org/info/emotional-support/handling-the-news/getting-started-kit-for-people-new-to-vision-loss/123)
  - o Five questions to ask your eye care professional
  - o Kitchen safety tips and products
  - o Bathroom safety tips and products
  - o Tips for making print more readable
  - o Living with vision loss: your home office
  - o Technology tips and products

- o Meeting a person with vision loss
- o Meeting a person with vision and hearing loss
- o Having fun!
- o Keeping Fit

Curricula and Tutorials
- Carroll Center (http://carroll.org/online-courses/)
  - o Online Learning and Tutorials
  - o Patients and Families Online Diabetes Course
  - o Several Apple Product Video Tutorials
  - o Orientation and Mobility Tutorial
  - o Online Learning Accessibility Services (http://carroll.org/online-learning-accessibility-services/)
- Hadley (http://www.youtube.com/user/HadleySchool)
  - o Tutorials
  - o iFocus at Hadley, a series of online videos with detailed instructions for using iDevices.
- National Eye Institute (http://www.nei.nih.gov/nehep/programs/visionandaging/whatis.asp)
  - o See Well for a Lifetime Toolkit
  - o Downloadable PowerPoints on a variety of topics
  - o Downloadable handouts on a variety of topics
  - o Diabetes and Healthy Eyes Toolkit
  - o Glaucoma Toolkit
- Perkins School (http://www.perkins.org/resources/cindys-corner/)
  - o Cindy's Corner
  - o Valentine Cards
  - o Setting up a Class Run Pizza Parlor
  - o Cranberry Projects
  - o Tactile Timelines
  - o Shell Matching Game
  - o Potted Chocolate Pudding
  - o Winter Bird Treats
- TechVision (http://www.yourtechvision.com/products/blind-tools)
  - o E-courses dealing with technology and making media based product more accessible. Most have a cost, but some are free.
- VisionAware (http://www.visionaware.org/info/for-seniors/1)
  - o Short Videos
  - o Your Eye Condition
  - o Emotional Support
  - o Everyday Living
  - o Working Life
  - o For Seniors
  - o Get Connected
  - o Lessons for Living (coming soon)

Directories
- AFB Directory of Services in the United States and Canada
  http://www.visionaware.org/directory.aspx?action=results
- NRTC - National Technical Assistance Center
  http://ntac.blind.msstate.edu/
- State Vocational Rehab Programs
  http://www.blind.msstate.edu/training/information-and-resources/ncsab/
- Universities with Professional Preparation Programs
  http://www.blind.msstate.edu/training/information-and-resources/cnmbrp/
- VisionServe Alliance Directory of Vision Rehabilitation Centers in U.S.
  www.visionservealliance.org

Other Resources
- 211 – An easy to remember phone number available in most communities to call for health and human service information, referrals, and other assistance.
- AARP – www.aarp.org/health/conditions-treatments/info-2015/treating-blindness-vision-loss.html
  Various articles and references.
- Access World – www.accessworld.net
  Technology news for people who are blind or visually impaired.
- ACVREP – Academy of Certification of Vision Rehabilitation & Education Professionals – www.acvrep.org
  Certification programs designed to offer professionals the means to demonstrate critical knowledge and skills that promote the provision of quality services and ethical practice.
- AER – Association for the Education and Rehabilitation of the Blind and Visually Impaired – www.aerbvi.org
  The mission of AER is to support professionals who provide education and rehabilitation services to people with visual impairments. Chapters in many states.
- Aging and Disability Resource Centers (ADRCs)
  Accurate, unbiased information on all aspects of life related to aging or living with a disability, including publicly funded long-term care. ADRCs are in each state.
- American Academy of Ophthalmology – www.aoa.org/eye-health
  Various eye health topics.
- American Optometric Association – www.aoa.org/patients-and-public
  Various eye health resources.
- American Foundation for the Blind (AFB) – www.afb.org/info/living-with-vision-loss/1
  Various guides to eye conditions, techniques for living with diabetes, using technology, etc.
- Area Agencies on Aging
  Assist older adults and people with disabilities to live with dignity and choices in their homes and communities for as long as possible.

- CDC – Centers for Disease Control and Prevention –
www.cdc.gov/healthcommunication/ToolsTemplates/EntertainmentED/Tips/Blindness.html
Information, tip sheets, case examples, and research.
- Diabetes
www.diabetes.org/living-with-diabetes/complications/eye-complications
Various information and resources
www.care.diabetesjournals.org/content
Information about living with diabetic retinopathy.
- Dialogue Magazine – www.blindskills.com
Comprehensive information on blindness and coping with vision loss.
- EARS for Eyes – Enrichment Audio Resource Services – www.earsforeyes.info
Free of charge audio lessons that teach adaptive daily living skills to the vision impaired and their caregivers.
- Flying Blind – www.flying-blind.com
Up-to-the-minute information on Adaptive Technology Industry.
- Glaucoma – www.glaucoma.org
Get the facts about glaucoma.
- Journal of Visual Impairment & Blindness (JVIB) – www.afb.org/store
Essential professional resource for information and research about visual impairment and blindness.
- Macular Degeneration
www.mdsupport.org
Free information about macular degeneration and similar retinal diseases.
www.allaboutvision.com
A Complete Guidebook to Macular Degeneration.
- Multiple Sclerosis – www.nationalmssociety.org/symptoms-diagnosis/MS-symptoms/Vision-problems
- National Eye Institute – www.nei.nih.gov
Information about eye health.
- Occupational Therapy – www.aota.org/About-occupational-therapy/patients-clients/Adults/lowvision.aspx
Tips and information about living with low vision.
- Prevent Blindness – www.preventblindness.org
Information about eye health safety, living with low vision, the cost of blindness, and numbers of specific eye diseases by state.
- United Way – A nationwide network of volunteers, contributors, and local charities helping people in their own communities.
- VisionServe Alliance – www.visionservealliance.org
Information and referral for vision rehabilitation services, low vision clinics, support and counseling, social activities, orientation & mobility, technology training, etc. in 37 states.

List of Acronyms

AAA	Area Agencies on Aging
ACB	American Council of the Blind
ACVREP	Academy for the Certification of Vision Rehabilitation Education Professionals
ADA	Americans with Disabilities Act
ADL	Activities of Daily Living
AER (AERBVI)	Association for the Education and Rehabilitation of the Blind and Visually Impaired
AFB	American Foundation for the Blind
ADRC	Aging and Disability Resource Centers
AOA	American Optometric Association
AOTA	American Occupational Therapists Association
APH	American Printing House for the Blind
BANA	Braille Authority of North America
BVA	Blinded Veterans Association
BVI	Blind and Visually Impaired
CARF	Council for the Accreditation of Rehabilitation Facilities
CATIS	Certified Assistive Technology Instructional Specialist
CIL	Centers for Independent Living
CDC	Centers for Disease Control and Prevention
CLVT	Certified Low Vision Therapist
CMS	Centers for Medicare and Medicaid Services
COMS	Certified Orientation and Mobility Specialist
COSB	Council of Schools for the Blind
CRP	Community Rehabilitation Program
CSAVR	Council of State Administrators of Vocational Rehabilitation
CVRT	Certified Vision Rehabilitation Therapist
DOL	Department of Labor

EI	Early Intervention
HIPAA	Health Insurance Portability and Accountability Act
HKNC	Helen Keller National Center
IDEA	Individuals with Disabilities Education Act
IL	Independent Living
NAC	National Accreditation Council for Agencies Serving People with BVI
NAEPB	National Association for the Employment of People who are Blind
NAPVI	National Association for Parents of Children with Visual Impairments
NBP	National Braille Press
NBPCB	National Blindness Professional Certification Board
NCD	National Council on Disabilities
NCSAB	National Council State Agencies for the Blind
NCRTB	National Certification in Rehabilitation Teaching for the Blind
NEI	National Eye Institute
NFB	National Federation of the Blind
NIB	National Industries for the Blind
NIDILRR	National Institute on Disability, Independent Living, and Rehabilitation Research
NOD	National Organization on Disabilities
NOMC	National Orientation and Mobility Certification
NRTC	National Research and Training Center on Blindness - Mississippi State
ODEP	Office of Disability Employment Policy
OIB-TAC	Older Individuals Who Are Blind – Training and Technical Assistant Ctr.
RB&D	Learning Ally – formerly, Recordings for the Blind & Dyslexic
RSA	Rehabilitation Services Administration
TVI	Teacher of the Visually Impaired
VA	Veterans Association
WIOA	Workforce Investment and Opportunity Act

Collated by VisionServe Alliance

References

- Allen, T.D., Poteet, M.L., and Finkelstein, L.M. (2008). <u>Designing Workplace Mentoring Programs</u>. John Wiley & Sons Ltd.

- Luecke, R. (2004). <u>Beyond Traditional Mentoring: Peers and Networks</u>. Harvard Business School Press.

- Orland-Barak, L. (2010). <u>Learning to Mentor</u>. Springer US, Boston.

- Ridley, C.R. and Johnson, W.B. (2008). <u>The Elements of Mentoring</u>. W. Brad Johnson, Charles R. Ridley

- Scott, I & Spouse, J. (2013). <u>Practice Based Learning in Nursing, Health and Social Care: Mentorship, Facilitation and Supervision</u>. John Wiley & Sons

- Zachary, L.J. & Fischler, L.A. (2009). <u>The Mentee's Guide</u>. Wiley.