RESPONDING TO CVI  
OSB ANNOUNCES NEW PROGRAM

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Dear Friends:

Who doesn’t love spring? Spring is the time of renewal and rebirth, a time to appreciate nature and initiate new beginnings.

Which is exactly what has been blooming at OSB as of late. Springing up around the front entrance is exterior ramping, installation of an elevator in one of our two towers and interior renovation around the first and second floors of the Rotunda to make these areas safer and accessible for our students and guests. We’re giving each student a place to thrive, supported by a community that helps to foster friendships and navigate growing up.

As we have witnessed a declining impact from Covid-19 during the latter part of the winter, we grow more confident that a focus on ever-improving outcomes for students can exist alongside continued vigilance in suppressing the pandemic. The latter won’t push out the former. That itself is reason for hope, celebration and an appreciation for new beginnings.

It’s time to drop the coats, open all the doors, and go meet the sun.

Sincerely,

Todd Reeves
Executive Director and CEO
For young people with disabilities, the transition from school to work can be very challenging, especially if you’ve been a student at the same school since you were three years old.

Now 20 years old and in the School to Work Program (STW), Ethan Ruddell is actively preparing for the challenging transition to living as independently as possible.

“I’m taking different courses in STW, which includes social and living skills, and I always like social studies, especially American history. I also enjoy choir and bell choir; I love music.” says Ethan. “I enjoy doing living skills assignments because that is something I need to know, so one day I can live independently on my own. I have been updating my resume and doing a job search.”

Ethan is participating in the White Hall Independent Living Program, a residential opportunity that enhances the independence of young adults ages 18-21 through direct instruction and practice of apartment living skills. He lives in White Hall during the week.

“I feel more confident in traveling, socializing, and doing things on my own,” says Ethan. “I think I’m prepared. What I’ve learned from working is that it’s not easy right away to get a job done until you get the hang of it. You really need to focus on your job at all times. You also need to focus on finding your way to certain locations around the building otherwise you might not be able to travel independently. But, if you need help, just ask.”

Sounds like this experience has strengthened Ethan’s skills and work ethic.

“I’m most proud of keeping up with my homework in Mr. Le’s class, even on the days I work.”

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Ethan sits in an office at CleanLogic, a sustainable personal and home care products business that incorporates braille in its packaging.
WITH the support of the OSB Board of Trustees, Superintendent Jackie Brennan announced a new program to respond to Cortical Visual Impairment (CVI), the leading cause of pediatric visual impairment.

“CVI Complete is a collaboration between educators, medical professionals, researchers and service providers to meet the increasing population of children diagnosed with Cortical Visual Impairment,” says Brennan. “CVI Complete is just one of many investments made by the OSB Board of Trustees to expand our capacity and meet the diverse needs of students with visual impairment and other challenges. In addition to offering CVI assessments within a clinic for enrolled students at OSB and for students from the community at large, CVI Complete will offer high-quality training for educators and service providers, support and education for families, and supply opportunities to conduct research to contribute to the knowledge of CVI in the field.”

The leading cause of vision loss among children in the United States, Cortical Visual Impairment results from the brain’s inability to process information gathered by the eye. Children with CVI may have healthy eyes, but their brains aren’t able to process what they’re seeing. The neurological visual impairment can be the result of trauma or a medical event, such as poor oxygen supply, illness, or another medical condition.
To advance CVI Complete, Overbrook School for the Blind welcomed CVI Specialist Beth Ramella, Ed.D., TVI/COMS in July. Ramella started her career at the Western Pennsylvania School for Blind Children in Pittsburgh where she was employed for 24 years. At WPSBC, she developed a CVI clinic for enrolled and community children, trained staff and parents on the importance of creating accessible materials and environments for children with CVI, and participated in CVI research alongside pediatric ophthalmologists at the Children’s Hospital of Pittsburgh. She has presented on CVI topics at numerous conferences across the country and internationally. She has consulted with the American Printing House for the Blind and has developed products for children who are cortically visually impaired. Ramella is also serving as an administrator on Thinking Outside the Light Box, a Facebook page supporting parents and those teaching children with CVI.

As the CVI Specialist at OSB, Ramella conducts the CVI Range assessment (Roman-Lantzy, 2018) with suspected and diagnosed CVI enrolled and non-enrolled students.

"Initially, I conduct the assessment with a student alongside his/her teacher; determine the CVI Phase and CVI score from 1-10; write a full, narrative report for the family and team; and consult with the student’s educational team of teachers and specialists to implement the report and to create or revise the student’s IEP (Individualized Education Plan) with new goals and how to integrate them into the classroom,” says Ramella. “I interview the parents or guardians to determine how the child uses vision in familiar environments. I also share the assessment report, offering ways they can optimize their child’s vision and implement some CVI-friendly adaptations at home.”

Spiro S., a four year-old in the Early Childhood Program, was assessed by Ramella in the CVI Clinic in 2019, again in May 2021, and in February of this year. Diagnosed with hypotonic cerebral palsy and Lennox-Gastaut Syndrome (a form of epilepsy), Spiro’s journey with CVI began when he was a baby after a session with Mariel Livezey, an OSB Early Intervention Outreach Teacher of the Visually Impaired.

“I first met Spiro when he was six months old,” says Livezey. “His ophthalmological story is one that I had heard many times. Mom explained to me that because Spiro was not using his vision there was initially concern for retinal disease. Once Spiro was seen by a retinal specialist and disease was ruled out, the family was told that his eyes were healthy and that he was delayed visually; this was all good news but offered little insight into why Spiro wasn’t using his vision. At our first session, Spiro was observed to demonstrate characteristics of Cortical Visual Impairment such as light gazing, preference for the color red, delayed visual response, lack of a blink to threat response, preference for movement, as well as near viewing only. At that first session, mom and I discussed how the eyes can be healthy but the brain can struggle with processing the visual world, and we made the game plan that we would work together to provide the necessary accommodations to optimize Spiro’s vision.”

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RESPONDING TO CVI CONTINUED

With Livezey’s guidance over the next two years, Spiro’s family followed through with strategies, even rearranging their living room to dedicate a vision section with a solid backdrop and light sources behind Spiro when he was working on using his vision.

“They adapted the mobile over Spiro’s play yard to encourage visual exploration and even added metallic pom-poms to each room of the house to always have a visual target available to encourage Spiro visually,” says Livezey. “We worked on using his preference for light by presenting materials on a light box, shining a light on targets, and eventually using a light to help Spiro anticipate his spoon while eating. Over the next two years, Spiro progressed from not visually attending to or reaching for his toys to attending to familiar toys, shifting his attention between two to make a selection as well as reaching out for play and functional routines, such as for a spoon during meals and to activate a voice output switch.”

Spiro enrolled in the Early Childhood Program when he turned three, and he is in his second year with teacher Alisha VanBernum.

“Spiro is so quiet, alert, and takes everything in that is going on in the classroom environment,” says VanBernum. “Spiro has attended the CVI Clinic with Beth. Not only has it helped me with him, it has helped me as a teacher. I can adapt and meet his vision needs based on the observations and recommendations Beth has given me. We work together as a team in sharing what we observe and ideas of ways to work on building each child’s vision.”

Overall, the biggest part of Spiro’s educational team is his mother, Athena.

“Between Mariel, Alisha and Beth, all of whom have helped support me outside and in school, like with IEP meetings, I now know what I need for Spiro,” says Athena. “I try to make everything CVI-friendly, CVI-adapted. I took Spiro to Crayola World where we went from station to station, and I

CVI PARENT TRAINING WORKSHOPS
OSB hosted its first CVI Community Parent Training Workshop in March with parents and guardians in attendance.

CVI Specialist Beth Ramella, Ed.D.,TVI/COMS, led with the importance of assessment and individualized instruction for students with CVI. Plans were shared for CVI Complete and how families of children with CVI can connect, collaborate, and create a CVI community.

If you are interested in joining future Parent Training CVI Workshops, please contact Parent Liaison Rhonda Davis at rhonda.davis@obs.org or at (215) 877-0313, ext. 305.
would say two to three words for whatever action we were doing. There was a machine for spin art, and I wheeled him up to the door where the paper goes in with a crayon. I put Spiro’s hand on it and said, “Spin, spin, spin,” and then put it on the tray in front of him. He touched the spin art, picking the orange and red colors. I learned this because of Beth teaching me how to teach him. He got it.”

With the support and education Athena has received from OSB, she started an Instagram page called, “CVI MOM,” an outlet to post how she advocates for her son and adapts for CVI. “I started it right before the [Covid-19] pandemic shutdown, and many parents have reached out to me with ideas, aids and information.”

Athena’s outreach and programs like CVI Complete will continue to grow as CVI is now the leading cause of visual impairment in children in the developed world.

“Kids with CVI are often overlooked or misdiagnosed,” says Ramella. “They may look like they have autism or ADHD or are floundering academically or are too low functioning to assess. But that can change. And early plasticity makes the most impact. With CVI Complete, we are fully committed to building awareness, supporting families, fostering collaboration, and increasing advocacy to improve the quality of life of children with vision loss due to CVI.”

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**TEN CHARACTERISTICS OF CVI**

(Dr. Christine Roman-Lantzy, 2018).

1. **COLOR PREFERENCE:** The child may have a strong attraction to targets of a particular color. Even if there isn’t a preferred color, the use of vibrant, highly-saturated colors alerts and maintains attention.

2. **NEED FOR MOVEMENT:** The child prefers toys that move, or objects with shiny, reflective surfaces that create the illusion of movement.

3. **VISUAL LATENCY:** The child’s visual responses may be slow or delayed when looking at objects.

4. **VISUAL FIELD PREFERENCES:** The child may ignore information presented in certain areas of their visual field, or they may turn their heads to view objects from a particular portion of their field of view.

5. **DIFFICULTY WITH VISUAL COMPLEXITY:** Initially, children with CVI may respond to objects with simple patterns or color. Complexity changes as children develop more vision. Children with CVI who are able to locate targets in a picture or reading words on a page may need a reduction of targets on the page for success.

6. **NEED FOR LIGHT:** The child is attracted to light, natural or artificial, and may spend prolonged periods of time just gazing at sources of light. Additional lighting from a backlit device may be beneficial to a child with CVI.

7. **DIFFICULTY WITH DISTANCE VIEWING:** The child may present as if they are highly nearsighted by positioning objects very close to their face. This characteristic deals directly with complexity.

8. **ATYPICAL VISUAL REFLEXES:** The child may have an atypical blink reflex and visual threat response.

9. **DIFFICULTY WITH A VISUAL NOVELTY:** The child may ignore objects that are new, preferring targets that they have viewed over and over.

10. **ABSENCE OF VISUALLY GUIDED REACH:** The child may be unable to look and reach simultaneously. Reducing complexity may help a child develop a more accurate visually guided reach.

There’s been so much interest in the construction at our front door! Here are a few photos from the Accessibility Plan to install ramps, additional accessible routes for rapid egress and an elevator large enough for multiple wheelchairs.

The foundation for the ramp to the new front entrance is in.

The Security Cabin where visitors must sign in to receive their name badge.

This is a peek behind the door to the former front security desk.
Looking towards the front (Malvern Avenue) on the High School side, this is where the elevator will open on the second floor.

Taken from outside the OSB Museum door, this is a view of the second floor rotunda.

Looking through the former Individualized Education Plan office window, here's a view of the former main entrance doorway.
Even with the heroic efforts by teachers, staff, and school leaders—all of whom quickly developed online lessons, remote-teaching plans, and concrete strategies for meeting students’ basic needs—the challenges of Covid-19 were profound, particularly for the School to Work (STW) Program.

“The pandemic made a significant impact on our ability to place our students in off campus work assignments,” says Susan Vaughan, Coordinator of the School to Work Program. “All of our students lost their jobs during the shutdown, and they weren’t able to go off campus last year either. We relied on our on-campus jobs, such as working with the 3-D printer and software to create braille and tactile signs for businesses and organizations. Students did jobs like filling the ink and maintaining the machine, processing orders, and assisting with making signs and plaques for sports awards and Achievement Day. This year, we’ve slowly been able to place current students—and some recent graduates—in jobs, and we’re hoping for more opportunities as the year goes on.”

Thankfully, hospitality businesses like Coldstone Creamery and the Lighthouse Cafe, have continued to employ OSB students. Cleanlogic, a sustainable personal and home care products business in Lower Providence Township that incorporates braille in its packaging, currently employs eight OSB students.

“Core to Cleanlogic’s mission has been shining a spotlight on the blind and visually impaired communities,” says Isaac Shapiro, Founder and Co-CEO of CleanLogic. “This is something near and dear to me as my Mom Bea became blind when she was 7 years old. From ensuring we have braille product descriptors across 100% of our Cleanlogic products to giving annual tech grants that foster and empower the skill sets required to gain employment and lower the persistent 70% unemployment rate that exists within the blind community, having team associates from OSB further strengthens our social purpose. OSB students have such a passion and pride in the work they do. From helping to assemble and pack out our holiday gift sets, to helping to manufacture products on our production lines. They truly have become an essential part of our Audubon team and we could not be more excited to have them as a part of our Cleanlogic family.”

The experience of working and earning a paycheck has been transformative for OSB students.

“I like my job because of the experience I’m gaining in a work setting,” says student Ethan Ruddell, who works at CleanLogic as a warehouse associate. “I do a lot of jobs. I make packing boxes, put crinkle paper from brown boxes into orange boxes, put boxes on the palette, and make boxes for packing sponges. I like how all their products are in braille. What I like about my job is that I have all of the skills I need to do the tasks they ask me to do. I like that they put a rope down on the ground in the warehouse that acts like a shoreline to help me find my way.”

Students like Breanna Allen and Louis Toole have enjoyed learning new skills at CleanLogic, like sewing. “The students have begun materials production,” says Vaughan. “They sew a special cloth cover around sponges. One student puts the sponge in a special metal holder and then puts the cover over it. The sponge is then removed from the holder and another student sews the ends of the cover closed, then cuts and seals the strings so they don’t fray. Another student boxes the completed sponges.”

“This job gave me responsibility,” says Shamirah Brown. “It’s given me independence and I advocate for myself...
more. CleanLogic has encouraged me to do more than I thought I could do."

Recent graduate Angela Carr (Class of 2021) believes the School to Work Program helped her develop the skills and confidence she needed to apply for work with the Project SEARCH Program in the Main Line Health System.

"Overbrook helped me develop skills for the workplace," says Carr. "First, I worked on campus so that I could gain experience and then I had a job placement in the community with Overbrook Outpost. At Project SEARCH, I have two internships in Community Health and Human Resources."

“We’ve been fortunate enough to have Angela in our program since October,” says Meagan J. Hudson, Community Outreach Program Coordinator for Project SEARCH. “Angela has completed an internship rotation in hospitality (greeting patients/visitors, validating parking, providing directions), she’s assisted with organizing and sorting a large-scale food drive within the hospital, and she’s currently working in HR as an administrative assistant where she’s filing employee paperwork and entering data into the computer. We have also been blown away by Angela’s comfort level when using a computer, especially using a keyboard that lacks braille or large print lettering.”

On the occasion when Angela needs assistance at work, she relies on her self-advocacy skills to effectively communicate the issue and ask for help, and make the necessary adaptations in order to be successful.

“When Angela recognizes something may be challenging for her because of her low vision, she is quick to voice this and work with staff to provide the proper accommodation,” says Hudson. “Angela also informs those around her about her low-vision and white cane use in an educational and informative manner. Angela says she owes her orientation and mobility skills to the wonderful staff of OSB. She’s really not afraid to take on a challenge or step out of her comfort zone, which is a wonderful quality in the workplace.”

School to Work student Angel Miranda believes that working has changed him. “Working has impacted my life because I’ve been able to make money,” says Miranda. “I go out more. I go places using CCT (Septa’s Customized Community Transportation).”

“I’ve learned that I can work like everyone else despite my disability.”
Q&A WITH
MARK RICHERT
INTERNATIONAL PROGRAM
COORDINATOR

Q. Explain to us your role as the Coordinator of the International Program.

As Overbrook’s new International Program Coordinator, it is my privilege to maintain and build upon the successful partnerships that OSB has had in place for many years with partner groups in Southeast Asia and around the world. All of these partnerships further the mission-critical work of Overbrook to provide high quality learning opportunities for young people to achieve meaningful educational and employment milestones. We emphasize the transformative power of accessible mainstream and assistive technologies to direct service providers who are our on-the-ground, local, in-country champions who are best able to meet their students’ needs in culturally relevant ways.

Q. What are you most excited about in your new role at OSB?

For nearly thirty years, I have had the opportunity to be a part of many of the more significant pivot points in US public policy concerning rights of children, working-age adults and older people who, just like me, live with vision loss every day. All of this work has been important to me, but few things are as close to my heart as work on behalf of children and youth who are blind or visually impaired. To have an opportunity to apply the skills I’ve honed for decades to ensure that young people have the opportunities that are most worthy of their potential, well, it is very much a dream come true.

Q. What are your short term and long term goals?

I have been joking with folks that my short-term goal here at OSB is to not screw up what my amazing predecessors in this role have so impressively built over many years! Wen and Larry are truly legendary figures on the international vision loss stage, and so while I learn the proverbial ropes, I don’t want to let them down. In terms of a longer range goal, the success of OSB’s work in Southeast Asia demonstrates conclusively that we can make a difference in the lives of students and clients around the world. The real key is translating our good intentions into business models, strategies, tactics and culturally relevant relationship-based assistance that meets needs in a measurable way. Ultimately, it’s all about people, and so the core of our approach is to remember that people come first, not only the ones we hope to serve but those with whom we will need to partner to get the job done. Africa is for sure at the top of our minds in terms of where we’d like to build out our next network of effective partnerships, but honestly, naming one continent like that only just makes you want to name them all. So we will engage in continued work to thoroughly assess how and where OSB can be most engaged and accomplish the greatest good given the relationships we both currently have and want to establish, and then we’ll take it from there. I’m so excited about the possibility of someday being able to say that OSB in one way or another has a robust presence on every continent on the planet.

Q. What will we see from the International Program this year?

My hope is that we’re back on the road again! We are so blessed to have had technology to bridge the distances between our international partners, but nothing takes the place of in-person connection. It is my dearest wish that the COVID situation will allow us to literally get back out there so that we can get an even better feel for what’s going on and how we can make the most significant and efficient impact.
COMMUNITY ENGAGEMENT

OSB Parent Liaison Rhonda Davis reports on a recent community engagement opportunity for an OSB student to build his Social Interaction and Self-Determination Skills, two of nine components that comprise the Expanded Core Curriculum. Tailored to the individual needs of every student at OSB, this curriculum is vital for setting students with visual impairments, including those with deafblindness and multiple disabilities, up for success after graduation.

At the beginning of the year, the Jack M. Barrack Hebrew Academy in Bryn Mawr called Overbrook School for the Blind seeking a student to speak to their middle and high school students about life with blindness.

Helene Marano, Coordinator of OSB’s High School program and Eva Worsley, High School Teacher, selected student, Dauad Y. Dauad has been a student at OSB since elementary school, so he was an ideal choice to describe his experience of life with visual impairment to other students. And since this was his first public speaking experience, it was a unique opportunity to strengthen the skills he’s learned at school.

Dauad prepared a talk with a Question & Answer session for each group of students. When the moment arrived to speak, he stood up, AirPods in ears and phone in hand, and spoke from the prepared speech playing back from the JAWS program he used to compose it. He described some of the challenges he faces as a person with visual impairment, what classes are like at OSB, and some of the assistive technologies that help him complete his school work. He even brought examples to share. Dauad showed the audience a brailler, passed the braille paper around for students to feel, and talked about how when learning braille, the tips of your fingers can get very sore. Then he showed a computer that can type in braille, that allows the person typing to read back and edit their work before printing it. He also demonstrated how he uses a cane when walking.

During his talk, Dauad emphasized that self-advocacy is an important skill for anyone with the challenges of a disability. He shared with the students that while there are plenty of technologies to help people with visual impairments, it can trigger feelings of anxiety when trying to use one of these tools, while wondering who might be watching. For example, there is an app that will take a photo of an object, then describe the object. He got the students to imagine what it would be like to be in a grocery store, trying to decide what to buy, while a sighted person is looking on. When one student asked what a sighted person should know in this case, he said, “I’d like sighted people to ask before they try to help. Know that we can do things, but it might take a little longer. Blind people can do almost anything. Don’t underestimate them!”

When asked if he liked attending a school for the blind, Dauad did not hesitate to say yes. In addition to math, science and languages, he is receiving specific support tailored to his challenges, such as Orientation and Mobility lessons where he learns to navigate the city, and how to use Uber and other apps. He also shared that he is participating in an online Gothic Literature class and is learning to confront technical difficulties that may go along with his disability while also learning challenging information.

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Blind people can do almost anything. Don’t underestimate them!”

Dauad demonstrated how a brailler worked during his presentation while Paraeducator Kendall Edwards looked on.
Q. How did you initially feel about presenting to students at the Barrack Academy?

Initially presenting at Barrack Academy was nerve-racking. But, of course, as time proceeded and I started writing my presentation, a lot of that worry declined and rather alternatively became exciting to think of.

Q. How did OSB prepare you for that experience?

While it’s true that the presentation was mostly created by me, editing, revising, and recitation was all helped and done by my teachers. I also received assistance prepping for the presentation by establishing different technology gadgets and other components for my display and demonstration for the students to see.

Q. Why do you think you were chosen to present to Barrack and represent OSB? I have been very successful this school year. I’ve made progress in my writing and technology skills. My teacher tells me that I am a good public speaker and have creative ideas. I think this is why Overbrook chose me to represent them for this presentation.

One of the many healthcare professions that require clinical exposure before entering the field is Occupational Therapy. These clinical experiences provide students with the opportunity to transform theoretical knowledge into day-to-day classroom teaching. Over the years, OSB has worked with graduate students from a variety of schools in the region for their fieldwork or clinical experiences.

“I feel that establishing formal partnerships with other institutions provides opportunities for collaboration, mentoring and professional development,” says Jo Ann McNamee, Coordinator of Therapy and Orientation & Mobility Services. “It offers fresh perspectives and fosters reflection of our own professional practices while growing our resources. It also allows Overbrook to engage with students from diverse backgrounds and experiences; this can have a positive impact on therapists, students, instructional staff and the extended Overbrook community.”

Earlier this year, OSB welcomed Dayana Torres Nieto, an Occupational Therapy Doctorate student from Chatham University.

“I’ve gained such an incredible experience at Overbrook,” says Torres Nieto. “I’ve had the ability to grow in my professional skills through the mentorship of Melissa Brown, OTR/L, and the rest of the therapeutic team. I quickly learned just how much of an impact interprofessional collaboration can have on student education and outcomes. To serve a
beginning to provide treatment independently. Supervisors provide several hours of mentoring, discussion, and orientation each day at the start of the fieldwork opportunity.

“OSB is a unique place to work, as we serve a very medically diverse population, with visual impairment acting as the common denominator,” says Grecia. “As a new clinician, this provides a lot of experience working with students with a variety of communication needs, including low and high tech AAC (Augmentative and Alternative Communication), pragmatics, and receptive/expressive language delay.”

Another graduate student working on her first clinical rotation at OSB is Allison DiAngelis, from Thomas Jefferson University’s new Master of Science in Speech-Language Pathology Program.

“I chose Overbrook because I knew I wanted to work with children to improve language and feeding skills,” says DiAngelis. “Overbrook provides the space where I can practice both skills. Through the students at Overbrook, I have learned the importance of meeting the kids where they are at. Each child possesses different needs, and I have learned the significance of capitalizing on each child’s strengths to help them enhance communication strategies to meet their needs.”

Allison shadows her supervisor, Angela Grecia, OSB’s Bilingual Speech and Language Pathologist. As the weeks progress, she is taking on less of an observer role and community effectively you have to be able to listen to their needs and be proactively striving for change, even if you hit roadblocks along the way. It’s something I’ll take with me as I start my own path in my profession.”

Dayana’s Capstone project at OSB is working on virtual training modules and resources to improve student goals and services.

“She was seeking a dynamic pediatric fieldwork placement and Overbrook was the perfect fit,” says OT Melissa Brown, Dayana’s Supervisor. “The materials that Dayana is developing will be available for staff training and continuing education as well as parent and caregiver training. Dayana is also developing a binder that will include topics to be developed in the future, so that other fieldwork students or staff can continue to add content over time.”

Opportunities such as observation, hands-on treatment, and learning projects allow therapists to gain more knowledge, increase the range of their treatment abilities, and allow for improved clinical reasoning skills and overall judgment.

“All the students at OSB inspire me everyday,” says Dayana. “It’s very rewarding when we reach an end goal and you look back at how you helped make it happen.”

(L to R): Melissa Brown, Dayana Torres Nieto, Angela Grecia and Allison DiAngelis
Volunteer at OSB!

Introducing new opportunities to connect with the staff and students of Overbrook School for the Blind

Beginning this summer with landscaping projects, and into the fall with the arts and other classroom activities, we will be welcoming volunteers onto our beautiful campus. We can’t wait to get to know the wider OSB community, in person. For more information, contact Rhonda Davis at rhonda.davis@obs.org.