



Calling All Interested Presenters!!

“Empower, Explore, Educate” 2026

The California Association of Orientation and Mobility Specialists (CAOMS) seeks presenters for its annual statewide conference, at the Braille Institute Anaheim Center in Orange County, California. Join us for a full day, highly empowering conference on Saturday November 7, 2026. Presentations must address at least one of the 13 ACVREP approved content areas listed in the application below. Applications must be received by August 15, 2026.

“Empower, Explore, Educate” 2026 is this year’s conference theme. The focus will be an empowering learning experience of O&M techniques, concepts, and technology. We welcome presentation proposals from experts such as specialists, parents, and students. We are looking to expand knowledge in technology including artificial intelligence, hands-on learning, build skills, education, and knowledge in the visual impairment field through collaboration to meet the needs of the whole child or adult education experience. The preferred method of presentation is highly interactive workshops. Topics may be presented as an individual, panel, facilitated discussion, or student review. Some topics of interest expressed by CAOMS members include:

Early Childhood/Adolescence

- Assessments: tools (technology), techniques for low vision assessments, and suggestions for assessment kits.
- Collaboration with entire IEP team including PT, OT, TVI, SLP, APE, KT, and O&Ms. How to collaborate to meet the needs of the whole child? Can the communication within the team be improved to increase efficiency and reduce overlap through technology?
- Ideas for O&M activities that can be done indoors/outdoors (with technology) including concept development and auditory training.

Adults/Elderly

- Assessments: tools, technology, techniques for low vision assessments with adults, and suggestions for assessment kits that include age related problems (arthritis, memory loss, and limited mobility).
- Introduction to the Certified Assistive Technology Instructional Specialist for People with Visual Impairments (CATIS) and the CATIS Blind Rehabilitation Team and Services at the V.A.

Professional Development

- Overview and best practice when advocating for APS and other accessibility/technological needs.
- Current topics and changes in the field: tele-instruction, virtual instruction.

Technology

- Smart phones as multi-functional devices replacing GPS and other technology.
- Tips and techniques for technology integration in O&M lessons.
- Assistive Technology (ATAC) and O&M parallels and procedures.
- Acoustic virtual reality and O&M.
- Robotics as a mobility aid.
- Artificial Intelligence

Low Vision

- Integrating low vision aids and technology in O&M lessons.
- Assessing and identifying appropriate visual aids and technology for shopping.

Multiple Disabilities

- Deaf-Blind and/or multi-disability and technology.
- O&M with other mobility devices (walkers, support canes, and wheelchairs) and technology.
- Brain injury (ie. Stroke, TBI, CVI), O&M and Technology.
- Learning disabilities, autism, global developmental delays.
- CVI

Other

- Introducing echolocation in lessons.
- Travel Training.
- Guide Dog Mobility.
- Advocacy/Legislation/Licensure.

In order to be considered, please fill out the included Presentation Application completely. Completing the Application does not guarantee acceptance.

Sorry, we cannot accept a resume.

For presenters who are ACVREP certified, you will receive CE points under Category 3: **Publications and Presentations**. If you have any questions about ACVREP Continuing Education, or for **more information, please refer to the ACVREP website at www.acvrep.org**.

SUBMISSION DEADLINE: August 15, 2026

SEND TO: Diana Herrera (dherreradiana@gmail.com) AND please cc: Nicole Myers (myersnicole36@gmail.com)

QUESTIONS: If you have any questions about the Presentation Application or need a physical address to submit your proposal via US Mail, please contact Diana Herrera. (S-CAOMS) AND please cc: Nicole Myers

Thank you very much for your interest in sharing your experience, skills, and empowerment at the 2026 CAOMS Conference in Orange County, California.

Sincerely,

The 2026 CAOMS Conference Committee

PRESENTATION APPLICATION

- Fill this form out completely so that conference attendees qualify for ACVREP credit. Resumes cannot be accepted.
- Applications must be received by August 15, 2026.
- E-mail completed form to Diana Herrera at dherreradiana@gmail.com AND please cc: Nicole Myers (myersnicole36@gmail.com)

Presenter Information

- The following information must be provided for EACH presenter.
- For multiple presenters, please copy and paste as needed.

PRESENTER 1

Contact Information

Name:

Address:

Phone Number:

Email Address:

Employment

Current Employer:

Job Title:

Job Duties:

Education

Degrees Awarded (Please X on line):

- ☐ High school diploma
- ☐ Associates degree
- ☐ Bachelor's degree (BA/BS)
- ☐ Master's degree (MA/MFA, etc.)
- ☐ Ph.D/Ed.D/MD/OD
- ☐ Two-year diploma
- ☐ Three-year diploma
- ☐ Other:

Certifications

ACVREP Certifications (Please X on line):

- ☐ CLVT
- ☐ COMS
- ☐ CVRT
- ☐ CATIS
- ☐ ATS
- ☐ None
- ☐ Other:

Professional and Presentation History

How many years have you worked in the vision rehabilitation and education field: _____

Have you published in the field (Yes or No): _____

In what settings have you taught other professionals? (Please X on line):

☐ University/College

- ☐ Professional organizations/conferences/workshops
☐ For your employer/ staff/ in-service trainings
☐ None

PRESENTER 2

(For more than one presenter, please copy and paste the presenter information and complete for each presenter.)

Program/Activity Information

- Program/Activity Title:
- Preferred Number of Clock Hours of Training:
- Brief description of program/activity for the printed conference program:
- Brief biography for your introduction at the conference:
- Bringing own equipment?

Benchmarks and Performance Objectives for Best Practice

- Learning goals and objectives (objectives should be measurable and specific):
- Expected outcomes (state what the participant is expected to learn):

Financial Interest and Conference Participation

- Does your organization have a financial interest in the products or techniques used in this continuing education course? Yes or no If yes, please provide a list of such products and/or techniques.
- Will you attend the rest of the conference? Yes or no
- Do you want your contact information listed in the Conference materials? Yes or no

Audio Visual Equipment

Please indicate EQUIPMENT required for the presentation.

- ☐ If you are using a laptop, is it a PC or a Mac?
- ☐ LCD projector (for Power point) to connect to laptop with a projection screen
- ☐ Audio for laptop (3.5mm jack to patch house sound to the laptop's headphone slot)
- ☐ Microphone ☐ How Many? ☐
- ☐ Overhead projector
- ☐ Projector Screen
- ☐ Wireless Projector remote
- ☐ Extension cords (to accommodate equipment other than a laptop)
- ☐ Video display adaptor type (VGA, HDMI, Apple Display Port, etc.):
- ☐ Other ☐

Stage Set-up

Requirements for stage set-up:

- ☐ Table(s) If yes, how many?
 - ☐ Chair(s) If yes, how many?
 - ☐ Podium
 - ☐ Other _____
-

Target Audience

- ☐ Low Vision Therapists
- ☐ Orientation and Mobility Specialists
- ☐ Vision Rehabilitation Therapist

Training Level:

- ☐ Beginner ☐ Intermediate ☐ Advanced
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ACVREP Approved Content Areas

Please check the ACVREP approved content area(s) that pertain(s) to your presentation (please see end of document for a description of ACVREP content areas):

- ☐ The Visual System and Vision Loss
- ☐ The Auditory System and Hearing Loss
- ☐ Psychosocial Aspects of Visual Impairment
- ☐ Professionalism in Vision Education and Rehabilitation
- ☐ Professional Information
- ☐ Individuals Who Are Visually Impaired with Additional Disabilities
- ☐ Aging and Vision Loss
- ☐ Sensory Motor Functioning
- ☐ Human Growth and Development Over the Lifespan
- ☐ Assessment of Persons with Visual Impairment and Their Environments
- ☐ Instructional Methods
- ☐ Development, Administration, and Supervision of Programs Serving Persons with Visual Impairment
- ☐ Communication, Team-Building, Consumerism, Cultural Diversity, and Working with Families

FILL THIS FORM OUT COMPLETELY SO THAT CONFERENCE
ATTENDEES QUALIFY FOR ACVREP CREDIT.
RESUMES CANNOT BE ACCEPTED!

Presenter Responsibilities

Presenters are responsible for the following:

- Providing handouts in accessible formats.
- Providing her/his own laptop if necessary for the presentation.
- Provide accurate request for audio/visual equipment and room set-up.
- Initiating communication with the program contact, Diana Herrera and cc: Nicole Myers if there are any changes to the presentation content, presenters, audio/visual needs or room set-up.
- All travel and lodging before, during and after the conference.
- Registering for the conference, a separate process from presenting, is necessary to attend other presentations and receive ACVREP credit. Presenters will receive the conference registration information, deadlines, and fee schedule by August 15, 2026.

CAOMS Conference Committee Responsibilities

The CAOMS Conference Committee is responsible for the following:

Diana Herrera will confirm receipt of your presentation and follow up with questions, if necessary to determine eligibility. Should you have any questions during the application process, please contact Diana Herrera at dherreradiana@gmail.com. AND please cc: Nicole Myers (myersnicole36@gmail.com)

- Diana Herrera will contact presenters regarding acceptance or rejection.
- The audio/visual committee will provide all audio-visual equipment from the presenter application. The committee will initiate communication with a presenter

Description of APPROVED CONTENT AREAS:

Continuing education activities taken for recertification credit must focus on increasing the knowledge and/or skills in the practice of vision rehabilitation and education, in one or more of the following areas:

1. The Visual System and Vision Loss: visual system and visual functioning; the etiology of visual impairments and the effects of these impairments on visual functioning; and the pathology and effect of systemic health conditions on vision, basic optics of the eyes, basic optics of refractive lenses, and basic optics of low vision devices.

2. The Auditory System and Hearing Loss: auditory system and functioning; effects of hearing loss and impairment; communication systems used by persons with auditory impairment; loss of hearing so severe that it is nonfunctional for the ordinary activities of daily living; and concomitant hearing and visual impairments, the combination of which may present unique communication, learning, developmental, orientation and mobility, and social needs.

3. Psychosocial Aspects of Visual Impairment: cultural and psychosocial factors affecting adjustment to visual loss; the resources for addressing student, family, and community responses to visual impairment; and systems and professionals in counseling.

4. Professionalism in Vision Education and Rehabilitation: professional roles and functions, professional goals and objectives, professional organizations and associations, professional history and trends, ethical and legal standards, professional preparation standards, and professional credentialing.

5. Professional Information: sources of professional literature and new information related to the practice of vision rehabilitation and education professionals, evolving practice developments, legislation and public policy, research findings, current issues, trends, and public policies that affect the quality of life for consumers.

6. Individuals Who Are Visually Impaired with Additional Disabilities: including sensory, sensorimotor and physical impairments, mobility impairments not related to visual impairment, developmental disabilities, learning disabilities, diabetes, organic brain damage, and challenging behaviors.

7. Aging and Vision Loss: normal age-related changes in vision pathology and visual functioning, other prevalent age-related health changes, prevalent visual impairments associated with aging and their functional consequences, service delivery systems in aging, geriatric and gerontological health practices and professionals, and service delivery in visual rehabilitation relevant to older persons.

8. Sensory Motor Functioning: sensory and motor systems, the manner in which these systems affect orientation and locomotion and other daily activities and functions, and the effects of visual impairment on sensory and motor functioning.

9. Human Growth and Development Over the Lifespan: the effects of visual impairment and multiple impairments on affective, psychomotor, and cognitive development and processes; and characteristic and atypical developmental patterns of persons with visual and/or multiple impairments.

10. Assessment of Persons with Visual Impairment and Their Environments: strategies and methods used to conduct assessments of the person with a visual impairment and his/her environment.

11. Instructional Methods: teaching strategies to promote independence and coping skills, including Braille and other tactual systems, including tools and techniques in vision rehabilitation and education in the areas of computer technology, adaptive mobility devices, low vision devices, and innovative technology for use by individuals who are visually impaired.

12. Development, Administration, and Supervision of Programs Serving Persons with Visual Impairment: service delivery systems; strategies for organizing and administering programs; quality indicators of services; the role of the vision rehabilitation and education profession and other personnel in the provision of quality educational, rehabilitation, public and private service to persons who are visually impaired; major legislation and policies affecting services for persons who are visually impaired; and local, state and national resources for the provision of services.

13. Communication, Team-Building, Consumerism, Cultural Diversity, and Working with Families: developing strategies for effective communications (spoken and written); fostering and supporting consumers in self-advocacy; and principles and strategies for effective teamwork among professionals, consumers, and significant others in vision rehabilitation and education, including issues related to cultural diversity and working with families.