

Articles

Material # 140.104

Advocacy tips and techniques: Ideas by and from parents & those supporting parents and children. *See/Hear*, 5,(1). Retrieved October 4, 2000, from http://www.tsbvi.edu/Outreach/seehear/winter00/advocacy_tips.htm.

(Available in Spanish too!)

Also see: n/a

Material # 140.105

Hester, G. (1999). Communicating with Bruno. *reSources*, 10(5). Retrieved October 4, 2000 from <http://www.tsbvi.edu/Outreach/seehear/fall99/bruno.htm>.

Also see: n/a

Material # 140.106

Heller, K. W., Gallagher, P. A., & Fredrick, L. D. (1999). Parents' perceptions of siblings' interactions with their brothers and sisters who are deaf-blind. *JASH*, 24,(1), 33-43.

Also see: Dual Sensory Impairment

Material # 140.107

Turnbull, A. P., Pereira, L., & Blue-Banning, M. J. (1999). Parents' facilitation of friendships between their children with a disability and friends without a disability. *JASH*, 24,(2), 85-99.

Also see: n/a

Material # 140.108

Waldman, H. B., & Perlman, S. P. (2000). Dental care for people with disabilities: Prospects & problems. *Exceptional Parent* 30(7), 26-30.

Also see: n/a

Material # 140.109

May, J., (1992). New horizons for fathers of children with disabilities. *Exceptional Parent*, April/May. 40-43.

Also see: n/a

Material # 140.110

May, J., (1992). New horizons for fathers of children with disabilities Part II. *Exceptional Parent*, June. 38-41.

Also see: n/a

Material # 140.111

Hill, C. (Ed.) (2003). Family issues: Stress, anger, grief, frustration. Survival tools to help. In *Deafblind Intervention Strategies for the Home (DISH)*. Ogden, UT: Utah Schools for the Deaf and the Blind.

Also see:

Material # 140.112

Tomko, C. (1998). IEP planning: Tips for getting what your child needs. Retrieved on August 29, 2005 from: <http://www.kidstogether.org/ieptips.htm>.

Also see:

Material # 140.113

Washington State Department of Social & Health Services. (2002). *Building early intervention partnerships with your child's doctor: Tips from and for parents*. Retrieved September 1, 2005 from: <http://www1.dshs.wa.gov/pdf/Publications/22-557.pdf>.

Also see: Early Intervention

Books

Material # 100.101

Batshaw, M. L. (2001). *When your child has a disability: The Complete sourcebook of daily and medical care*. Baltimore: Paul H. Brookes.

This book will help you meet the demands of raising your child. Questions are answered and advice is given on pediatric care, behavior, nutrition/feeding, medications, rehabilitation therapies, child development, education & early intervention, genetic counseling, legal rights & benefits, and the transition to adult life. User friendly information for nurturing and caring for children with disabilities.

Also see: n/a

Material # 100.102

Demchak, M., & Greenfield, R. G. (2002). *Transition portfolios for students with disabilities: How to help students, teachers, and families handle new settings*. Thousand Oaks, CA: Corwin Press, Inc.

This book offers practical details on gathering critical information, including tips on what to include, sources, and timelines. It also shows you how to include educational components, accommodations to instruction, medical information, student's communication styles, and positive behavior support plans. The book also includes a section on how to collect personal information about students, as well as sample mapping sessions.

Also see: Professional Resource

Material # 100.103

Des Jardins, C. (1993). *How to get services by being ASSERTIVE*. Chicago: Family Resource Council on Disabilities.

This book is intended to be a training manual to teach parents assertiveness skills, and is written with a very positive attitude. Through use of question/answer, practice responses, and personal testimonials, the book presents parents with assertive techniques that will help in situations from parent-teacher conferences to meetings with school administrators.

Also see: n/a

Material # 100.104

Durand, M. V. (1998). *Sleep better! A guide to improving sleep for children with special needs*. Baltimore: Brookes.

This book is intended to help resolve bedtime tantrums, night waking, bedwetting, insomnia, and other sleep problems. The author makes a number of suggestions including: changing children's schedules and diet, creating appropriate bedtime routines, customizing sleep schedules, recognizing problems that require medical attention and maintaining progress made.

Also see: n/a

Material # 100.105

Ferrell, K. A. (1985). *Reach out and teach: Meeting the training needs of parents of visually and multiply handicapped young children: Reachbook*. New York: American Foundation for the Blind.

A workbook with sections to help keep track of the child's growth and development.

Also see: Visual Impairment

Material # 100.106

Ferrell, K. A. (1985). *Reach out and teach: Meeting the training needs of parents of visually and multiply handicapped young children: Parent handbook*. New York: American Foundation for the Blind.

Contains information on early child development with activities and ideas that can be used at home to help the child grow. Use in conjunction with Reachbook.

Also see: Visual Impairment

Material # 100.107

Holbrook, M.C. (Ed.) (2006). *Children with visual impairments: A parent's guide (2nd Edition)*. Bethesda, MD: Woodbine House.

The newly revised and expanded edition of Children with Visual Impairments is a great resource for parents of children who are blind, legally blind, or have low vision. Written by an expert team of professionals and parents, it is filled with jargon-free, compassionate information and advice on raising children with visual impairments from birth to age seven.

Also see:

Material # 100.108

Marshak, L.E. & Prezant, F.P. (2006). *Married with special-needs children: A couples' guide to keeping connected*. Bethesda, MD: Woodbine House.

Married with Special-Needs Children looks at the ways in which having a child with special needs can make it more difficult for a marriage to thrive and how a child's intensive needs can change the structure of a marriage. The authors examine many of the underlying stresses and common pitfalls—a couple's differing coping mechanisms and expectations of a child, communication breakdowns and difficulties resolving conflicts, for example. They then present a wide range of strategies for handling or preventing these problems.

Also see:

Material # 100.110

Meyer, D. J. (1995). *Uncommon fathers: Reflections on raising a child with a disability*. Bethesda, MD: Woodbine House.

Nineteen fathers talk about the life-altering experience of having a child with special needs and offer a welcome, seldom-heard perspective on raising kids with disabilities, including autism, cerebral palsy, and Down syndrome. Uncommon Fathers is the first book for fathers by fathers, but it is also helpful to partners, family, friends, and service providers.

Also see: n/a

Material # 100.113

Naseef, R. A. (1997). *Special children, challenged parents*. Secaucus, NJ: Carol Publishing.

Dr. Robert Naseef, a psychologist who specializes in counseling families of children with special needs, shares insights from his thirteen years as a therapist and from his own experience as the father of a child with autism. This book is both a father's personal story of his severely disabled son and a professional guide for parents of special-needs children.

Also see: n/a

Material # 100.116

Charkins, H. (1996). *Children with facial difference: A parents' guide*. Bethesda, MD: Woodbine.

Families can turn to this book for the information and support they need to understand and cope with the many challenges—medical, emotional, social, educational, legal, and financial—presented by facial difference.

Also see: n/a

Material # 100.119

Harris, J., Hartshorne, N., Jess, T., Mar, H., Rowland, C., Sall, N., Schmoll, S., Schweigert, P., Unruh, L., Vernon, N., & Wolf, T. (2003). *Home talk: A family assessment of children who are deafblind*. Monmouth, OR: DB-Link.

Home Talk is an assessment tool for parents and care providers of children who are deaf-blind and who have other disabilities. Its purpose is to help you participate in the planning of your child's educational program. Home Talk can provide a broad picture of a child's skills, special interests, and personality.

Also see: Professional Resource

Material # 100.120

Beaton, M. J. (2003). *The road to autonomy*. Enumclaw, WA: Wine Press Publishing.

The author is a registered nurse and mother of 6. She wrote the book to "provide help and hope to families of disabled children...especially sensory impaired children."

Also see: n/a n/a

Material # 100.121

National Endowment for Financial Education & Pacer Center. (2001). *Possibilities: A financial resource book for parents of children with disabilities*. Greenwood Village, CO: National Endowment for Financial Education.

This booklet is a guide to money management and financial resources targeted to parents of a child, under the age of 18, who has a disability. It's purpose is to help parents make sense out of information that may seem confusing and sometimes contradictory. It has step-by-step financial management techniques and provides clear information and leads on resources.

Also see: n/a n/a

Material # 100.122

Chapuis, D. K. (2000). *In celebration of grandparenting for grandparents of children with visual impairments*. Watertown, MA: Perkins School for the Blind.

This book is for grandparents of children with visual impairments with or without additional disabilities. It is intended to address possible concerns and to help appreciate some of the unique joys of grandparenting a child with a visual impairment.

Also see: Visual Impairment

Material # 100.123

Martin, S. (2006). *Teaching motor skills to children with cerebral palsy and similar movement disorders: A guide for parents and professionals*. Bethesda, MD: Woodbine House.

Teaching Motor Skills is the resource that parents, therapists, and other caregivers can consult to help children with gross motor delays learn and practice motor skills outside of therapy sessions. Written by an experienced physical therapist who is also the mother of a child with cerebral palsy, this comprehensive guide examines the physical characteristics of cerebral palsy and similar conditions—muscle tightness and weakness, increased or decreased flexibility, abnormal reflexes, impaired sensory perception—that affect a child's ability to sit, crawl, stand, and walk. Teaching Motor Skills offers dozen of easy-to-follow exercises with accompanying photos that parents may incorporate into many daily routines at home with the guidance and support of their child's physical therapist.

Also see: Professional Resource

Material # 100.124

Fawcett, H. & Baskin, A. (2006). *More than a mom: Living a full and balanced life when your child has special needs*. Bethesda, MD: Woodbine House.

This book explores how a woman can lead a rich and fulfilling personal life while parenting a child with special needs. The author uses her own personal experiences, research and the experiences of over 500 mothers across North America. This book includes multiple topics including, but not limited to: staying physically and emotionally healthy, keeping friendships, parenting your other children, maintaining your marriage, seeking flexible work options, advocating for your child, and many more.

Also see:

Manuals

Material # 120.100

Creel, C. S. (1990). *Expressive communication. Adapt-a-strategy booklet series for parents and teachers of infants/young children with multiple disabilities*. Hattiesburg, MS: University of Mississippi.

This manual will discuss the early forms of communication that precede language (speech/manual signs).

Also see: Aug/Alternative Comm.

Material # 120.101

Matthews, J. (1990). *Interaction and play. Adapt-a-strategy booklet series for parents and teachers of infants/young children with multiple disabilities*. Hattiesburg, MS: University of Mississippi.

Throughout this booklet, strategies are listed to encourage interaction and play with your child. Interactions with people and objects are discussed.

Also see: Recreation

Material # 120.102

Stremel-Campbell, K. (1990). *Receptive communication. Adapt-a-strategy booklet series for parents and teachers of infants/young children with multiple disabilities*. Hattiesburg, MS: University of Mississippi.

This manual will discuss different ways parents and teachers can get their message across to a child by making adaptations to better integrate the young child into his physical and social environment.

Also see: Aug/Alternative Comm.

Material # 120.103

Yates, C. (1990). *Positioning and handling. Adapt-a-strategy booklet Series for Parents and Teachers of Infants/Young Children with Multiple Disabilities.* Hattiesburg, MS: University of Mississippi.

Discusses the importance of early movement experiences and proper techniques of positioning and handling which are vital in assisting with the development of normal muscle tone and normal voluntary movement, and for prevention of deformities.

Also see: **Orientation & Mobility**

Material # 120.104

Kekelis, L. & Chernus-Mansfield, N. (1995). *Talk to me: A language guide for parents of blind children.* Los Angeles: Blind Children's Center.

Provides parents of young children with visual impairments information on how to communicate with their children.

Also see: **Visual Impairment**

Material # 120.105

Chernus-Mansfield, N., Hayashi, D. & Kekelis, L. (1995). *Talk to me II.* Los Angeles: Blind Children's Center.

Provides parents with suggestions on how to deal with repetitions, questions, and pronouns.

Also see: **Visual Impairment**

Material # 120.106

Bolton, S., & Williamson, K. S. (Ed.). (1990). *One step at a time: A manual for families of children with hearing and vision impairments.* Monmouth, OR: TASH Technical Assistance Project.

Practical information for helping a child learn basic skills. Covers communication, eating, play, and self-care.

Also see: **Hearing Impairment Visual Impairment**

Material # 120.109

McNulty, K. (Ed.) (2002, August). Communication fact sheets for parents. Monmouth, OR: The National Information Clearinghouse for Children who are Deaf-Blind.

This booklet contains strategies and suggestions drawn from over a hundred parents and family members.

Also see: **Augmentative/Alternative n/a**

Material # 120.110

Hussey-Gardner, B. (1988). *Understanding my signals.* Palo Alto, CA: VORT.

Warm and practical photo booklet to help parents of premature infants.

Also see: **Early Intervention**

Material # 1520.102

State of Nevada Early Intervention Services. (2002). *Parent Handbook.* Carson City, NV: Author.

This booklet was designed to guide you and your family while you are a part of Early Intervention Services. It will explain the steps ahead and the services and supports available to help meet your child's and family's needs. It will also explain your rights as a family and give you information about other organizations

Also see: **Early Intervention**

Guides

Material # 130.100

Ferrell, K. A. (1984). *Parenting preschoolers: Suggestions for raising young blind and visually impaired children.* New York: American Foundation for the Blind.

Answers basic questions which parents have concerning children with visual impairments.

Also see: **Visual Impairment**

Material # 130.101

Chen, D., & McCann, M. E. (1993). *Selecting a program.* Los Angeles: Blind Children's Center.

This is a guide for parents of infants & preschoolers with visual impairments. The aim of this booklet is to help you select the program you think is best for your child.

Also see: **Visual Impairment Early Intervention**

Material # 130.102

Heiner, D. (1986). *Learning to look: A handbook for parents of low vision infants and young children.* East Lansing, MI: Blind Children's Fund.

This book for parents of children who are severely visually impaired contains specific suggestions on how to help your child use what vision she/he has or may have.

Also see: **Visual Impairment**

Material # 130.103

Meyers, L. & Lansky, P. *Dancing Cheek to Cheek: Nurturing beginning social, play and language interactions.* Los Angeles: Blind Children's Center.

The goal of this guide is help parents find techniques with their children that they can use to successfully by pass some of the obstacles to the development of social, play and language skills that are the result of lack of vision.

Also see: **Visual Impairment**

Material # 130.104

Hug, D., Chernus-Mansfield, N., & Hayashi, D. (1996). *Move with me: A guide to movement development for visually impaired babies.* Los Angeles: Blind Children's Center.

This 12 page guide can help assist parents in developing movement for babies who are visually impaired. Available in Spanish (

Also see: **Visual Impairment Orientation & Mobility**

Material # 130.107

Schmitt, P. & Armenta-Schmitt, F. (1999). *Fathers: A common ground.* Los Angeles: Blind Children's Center.

This booklet reaches out to fathers of young children who are blind or visually impaired and increases awareness of the impact that fathers have on the growth and adaptation of the family.

Also see: **Visual Impairment**

Material # 130.108

United Spinal Association. (2004). *Taking action: A step by step, self-help guide to becoming a self-advocate and making a difference.* Jackson Heights, NY: Author.

This guide aims to help you through the process of self-advocacy. Included in this guide you will find: five steps of self-advocacy; self-advocacy do's and don'ts complaints and applicable laws, sample complaints and scenarios, sample letters, "what if nothing happens" tips for moving on; and helpful websites.

Also see: **n/a n/a**

Material # 130.109

Allshouse, C., & Goldberg, P. F. (2003). *Working with doctors: A parent's guide to navigating the health system.* Minneapolis, MN: PACER Center, Inc.

If your child has a disability or special health care need, you are the most important person in your child's life. You have expertise about your child no one else has, so it is important for you to be an equal member of the health team. It is very important that you and your child have a positive relationship with your child's doctor. This booklet provides information about how to be an effective advocate for your child, communicating with the physician, and maintaining medical records.

Also see: **n/a n/a**

Material # 130.110

National Rehabilitation Information Center. (1993). *NARIC Guide to Resources for the American with Disabilities Act (ADA).* Silver Spring, MD: Author

Provides resources that maybe helpful when understanding the ADA.

Also see: **n/a**

Material # 130.111

1999 National Parent Workshop. (1999) *Communication at home and in the community*. Monmouth, OR: National Technical Assistance Consortium.

This guide is a collection of communication strategies, advice and suggestions from "parent experts".

Also see: [Aug/Alternative Comm.](#)

Material # 130.112

Schwartz, S. (2007). *Choices in deafness. A parents guide to communication options*. Woodbine House.

Overwhelmingly, hearing parents raise deaf children. Most of the time they have no prior exposure to people with hearing loss and must face some very difficult options, for deaf education has been divided by controversy and bias for decades. This book provides comprehensive information on various methodologies with straightforward delivery, offering the perspective of parents and of children who have grown up since the publication of the first edition. This edition covers in depth the medical causes of hearing loss, the diagnostic process, meeting with the audiologist, and the pros and cons of the newest technology, the cochlear implant. This work guides parents through the choices they must make for their child, covering conditions and treatment from both the parents' and the child's point of view. National organizations serving the deaf or hard of hearing are listed, along with contact information.

Also see: [Hearing Impairment](#)

Material # 330.105

Blind Children's Fund. (1987). *Watch me grow: A text for the early education of the blind child*. East Lansing, MI: Author.

This Spanish/English book contains month to month suggestions for assisting the development of a child who is a blind or visually impaired infant from birth to age three.

Also see: [Visual Impairment](#)

Material # 330.107

Drouillard, R., & Raynor, S. (1997). *Move it!!! A guide for helping visually handicapped children grow*. East Lansing, MI: Blind Children's Fund.

A sequel to *Get a Wiggle On*, this booklet contains suggestions for assisting the development of preschool children who are blind or visually impaired children from walking to school entrance age.

Also see: [Visual Impairment](#)

Videos

Material # 110.101

American Foundation for the Blind (Producer). (1991). *Blindness: A Family Matter* [Videotape]. (Available from American Foundation for the Blind, 11 Penn Plaza, Ste. 300, New York, NY 10001, 1-800-232-5463)

Features interviews with three families regarding the roles they have played in response to the visual impairment of one of their members. Positive rehabilitation is explored and further interviews with newly-blinded adults are included. The video is produced by the American Foundation for the Blind, and includes a short discussion guide. 22:38 minutes.

Also see: [Visual Impairment](#)

Material # 110.102

Levy, J. M. (Director). (1987). *Children with Special Needs: Extended family members* [Videotape]. (Available from Young Adult Institute, 460 West 34th Street, New York, NY 10001, 212-563-7474)

This video provides personal glimpses into the direct activity of extended family members of disabled children. The viewer will hear the emotional viewpoints of extended family members, which focuses on providing practical information and coping skills that has helped them to support their child and the parents.

Also see: [n/a](#)

Material # 110.103

Levy, J. M. (Director). (1987). *Children with special needs: Stress and coping* [Videotape]. (Available from Young Adult Institute, 460 West 34th Street, New York, NY 10001, 212-563-7474)

This video provides practical, positive coping strategies to facilitate families of children with disabilities. Parents and extended family members express candidly their feelings and fears about their own adjustments and about their lives with a child with a disability. Has Manual.

Also see: [n/a](#)

Material # 110.104

Levy, J. M. (Director). (1987). *Children with special needs: Siblings* [Videotape]. (Available from Young Adult Institute, 460 West 34th Street, New York, NY 10001, 212-563-7474)

This video introduces the viewer to parents and siblings of children with disabilities. The viewer will hear parents and siblings express their fears, frustrations and love as they share their lives with a child with disabilities. The conflicting emotions experienced by siblings are discussed. Has Manual.

Also see: [Children/Sibs](#)

Material # 110.105

Olsen, R. V., Hutchings, B. L., & Ehrenkrantz, E. (Producers). (2000). *A house for all children: Planning a supportive home environment for children with disabilities* [Videotape]. (Available from Center for Architecture and Building Science Research, phone: 973-596-8439)

This videotape shows 6 families who are raising children with a wide range of disabilities. The families describe the modifications they made to create safe, accessible and supportive homes for their children. The changes range from low-cost hardware to the design and construction of custom-built, barrier free homes. This video has an accompanying, comprehensive book containing detailed recommendations and resources for home modifications. Video 32 minutes. Book 111 pages.

Also see: [n/a](#)

Material # 110.107

Boys Town Press. (1996). *Families with deaf children: Discovering your needs, exploring your choices* [Videotape]. (Available from Boys Town Press, 14100 Crawford Street, Boys Town, NE 68010, 1-800-282-6657)

Your child has just been diagnosed with a severe hearing loss. What happens now? The best guides through the journey of discovery and difficult choices ahead can be parents of other deaf children. The parents on this video tape have different feelings and make different choices, but all see their children as individuals who can succeed as members of their family and community. Their stories provide parents and professional with a starting point for discussion and decision making. (27 minutes).

Also see: [Hearing Impairment](#)

Material # 110.108

Boys Town Press. (1996). *Families with hard-of-hearing children: What if your child has a hearing loss?* [Videotape]. (Available from Boys Town Press, 14100 Crawford Street, Boys Town, NE 68010, 1-800-282-6657)

This video helps parents of children diagnosed with a partial hearing loss know what's ahead. Following two families in their search for answers, the tape provides useful guidance about working with audiologists and school personnel to meet the child's needs. It also shows parents that hard-of-hearing children lead very normal lives and get along well with their peers. 34 minutes.

Also see: [Hearing Impairment](#)

Material # 110.109

Blind Childrens Center (Producer). (1988). *Heart to heart* [Videotape]. (Available from Blind Childrens Center, 4120 Marathon Street, Los Angeles, CA 90029)

In this video, parents of children who are blind and partially sighted talk about their feelings. A booklet is provided with this video. (19 minutes). Has manual.

Also see: [Visual Impairment](#)

Material # 110.110

South Dakota Department of Education & Cultural Affairs. (1992). *Helping your child learn, vol. I* [Videotape].

Videos specifically designed to help parents raising children with hearing, vision and other impairments. Covered in this volume: 1.) When and Where to Teach, 2.) Teaching Self Control, 3.) Teaching Play Time Skills. CLOSED CAPTIONED. 29:15 minutes.

Also see: n/a

Material # 110.111

South Dakota Department of Education & Cultural Affairs. (1992). *Helping your child learn: dressing skills* [Videotape].

Videos specifically designed to help parents raising children with hearing, vision and other impairments. 10 minutes.

Also see: n/a

Material # 110.112

South Dakota Department of Education & Cultural Affairs. (1992). *Helping your child learn: playtime skills* [Videotape].

Videos specifically designed to help parents raising children with hearing, vision and other impairments. CLOSED CAPTIONED. 7 minutes.

Also see: n/a

Material # 110.113

South Dakota Department of Education & Cultural Affairs. (1992). *Helping your child learn: mealtime skills* [Videotape].

Videos specifically designed to help parents raising children with hearing, vision and other impairments. CLOSED CAPTIONED. 8 minutes.

Also see: n/a

Material # 110.114

South Dakota Department of Education & Cultural Affairs. (1992). *Helping your child learn: choices* [Videotape].

Videos specifically designed to help parents raising children with hearing, vision and other impairments. CLOSED CAPTIONED. 10 minutes.

Also see: n/a

Material # 110.115

South Dakota Department of Education & Cultural Affairs. (1992). *Helping your child learn: self-control* [Videotape].

Videos specifically designed to help parents raising children with hearing, vision and other impairments. CLOSED CAPTIONED. 12 minutes.

Also see: n/a

Material # 110.116

South Dakota Department of Education & Cultural Affairs. (1992). *Helping your child learn: adaptations* [Videotape].

Videos specifically designed to help parents raising children with hearing, vision and other impairments. CLOSED CAPTIONED. 14 minutes.

Also see: n/a

Material # 110.117

South Dakota Department of Education & Cultural Affairs. (1992). *Helping your child learn series, vol.1* [Videotape].

Videos specifically designed to help parents raising children with hearing, vision and other impairments. Volume 1 contains: 1.) When & where to teach, 2.) Teaching self control, & 3.) Teaching playtime skills. CLOSED CAPTIONED. 29:15 minutes.

Also see: n/a

Material # 110.118

South Dakota Department of Education & Cultural Affairs. (1992). *Helping your child learn series, vol.2* [Videotape].

Videos specifically designed to help parents raising children with hearing, vision and other impairments. Volume 2 contains: 1.) What to teach, 2.) Teaching choices, & 3.) Teaching dressing skills. CLOSED CAPTIONED. 28:45 minutes.

Also see: n/a

Material # 110.119

South Dakota Department of Education & Cultural Affairs. (1992). *Helping your child learn series, vol.3* [Videotape].

Videos specifically designed to help parents raising children with hearing, vision and other impairments. Volume 3 contains: 1.) How to teach, 2.) Teaching with adaptations, & 3.) Teaching mealtime skills. CLOSED CAPTIONED. 31:55 minutes.

Also see: n/a

Material # 110.121

Public Address, Inc. (Producer). (1989). *A Lifetime of Patience* [Videotape]. (Available from Texas School for the Blind and Visually Impaired, 1100 W. 45th St., Austin, TX 78756)

Focuses attention on the emotional processes and concerns of parents whose children experience severe multihandicaps. The program explores the unique perspectives of five parents over the courses of their children's lifetimes, from birth to young adulthood. Within the format of a panel discussion, these parents reflect on the emotional impact of raising a child with severe handicaps. They share feelings, frustrations and changes in attitudes in a straightforward, poignant manner. 45 minutes.

Also see: n/a

Material # 110.122

Sign Media Inc. (Publisher). (1988). *The parent sign series: Waking up and getting dressed* [Videotape]. (Available from Sign Media Inc., Burtonsville Commerce Center, 4020 Blackburn Lane, Burtonsville, MD 20866).

Each tape in this 10 tape series contains three sections: situation-specific interactions and conversations, review sentences, and vocabulary items. Each video provides family members with realistic, useful terms. Each tape is 1 hour.

Also see: Aug/Alternative Comm.

Material # 110.123

Sign Media Inc. (Publisher). (1988). *The parent sign series: Afternoon at home* [Videotape]. (Available from Sign Media Inc., Burtonsville Commerce Center, 4020 Blackburn Lane, Burtonsville, MD 20866).

Each tape in this 10 tape series contains three sections: situation-specific interactions and conversations, review sentences, and vocabulary items. Each video provides family members with realistic, useful terms. Each tape is 1 hour.

Also see: Aug/Alternative Comm.

Material # 110.124

Sign Media Inc. (Publisher). (1988). *The parent sign series: Dinner at home* [Videotape]. (Available from Sign Media Inc., Burtonsville Commerce Center, 4020 Blackburn Lane, Burtonsville, MD 20866).

Each tape in this 10 tape series contains three sections: situation-specific interactions and conversations, review sentences, and vocabulary items. Each video provides family members with realistic, useful terms. Each tape is 1 hour.

Also see: Aug/Alternative Comm.

Material # 110.125

Sign Media Inc. (Publisher). (1988). *The parent sign series: Evening activities at home* [Videotape]. (Available from Sign Media Inc., Burtonsville Commerce Center, 4020 Blackburn Lane, Burtonsville, MD 20866).

Each tape in this 10 tape series contains three sections: situation-specific interactions and conversations, review sentences, and vocabulary items. Each video provides family members with realistic, useful terms. Each tape is 1 hour.

Also see: Aug/Alternative Comm.

Material # 110.126

Sign Media Inc. (Publisher). (1988). *The parent sign series: An afternoon at the park* [Videotape]. (Available from Sign Media Inc., Burtonsville Commerce Center, 4020 Blackburn Lane, Burtonsville, MD 20866).

Each tape in this 10 tape series contains three sections: situation-specific interactions and conversations, review sentences, and vocabulary items. Each video provides family members with realistic, useful terms. Each tape is 1 hour.

Also see: Aug/Alternative Comm.

Material # 110.127

Sign Media Inc. (Publisher). (1988). *The parent sign series: The fast food lunch* [Videotape]. (Available from Sign Media Inc., Burtonsville Commerce Center, 4020 Blackburn Lane, Burtonsville, MD 20866).

Each tape in this 10 tape series contains three sections: situation-specific interactions and conversations, review sentences, and vocabulary items. Each video provides family members with realistic, useful terms. Each tape is 1 hour.

Also see: [Aug/Alternative Comm.](#)

Material # 110.128

Sign Media Inc. (Publisher). (1988). *The parent sign series: The birthday party* [Videotape]. (Available from Sign Media Inc., Burtonsville Commerce Center, 4020 Blackburn Lane, Burtonsville, MD 20866).

Each tape in this 10 tape series contains three sections: situation-specific interactions and conversations, review sentences, and vocabulary items. Each video provides family members with realistic, useful terms. Each tape is 1 hour.

Also see: [Aug/Alternative Comm.](#)

Material # 110.129

Sign Media Inc. (Publisher). (1988). *The parent sign series: The grocery store* [Videotape]. (Available from Sign Media Inc., Burtonsville Commerce Center, 4020 Blackburn Lane, Burtonsville, MD 20866).

Each tape in this 10 tape series contains three sections: situation-specific interactions and conversations, review sentences, and vocabulary items. Each video provides family members with realistic, useful terms. Each tape is 1 hour.

Also see: [Aug/Alternative Comm.](#)

Material # 110.130

Sign Media Inc. (Publisher). (1988). *The parent sign series: Visiting the dentist* [Videotape]. (Available from Sign Media Inc., Burtonsville Commerce Center, 4020 Blackburn Lane, Burtonsville, MD 20866).

Each tape in this 10 tape series contains three sections: situation-specific interactions and conversations, review sentences, and vocabulary items. Each video provides family members with realistic, useful terms. Each tape is 1 hour.

Also see: [Aug/Alternative Comm.](#)

Material # 110.131

Sign Media Inc. (Publisher). (1988). *The parent sign series: Planning a fire escape route* [Videotape]. (Available from Sign Media Inc., Burtonsville Commerce Center, 4020 Blackburn Lane, Burtonsville, MD 20866).

Each tape in this 10 tape series contains three sections: situation-specific interactions and conversations, review sentences, and vocabulary items. Each video provides family members with realistic, useful terms. Each tape is 1 hour.

Also see: [Aug/Alternative Comm.](#)

Material # 110.132

Utah Assistive Technology Program (Producer). (1994). *Peer power* [Videotape]. (Available from Center for Persons with Disabilities, Utah State University, 6845 Old Main Hill, Logan, UT 84322)

This videotape-training program on peer tutoring presents high school students discussing their fears, experiences, and the positive aspects for peer tutoring students with disabilities. 8 minutes.

Also see: [Inclusion](#)

Material # 110.133

Rudin, D., & Wade, A. (Producers). (1987). *Power of the heart: A parent involvement story* [Videotape]. (Available from Texas School for the Blind, 1100 West 45th Street, Austin, TX 78756)

Addresses the importance of parents as educational resources and the responsibilities of both parent and school staffs in cooperating effectively. It encourages honest communication and recognition of emotional issues; it asks school staffs to "go the extra mile" in understanding the enormous pressures parents face in raising a child with disabilities. The ultimate emphasis is on the heart, on moving beyond rigid ideas and assumptions to working relationships that acknowledge and accept a feeling of focus, the "power of the heart." 43 minutes. Has Manual.

Also see: [n/a](#)

Packets

Material # 180.100

American Foundation for the Blind. (2000). *Connecting the dots: A parent's resource for promoting early Braille literacy*. Atlanta, GA: Author.

This packet and guide were developed to commemorate Braille Literacy Month. The packet includes several tips and resources for Braille literacy (available in Spanish too).

Also see: [Aug/Alternative Comm.](#)

Misc.

Material # 180.102

Oraldefaf. (2001). *Make a joyful noise*. Denver, CO: Author.

This kit includes a handbook designed to help new parents make informed choices in the first months after they learn their child has a hearing loss, a 20-minute video, article reprints and a suggested parent reading list.

Also see:

Books**Material # 200.100**

Aiello, B. & Shulman, J. (1989). *A portrait of me*. Frederick, MD: Twenty-first Century Books.

From the Kids on the Block Book Series: eleven-year-old Christine copes successfully with her diabetes but finds it much more difficult to come to terms with the demands of her Greek-American heritage. Includes a section of questions and answers about diabetes and its treatment. 48 pages, for children ages 8-12.

Also see: [Parents/Families](#)

Material # 200.101

Aiello, B. & Shulman J. (1988). *Business is looking up*. Frederick, MD: Twenty-first Century Books.

From the Kids on the Block Book Series: when a visually impaired eleven year old sets up a greeting card service for stepfamilies, he discovers there is a lot more to running a business than just making money. Includes a question and answer section about what it is like to be blind. 48 pages, for ages 8-12.

Also see: [Parents/Families](#)

Material # 200.102

Aiello, B. & Shulman J. (1988). *Friends for life*. Frederick, MD: Twenty-first Century Books.

From the Kids on the Block Book Series: when the members of a fifth-grade video club find out their club sponsor has AIDS, they have a variety of reactions before learning more about the disease and deciding to stick by her. 48 pages for children ages 8-12.

Also see: [Parents/Families](#)

Material # 200.103

Aiello, B. & Shulman, J. (1989). *Hometown hero*. Frederick, MD: Twenty-first Century Books.

From the Kids on the Block Book Series: fifth grader Scott reveals in his diary how he copes with his asthma and the outcomes of his encounter with a homeless person in the library. Includes questions and answers about asthma and its treatment. 48 pages for children ages 8-12.

Also see: [Parents/Families](#)

Material # 200.104

Aiello, B. & Shulman, J. (1988). *It's your turn at bat*. Frederick, MD: Twenty-first Century Books.

From the Kids on the Block Book Series: while reluctantly doing research on sewing machines for a school report, Mark, a fifth-grader with cerebral palsy, discovers that the money for his team's baseball jerseys that he was responsible for is missing, and he finds himself feeling more friendly towards sewing machines. Includes a question and answer section about what it's like to have cerebral palsy. 48 pages for children ages 8-12.

Also see: [Parents/Families](#)

Material # 200.105

Aiello, B. & Shulman, J. (1988). *Secrets aren't always for keeps*. Frederick, MD: Twenty-first Century Books.

From the Kids on the Block Book Series: after successfully hiding her learning disability problems from her Australian pen pal, Jennifer becomes very apprehensive when her friend announces she is coming for a visit and wants to spend a day at her school. Includes a question and answer section on learning disabilities. 48 pages, for children ages 8-12.

Also see: [Parents/Families](#)

Material # 200.106

Aiello, B. & Shulman, J. (1989). *Trick or treat or trouble*. Frederick, MD: Twenty-first Century Books.

From the Kids on the Block Book Series: just as friends sometimes misunderstand about his epilepsy, Brian's misconceptions about a funeral home are cleared up on Halloween night. Concludes with a question and answer section in which Brian discusses the causes and treatment of epilepsy. 48 pages for children ages 8-12.

Also see: [Parents/Families](#)

Material # 200.107

Meyer, D. J., & Vadasy, P. F. (1994). *Sibshops: Workshops for siblings of children with special needs*. Baltimore: Paul H. Brookes.

This book is developed especially for siblings of children with disabilities. It focuses on the social and emotional needs for 8-13 year old brothers and sisters, in a fun, recreational atmosphere.

Also see: [Parents/Families](#)

Material # 200.108

Moss, D. M. (1989). *Lee, the rabbit with epilepsy*. Rockville, MD: Woodbine House.

24 pages of full color illustrations capture the interest of children ages 4-8. Lee's doctor explains epilepsy in clear, reassuring terms, emphasizing her ability to do everything she used to do.

Also see: [Parents/Families](#)

Material # 200.109

Arnold, C. (1991). *A guide dog puppy grows up*. New York, NY: Harcourt Brace & Company.

Everyone has seen dogs in special harnesses leading blind people in the community. They stop at red lights and go on green ones. They navigate through crowded sidewalks. This book explains how.

Also see: [Parents/Families](#)

Material # 200.110

Moss, D. M. (1989). *Shelley, the hyperactive turtle*. Rockville, MD: Woodbine House.

After his mother takes him to the doctor, Shelley the turtle begins to understand why he feels so jumpy and wiggly inside that he can't stay still. For children ages 4-8.

Also see: [Parents/Families](#)

Material # 200.111

Thompson, M. (1996). *Andy and his yellow frisbee*. Bethesda, MD: Woodbine House.

A heartwarming illustrated children's book about Andy, a boy with autism. Like many children with autism, Andy has a fascination with objects in motion. It's Andy's special talent for spinning his frisbee combined with a new classmate's curiosity about his behavior that sets this story in motion. Rosie, the watchful and protective sister, supplies background on Andy and autism, as well as a sibling's perspective.

Also see: [Parents/Families](#)

Material # 200.112

Thompson, M. (1992). *My brother, Matthew*. Rockville, MD: Woodbine House.

Though David knows frustration and resentment at times, he feels he understands his disabled little brother even better than his parents; and together the two boys experience a great deal of joy. Fully-illustrated (grades K-5).

Also see: [Parents/Families](#)

Material # 200.113

Widess Berkus, C. (1992). *Charlie's chuckle*. Rockville, MD: Woodbine House.

Charlie, a young boy with Down's syndrome, has an infectious chuckle that helps the members of the Town Council stop arguing long enough to solve some serious problems.

Also see: [Parents/Families](#)

Material # 200.114

Brown, T. (1984). *Someone special, just like you*. New York: Henry Holt and Company.

This book is intended for preschoolers, hoping to help them to accept and to become more comfortable with the children with disabilities they will meet, as these children are increasingly assimilated into the everyday classroom.

Also see: [Parents/Families](#)

Material # 200.115

Delta Gamma Center for Children with Visual Impairments (Ed.). (2003). *Beyond the stars: A personal journal for siblings of children with disabilities*. St. Louis, MO: Author.

This book was written by a group of children and young adults, ages nine to sixteen with brothers and sisters who are blind or visually impaired, many of whom have other disabilities as well. It contains their stories, as diverse as their life experiences, as well as their shared messages to other brothers and sisters throughout the country who have not had the chance to participate in such a group.

Also see: [Parents/Families](#) [n/a](#)

Material # 200.116

Meyer, D. (2005). *The sibling slam book: What it's really like to have a brother or sister with special needs*. Bethesda, MD: Woodbine House.

Like the slam books passed around in schools, this one asks more than 50 different questions. Most, but not all of the questions are about life with your sibling with special needs, because being a part of a sibling is a part of who we are. More than 80 siblings around the world contributed to the book, and their answers are funny, smart, and opinionated.

Also see: [Parents/Families](#)

Material # 200.117

Thrasher, A. (2004). *My friend Isabelle*. Bethesda MD: Woodbine House.

Written by Isabelle's mother, this charming tale encourages readers to think about what makes a friendship special. My Friend Isabelle also opens the door for young children to talk about differences and the world around them. It's a wonderful story to read at bedtime or to share at school. Comes with a Teacher's Guide to help explore the concept of difference and friendships with children in pre-K through 1st grade classrooms.

Also see:

Videos

Material # 210.100

HOPE Inc. (Producer). (2001). *Child to child: Communicating with my friend who has special needs: Go...show...who!* [Videotape]. (Available from HOPE, Inc., 1856 North 1200 East, North Logan, UT 84341, 435-245-2888).

This video and accompanying manual were created to help children K-4 communicate comfortably and successfully with their classmates who have disabilities. Nondisabled children see how they can communicate with their friends who have special needs. They are taught to : GO over to your friend with special needs, SHOW you want to communicate and what you mean, and WHOA, don't walk away . . .keep trying to communicate even if your friend doesn't seem to understand you at first. The guide contains follow up ideas and activities. **(15:00) Closed Captioned. Has Manual.**

Also see: [Inclusion](#)

Material # 210.101

California Deaf-Blind Services (Producer). (2002, October 24). *Growing up together: Supporting siblings of children who are deaf-blind* [Videotaped satellite broadcast]. Available from: California Deaf-blind Services, 5016 Mission St., San Francisco, CA 94112, 415-239-8089.

This 2-hour session discusses the adaptation and adjustment continuum; variables affecting sibling experience and adjustment; self-reports and research; implications for parents and children in families that include children with disabilities; and additional resources available on this topic. The presenter is Cathy Groves, a clinical psychologist with over 30 years of experience as an educator and psychologist specializing in families of children with special needs. **(2:00:00) (Guide)**

Also see: [Parents/Families](#)

Visual Impairment

Articles

Material # 340.100

Bailey, B. R. & Downing, J. (1994). Using Visual Accents to Enhance Attending to Communication Symbols for Students with Severe Multiple Disabilities. *REview*, 26(3), 101-115.

Also see: [Aug/Alternative Comm.](#)

Material # 340.102

Gellhaus, M. M., & Olson, M. R. (1993). Using color and contrast to modify the educational environment of visually impaired students with multiple disabilities. *Journal of Visual Impairment & Blindness*, 87(1), 19-20.

Also see: [n/a](#)

Material # 340.104

Good, W. V., Jan, J. E., DeSa, L., Barkovich, A. J., Groenvel, M. & Hoyt, C. S. (1994). Cortical Visual Impairment in Children. *Survey of Ophthalmology*, 38(4), 351-364.

Also see: [n/a](#)

Material # 340.106

Groenvel, M., Jan, J. E., & Leader, P. (1990). Observations on the habilitation of children with cortical visual impairment. *Journal of Visual Impairment & Blindness*, 84, 11-15.

Also see: [n/a](#)

Material # 340.109

Hatton, D. D., Bailey, D. B. Jr., Burchinal, M. R., & Ferrell, K. A. (1997). Developmental growth curves of preschool children with vision impairments. *Child Development*, 68(5), 788-806.

Also see: [Early Intervention](#)

Material # 340.110

Hoyt, C. S., Jastrzebski, G., & Marg, E. (1983). Delayed visual maturation in infancy. *British Journal of Ophthalmology*, 67, 127-130.

Also see: [Early Intervention](#)

Material # 340.111

Jan, J.E., Groenvel, M., Sykanda, A.M., & Hoyt, C.S. (1987). Behavioral characteristics of children with cortical visual impairment. *Developmental Medicine & Child Neurology*, 29, 571-576.

Also see: [n/a](#)

Material # 340.112

Johnson, D. D. (1991, November). Visual assessment of people who are deaf. *American Speech-Language-Hearing Association*, 32-35.

Also see: [Hearing Impairment Assessment](#)

Material # 340.113

Kelley, P. & Wedding, J. A. (1995) Medications used by students with visual and multiple impairments: Implications for teachers. *Journal of Visual Impairment & Blindness*, 89, 38-45.

Also see: [n/a](#)

Material # 340.116

Morse, M. T. (1992). Augmenting assessment procedures for children with severe multiple handicaps and sensory impairments. *Journal of Visual Impairments & Blindness*, 86, 73-77.

Also see: [Assessment](#)

Material # 340.117

Morse, M. T. (1990). Cortical visual impairment in young children with multiple disabilities. *Journal of Visual Impairment & Blindness*, 84, 200-203.

Also see: [n/a](#)

Material # 340.118

Perski, T. (Winter 1997/1998). Getting the most out of your low vision experience--Low vision: the rules of the game. *Around the Edges*, 2(2), 28-35.
Also see: n/a

Material # 340.121

Smith, M., & Toy, R. (1998). Feelin' groovy: Functional tactual skills. *See/Hear*, 3(3), 10-18.
Also see: Aug/Alternative Comm.

Material # 340.122

Travernier, G. G. F. (1993). The improvement of vision by vision stimulation and training: A review of the literature. *Journal of Visual Impairment & Blindness*, 87, 143-148.
Also see: n/a

Material # 340.123

Lewis, B. A., Reitzammer, A. F., & Amos, J. F. (1990). Color vision defects: What teachers should know. *Reading Improvement*, 27(1), 31-33.
Also see: Professional Resource

Material # 340.124

Hurley, S. R. (1994). Color vision deficits and literacy acquisition. *Reading Psychology: An International Quarterly*, 15(3), 155-163.
Also see: n/a

Material # 340.125

Sewell, J. H. (1983). Color counts, too! *Academic Therapy*, 18(3), 329-337.
Also see: n/a

Material # 340.126

Mamer, L. (1999). Visual development in students with visual and additional impairments. *Journal of Visual Impairment & Blindness*, 93(6), 360-369.
Also see: n/a

Material # 340.127

Lueck, A. H., Dornbusch, H., & Hart, J. (1999). The effects of training on a young child with cortical visual impairment: An exploratory study. *Journal of Visual Impairment & Blindness*, 93, 778-793.
Also see: n/a

Material # 340.128

Morse, M.T. (1999). Cortical visual impairment: Some words of caution. *RE:view*, 31(1), pp. 21-26.
Also see: n/a

Material # 340.129

Goehl, K., & Hambrecht, G. (2001). Parents use a research technique to help their children with cortical visual impairments. *Deaf-Blind Perspectives*, 8 (2) 7-8.
Also see: Parents/Families

Material # 340.130

Johnson, K., Griffin-Shirley, N., Koenig, A. J. (2000). Active learning for children with visual impairments and additional disabilities. *Journal of Visual Impairment & Blindness*, 94(9) 584-594.
Also see: n/a

Material # 340.133

Downing, J., & Bailey, B. (1990). Developing vision use within functional daily activities for students with visual and multiple disabilities. *RE:view*, 21, 209-220.
Also see: Aug/Alternative Comm.

Material # 340.135

Anthony, T. (1996). Guidelines to parents on introducing glasses to young children. Retrieved November 12, 2002, from <http://www.tsbvi.edu/Outreach/seehear/summer99/parents-glasses.htm>.
Also see: Parents/Families

Material # 340.136

Miller, C. (1998). Your glasses won't help you if you don't wear them. Retrieved November 12, 2002, from <http://www.tsbvi.edu/Outreach/seehear/spring98/glasses.htm>.
Also see: Parents/Families

Material # 340.137

Dutton, G. N., & Jacobson, L. K. (2001). Cerebral visual impairment in children. *Seminar Neonatology* 6, 477-485.
Also see: n/a n/a

Material # 340.138

Munoz, M. L. (n.d.) Language assessment and intervention with children who have visual impairments. Austin, TX: Texas School for the Blind and Visually Impaired.
The purpose of this pamphlet is to give SLPs some guidelines for providing language assessment and intervention services to children with visual impairments.
Also see: n/a n/a

Material # 340.139

Good, W. V., Jan, J. E., Burden, S. K., Skoczenski, A., Candy, R. (2001). Recent advances in cortical visual impairment. *Developmental Medicine & Child Neurology*, 43, 56-60.
Also see: n/a n/a

Material # 340.140

Burkhart, L. J. (n.d.). Developing visual skills for children who face cortical visual impairments. Retrieved September 21, 2005 from www.lburkhart.com.
Also see:

Journals

Material # 350.100

Future Reflections.
The lending library has multiple volumes of this journal starting with Vol 11, Number 3. (1991) to present.
Also see: n/a

Pamphlets

Material # 360.100

Harrell, L. (1984). *Touch the baby: Blind and visually impaired children as patients: Helping them to respond to care* [Brochure]. New York: American Foundation for the Blind.
Also see: Early Intervention

Material # 360.101

American Foundation for the Blind. (1987). *Low vision questions and answers: Definitions, devices, services* [Brochure]. New York, NY: Author.
Also see: n/a

Material # 360.102

Parker, S. (n.d.) *Congenital rubella syndrome: health care challenges: A guide for parents and professionals*. Watertown, MA: Perkins School for the Blind.
Also see: n/a

Material # 360.103

Tannenbaum, R. L. (n.d.) *A different way of seeing: An open letter to children about people who are visually handicapped* [Brochure]. New York: American Foundation for the Blind.
Also see: n/a

Material # 360.104

IRIS Medical Instruments. (1991). *Understanding retinopathy of prematurity* [Brochure]. Mountain View, CA: Author.
Also see: Early Intervention

Material # 360.105

American Foundation for the Blind (1991). *What do you do when you see a blind person?* [Brochure] New York: Author.

Also see: n/a

Books

Material # 300.100

Dominguez, B., & Dominguez, J. (1991). *Building blocks: Foundations for learning for young blind and visually impaired children*. New York: American Foundation for the Blind.

Detailed resource for parents and preschool teachers, of strategies to teach specific activities and abilities to blind and visually impaired preschoolers. 75 pages include appendices for reference. The entire 75 pages are then translated into Spanish in the same publication.

Also see: Parents/Families Spanish Materials

Material # 300.101

Dennison, E., & Lueck, A.H. (2005). *Proceedings of the summit on cerebral / cortical visual impairment: Educational, family and medical perspectives*. New York: AFB Press.

This summit brought together educators, medical professionals, and families to discuss issues related to cortical visual impairment (CVI). Panels considered the following topics: the definition of CVI, clinical and functional measures used to identify children with CVI, how brain research can be integrated into the education and rehabilitation of children with CVI, available evidence that can be used to serve children with CVI, and research and training needs in the field.

Also see:

Material # 300.104

Erin, J. N. (1989). *Dimensions: Visually impaired persons with multiple disabilities*. New York: American Foundation for the Blind.

Compilation of articles whose topics include services to individuals with multiple handicaps, functional language system development, effective use of senses, respecting one's own importance, and movement and travel.

Also see: n/a

Material # 300.105

Harrell, L., & Akeson, N. (1987). *Preschool vision stimulation: It's more than a flashlight!* New York: American Foundation for the Blind.

How normal development is adversely affected in the visually impaired infant and the use of this information in the construction and application of various strategies to stimulate children with visual impairments.

Also see: Early Intervention

Material # 300.108

Pierce, Barbara (1995). *The world under my fingers: Personal reflections on braille*. Baltimore: National Federation of the Blind.

An overview of Braille and some of the issues related to Braille versus print, reading and learning in Braille.

Also see: n/a

Material # 300.110

Chen, D. & Dote-Kwan, J. (1995). *Starting points: Instructional practices for young children whose multiple disabilities include visual impairments*. Los Angeles, CA: Blind Children's Center.

This manual provides basic information for the classroom teacher of young children (3 to 8 years of age) whose multiple disabilities include visual impairments.

Also see: Early Intervention

Material # 300.111

Blind Children's Center. (1993). *First steps: A handbook for teaching young children who are visually impaired*. Los Angeles, CA: Author.

This is an easy to understand handbook designed to assist students, professionals and parents working with children who are visually impaired.

Also see: Parents/Families

Material # 300.112

Blind Children's Center (2005). *A unique way of learning: Teaching young children with optic nerve hypoplasia*. Los Angeles: Author.

This booklet discusses vision issues, strategies for the classroom teacher, occupational therapy techniques and speech and language development issues for children who have optic nerve hypoplasia.

Also see:

Material # 300.113

Nielsen, L. (1992). *Space and self*. Copenhagen, Denmark: Sikon.

The Author discusses the uses of the "little room" to enhance development of sensory integration, object conceptualization, self-identification and early spatial relations in children with visual impairments.

Also see:

Manuals

Material # 320.101

Crossman, H. L. (1992). *Cortical visual impairment presentation, assessment, and management*. North Rocks, Australia: North Rocks Press.

Provides a definition of cortical blindness and related factors. Discussion of assessment techniques, visual improvement theory, and current programs. Two case studies are presented and a glossary of related terms is provided.

Also see: n/a

Material # 320.102

Levack, N. (1991). *Low vision: A resource guide with adaptations for students with visual impairments*. Austin, TX: Texas School for the Blind.

Provides information on current philosophies, up-to-date medical, optical and technical information, resources and adaptations. Also contains information on functional vision assessments, medical conditions and their treatments. Recommended for parents and professionals.

Also see: Assistive Technology

Material # 320.104

Chen, D. (2003, May). Visual impairment in young children: Information for early childhood specialists. Arlington, VA: The ERIC Clearinghouse on Disabilities and Gifted Education.

This manual highlights the significance of visual experiences in early learning and development, identifies key issues in providing early childhood special education services to young children who are visually impaired, and discusses implications for working with families of culturally and linguistically diverse backgrounds.

Also see: Early Intervention Cultural Diversity

Material # 320.105

Geniale, T. (1991). *The management of the child with cerebral palsy and low vision - a neurodevelopmental therapy perspective*. North Rocks, Australia: North Rocks Press.

A definition of neurodevelopmental therapy and using it to work with students with cerebral palsy and visual impairments. A discussion of how spasticity interferes with vision.

Also see: n/a

Material # 320.106

California Department of Education (1998). *First Look: Vision evaluation and assessment for infants, toddlers, and preschoolers, birth through five years of age*. Sacramento, CA: Author.

Visual impairment in infants, toddlers and preschoolers must be identified early so that appropriate treatment referrals can be facilitated, outcomes designed and early intervention services provided. Includes visual development assessments and checklists.

Also see: Early Intervention

Material # 320.107

Olsen, M. M. & Harris, K. R. (1988). *Color vision deficiency and color blindness: An introduction to the problem*. Eugene, OR: Harris Educational Consultants.

This manual examines issues concerned with the education and employment of individuals, primarily males, with color vision deficiency. Problems in adulthood and childhood are discussed including the heavy use of color in childhood education.

Also see: n/a

Material # 920.104

Simmons, S. & Maida, S. (1992). *Reaching, crawling, walking ... Let's get moving*. Los Angeles: Blind Children's Center.

The purpose of this booklet is to help parents of young children who are visually impaired or blind, understand what Orientation and Mobility is and how you can influence the independence of your child.

Also see: Parents/Families Orientation & Mobility

Guides

Material # 330.100

Koenig, A. J., & Holbrook, M. C. (1995) *Learning media assessment of students with visual impairments* (2nd Ed). Austin, TX: Texas School for the Blind and Visually Impaired.

This resource guide offers a number of checklists and forms that will facilitate the process of learning media assessment if used with sound professional judgment. The focus must remain on the student's needs and on using the process to address those needs.

Also see: Assessment

Material # 330.102

Smith, M., & Levack, N. (1996). *Teaching students with visual and multiple impairments: A resource guide*. Austin, TX: Texas School for the Blind and Visually Impaired.

This is the resource guide for VI certified teachers serving students in regular, special ed, and resource classrooms as itinerant and classroom teachers. It includes Assessment guidelines, strategies for IEP development, information of adapting materials and environments includes tactual and visual symbols as a means of communication, special needs of students with cortical visual impairment and post trauma vision syndrome, biobehavioral state management of students with profound impairments, the importance of intervention for infants and toddlers, and much, much more!

Also see: Professional Resource

Material # 330.103

Spungin, S. J. (Ed.) (2002). *When you have a visually handicapped child in your classroom: A guide for teachers*. New York: American Foundation for the Blind.

An introduction to the unique educational needs of students who are blind and visually impaired.

Also see: Professional Resource

Material # 330.104

Raynor, S., & Drouillard, R. (1996). *Get a Wiggle On: A Guide for Helping Visually Impaired Children Grow*. East Lansing, MI: Blind Children's Fund.

A booklet for parents of blind or visually impaired infants with suggestions for assisting development from birth to the walking stage.

Also see: Parents/Families Orientation & Mobility

Material # 330.108

Downing, J. & Bailey, B.R. (1993). *A guide to helping young children with visual impairments make use of their vision*. Terre Haute, IN: Indiana State University.

This manual introduces and answers several common questions related to visual impairments for both parents and teachers.

Also see: Parents/Families

Material # 330.109

Topor, I., Bailey, B. R., Houghton, J. (1995). *A guide to helping young children with visual impairments make better use of their vision: Book 2*. Terre Haute, IN: Indiana State University.

This guide discusses eight different categories of adaptive procedures, how visual perception develops and its relationship to the brain, ways to use various tools and strategies to increase the visibility to educational materials, and how to address vision issues in integrated classrooms.

Also see: Parents/Families

Material # 330.110

Dennison, E.M., & Klair, V (Eds.) (2003). *Eye conditions in infants and young children that result in visual impairment and syndromes and other conditions that may accompany visual disorders*. Logan, UT: SKI:HI.

Handbook that describes eye conditions in infants and young children that result in visual impairment. Syndromes and other conditions that may accompany visual disorders are described. The handbook contains information on over 100 eye disorders including medical aspects and treatment of the disorders, implications for functional and learning, suggestions for needed adaptations, and follow-up reading.

Also see: Professional Resource

Material # 330.111

Heydt, K., Lolli, D., Miller, T., Pompano, M. & Wright, D. (2006). *Welcoming students with visual impairment to your school*. Watertown, MA: Perkins School for the Blind.

A guide containing overviews, Powerpoint presentations, activities, action plans, readings, and additional resources for Social Skills, Orientation and Mobility, and Low Vision. Includes actual CDs with the Powerpoint presentations.

Also see: Orientation & Mobility

Videos

Material # 310.100

Learner Managed Designs (Producer). (1997). *Are you really blind?* [Videotape]. (Available from Learner Managed Designs, PO Box 747, Lawrence, KS 66044-0747, 1-800-467-1644)

This video shows how children with visual impairment are integrated into a regular classroom. They meet children with albinism, aphakia, nystagmus, coloboma, glaucoma, optical atrophy, and retinitis pigmentosa, and experience simulations demonstrating the vision of each child. Classroom adaptations for students with visual impairments are also shown and discussed. The video is excellent for use with administrators and teachers in inclusive settings. 30 minutes.

Also see: Inclusion

Material # 310.101

Child Health and Development Educational Media (Producer). (1994). *Cortical visual impairment* [Videotape]. (Available from Child Health and Development Educational Media, 5632 Van Nuys Blvd., Ste. 286, Van Nuys, CA 91401, (818) 994-0933)

This video discusses the prevalence of Cortical Visual Impairments, how a diagnosis is made, and what intervention strategies are best for the child. Has accompanying article. 54 minutes.

Also see: n/a

Material # 310.102

Visually Impaired Program Sunny Hill Health Center for Children. (1997). *Cortical Visual Impairment in Young Children* [Videotape]. British Columbia, Canada: Author.

This very informative video provides an overview of Cortical Visual Impairment, skills to effectively interact with CVI children, and activities for visual stimulation. The video was created by the Visually Impaired Program - Sunny Hill Health Center for Children at British Columbia's Children's Hospital. 15:45 minutes.

Also see: Parents/Families

Material # 310.103

South Dakota Department of Education & Cultural Affairs, & The Blumberg Center Indiana State University. (1995) *Functional vision learning to see* [Videotape]. (Available from the Blumberg Center, 1-800-438-9832)

This video was developed to help educators and parents understand how children see, it shows children with significant visual impairments using their vision to learn, and it covers information needed to conduct functional vision assessments. (18 minutes) CLOSED CAPTIONED.

Also see: **Parents/Families**

Material # 310.104

South Dakota Department of Education & Cultural Affairs, & The Blumberg Center Indiana State University. (1993) *Functional vision learning to look* [Videotape]. (Available from the Blumberg Center, 1-800-438-9832)

Developed from input from parents, doctors, educators and vision specialists, this video discusses the six voluntary visual behaviors that we all use to see. Positive examples of children with significant visual impairments learning to use their vision are provided. Parents are empowered through positive teaching and support methods. Available in English and Spanish. CLOSED CAPTIONED. 18 minutes.

Also see: **Parents/Families**

Material # 310.106

American Foundation for the Blind (Producer). (1991). *No two alike* [Videotape]. (Available from American Foundation for the Blind, 11 Penn Plaza, Ste. 300, New York, NY 10001, 1-800-232-5463)

Focuses on a team approach to create the best possible learning environment for mainstreamed blind or visually impaired students. A variety of support services and adapted equipment are demonstrated. A discussion guide is included. 19 minutes.

Also see: **Inclusion**

Material # 310.107

American Foundation for the Blind (Producer). (1991). *Not without sight* [Videotape]. (Available from American Foundation for the Blind, 11 Penn Plaza, Ste. 300, New York, NY 10001, 1-800-232-5463)

Most people regarded as blind have some usable vision. This video describes the major types of visual impairment, their causes and effects on vision, while camera simulations approximate what people with each impairment actually see. Also demonstrates how people with low vision make the best use of the vision they have. 20 minutes.

Also see: **n/a**

Material # 310.108

Longuil, C. (Producer). (1993). *Oh, I see* [Videotape]. (Available from American Foundation for the Blind, 11 Penn Plaza, Ste. 300, New York, NY 10001, 1-800-232-5463)

Demonstrates how elementary and high school students with severe visual impairments use adaptive methods and materials in school. Includes simulations of various visual impairments. Excellent for use in teacher inservicing and disability awareness programs. 12 minutes.

Also see: **Assistive Technology**

Material # 310.109

Leland, J. (Producer). (1993). *Understanding braille literacy* [Videotape]. Available from American Foundation for the Blind, 15 West 16th Street, New York, NY 10011, 212-620-2000)

This informational video covers all aspects of a successful Braille education program. Teachers of children who are blind or visually impaired and their students demonstrate how Braille is learned and used from preschool through high school and describe in their own words how Braille skills contribute to literacy, independence, mastery of academic skills, and successful education experiences in the regular classroom. Discussion guide included in video pack. 25 minutes.

Also see: **Parents/Families**

Material # 310.110

Chen, D. (Writer/Director). (1997). *Vision tests for infants* [Videotape]. (Available from R.L. Johnston Video Production, 5734 Hoffman Lane, Fair Oaks, CA 95628)

Demonstrates a comprehensive battery of vision tests that are appropriate for infants under 12 months of age. These test include: Versions, Hirshberg, Krinsky, Unilateral and Alternative Cover, and Base out Prism (fixation and eye alignment tests); Pupillary Response; Vestibular Ocular Reflex; Retinoscopy; contrast Sensitivity, Color Vision, Depth Perception, Visual Field, and Visual Acuity (behavioral tests); Visual Evoked Potential and Electroretinography (Electrophysiological tests); and checking ocular health. Has manual. 20 minutes. CLOSED CAPTIONED.

Also see: **Early Intervention**

Material # 310.111

American Foundation for the Blind (Producer). (1991). *We Can Do It Together* [Videotape]. (Available from American Foundation for the Blind, 11 Penn Plaza, Ste. 300, New York, NY 10001, 1-800-232-5463)

Relates the experiences of a child with severe visual impairments as he begins attendance in a public school. Finding mobility a challenge, it became a team project to incorporate orientation and mobility training into his educational program. Discusses strategies and team member roles. 13 minutes.

Also see: **Orientation & Mobility**

Material # 310.114

Auckland College of Education. (2000) *I see, you see* [Videotape]. (Available from Learner Managed Designs Inc., PO Box 747, Lawrence, KS 66044-0747, 1-800-467-1644)

A video for school-aged children about visual impairment to be shown in the classroom. The Video illustrates the interest and talents common to all children. 26 minutes.

Also see: **Inclusion**

Material # 310.115

Auckland College of Education. (2000) *It is clear to you: Eysight, insights* [Videotape]. (Available from Learner Managed Designs Inc., PO Box 747, Lawrence, KS 66044-0747, 1-800-467-1644)

By use of simulation, this video aims to help parents, teachers and professionals gain a better understanding of visual impairments. 30 minutes.

Also see: **Inclusion**

Material # 310.116

American Foundation for the Blind (Producer). (1978). *The seven minute lesson* [Videotape]. (Available from American Foundation for the Blind, 11 Penn Plaza, Ste. 300, New York, NY 10001, 1-800-232-5463)

A seven-minute introduction to the basic techniques used when acting as a sighted guide for a blind or visually impaired person. 7:04 minutes.

Also see: **n/a**

Material # 310.117

Visually Impaired Preschool Services (Producer). (1997). *Can do video series: Seeing things a new way, what happens when you have a blind baby* [Videotape]. (Available from Visually Impaired Preschool Services, 1229 Garvin Place, Louisville, KY 40203)

Developed to show parents and professionals some practical and sound ways to assist the young child who is blind or visually impaired to develop needed skills and take off on the road to independence. The series consists 11 videos demonstrating a progression of skills in crucial areas of development for the child who is visually impaired.

Also see: **Parents/Families**

Material # 310.118

Visually Impaired Preschool Services (Producer). (1997). *Can do video series: Learning about the world, concept development* [Videotape]. (Available from Visually Impaired Preschool Services, 1229 Garvin Place, Louisville, KY 40203)

See description under **310.117**.

Also see: **Parents/Families**

Material # 310.119

Visually Impaired Preschool Services (Producer). (1997). *Can do video series: Becoming a can-do kid self-help skills* [Videotape]. (Available from Visually Impaired Preschool Services, 1229 Garvin Place, Louisville, KY 40203)

See description under **310.117**.

Also see: **Parents/Families**

Material # 310.120

Visually Impaired Preschool Services (Producer). (1997). *Can do video series: Making friends social skills and play* [Videotape]. (Available from Visually Impaired Preschool Services, 1229 Garvin Place, Louisville, KY 40203)

See description under **310.117**.

Also see: **Parents/Families**

Material # 310.121

Visually Impaired Preschool Services (Producer). (1997). *Can do video series: Going places orientation and mobility* [Videotape]. (Available from Visually Impaired Preschool Services, 1229 Garvin Place, Louisville, KY 40203)

See description under **310.117**.

Also see: **Parents/Families**

Material # 310.122

Visually Impaired Preschool Services (Producer). (1997). *Can do video series: Through their eyes: An introduction to low vision* [Videotape]. (Available from Visually Impaired Preschool Services, 1229 Garvin Place, Louisville, KY 40203)

See description under **310.117**.

Also see: **Parents/Families**

Material # 310.123

Visually Impaired Preschool Services (Producer). (1997). *Can do video series: Moving through the world: Gross motor skills and play* [Videotape]. (Available from Visually Impaired Preschool Services, 1229 Garvin Place, Louisville, KY 40203)

See description under **310.117**.

Also see: **Parents/Families**

Material # 310.124

Visually Impaired Preschool Services (Producer). (1997). *Can do video series: Hands-on experience: Tactual learning and skills* [Videotape]. (Available from Visually Impaired Preschool Services, 1229 Garvin Place, Louisville, KY 40203)

See description under **310.117**.

Also see: **Parents/Families**

Material # 310.125

Visually Impaired Preschool Services (Producer). (1997). *Can do video series: Successfully adapting the preschool environment* [Videotape]. (Available from Visually Impaired Preschool Services, 1229 Garvin Place, Louisville, KY 40203)

See description under **310.117**.

Also see: **Early Intervention**

Material # 310.126

Visually Impaired Preschool Services (Producer). (1997). *Can do video series: Look how far we've come: Can-do kids and their can-do teachers* [Videotape]. (Available from Visually Impaired Preschool Services, 1229 Garvin Place, Louisville, KY 40203)

See description under **310.117**.

Also see: **Parents/Families**

Material # 310.127

Visually Impaired Preschool Services (Producer). (1997). *Can do video series: Power at your fingertips: an introduction to learning Braille* [Videotape]. (Available from Visually Impaired Preschool Services, 1229 Garvin Place, Louisville, KY 40203)

See description under **310.117**. **Has Manual.**

Also see: **Parents/Families**

Material # 310.128

British Broadcasting Company (Producer). (1996). *The mind traveler: Oliver Sacks. Island of the colorblind: Monochromatism*. [Videotape]. (Available from Films for the Humanities & Sciences, PO Box 2053, Princeton, NJ 08543-2053)

This video is the story of Knut Nordby and his two siblings, who were born without the ability to see color. Declared legally blind as a child and sent to a school to learn Braille, Knut rebelled. By developing mental compensations, he taught himself to lead a normal life and today is a researcher specializing in color vision at the University of Oslo. 50 minutes.

Also see: **n/a**

Material # 310.129

Philip Rock Center (Producer). (1999). *Do You See What I See? Helping Young Children with Vision Impairments Develop Sight* [Videotape]. (Available from Project Reach, Philip Rock Center, 818 DuPage Blvd., Glen Ellyn, IL 60137)

This video is intended for parents of children with vision and hearing impairments. The video and accompanying manual provide an overview of the causes of deafblindness, functional implications of visual impairments, a sample form regarding your child's visual impairments that you can share with service providers, and communication issues for children who are deafblind. 35 minutes. Has Manual.

Also see: **Dual Sensory Impairment Parents/Families**

DVD**Material # 310.130**

American Printing House for the Blind (2006). *CVI perspectives* [DVD] (Available from the author, 1839 Frankfort Ave., Louisville, KY 40206).

This DVD with Dr. Christine Roman and Dr. Alan Lantzy discusses the characteristics of cortical visual impairment, recommended educational approaches when working with children who have CVI, causes of CVI, and finally the experiences of parents and families of how CVI has impacted their lives. Closed Captioned.

Also see:

Material # 315.101

American Printing House for the Blind (2006). *CVI perspectives* [DVD] (Available from the author, 1839 Frankfort Ave., Louisville, KY 40206).

This DVD with Dr. Christine Roman and Dr. Alan Lantzy discusses the characteristics of cortical visual impairment, recommended educational approaches when working with children who have CVI, causes of CVI, and finally the experiences of parents and families of how CVI has impacted their lives. Closed Captioned.

Also see:

Packets**Material # 380.100**

American Foundation for the Blind. (2002). *The braille trail*. New York: Author.

This packet is full of information and activities to help promote Braille literacy among all children--sighted and visually impaired--in a fun way! The packet is an introduction to the Braille Bug website (www.afb.org).

Also see: **Children/Sibs**

Articles

Material # 440.101

Brown, D. (1998). Trends in the population of children with multi-sensory impairment. *Making Sense*, 43(3), 12-14.

Also see: n/a

Material # 440.102

Lace, J. (2000, Summer). Minimal losses...major implications [Electronic version]. *See/Hear*, 5(3), 1-6.

Also see: Parents/Families

Material # 440.103

Holte, L., Prickett, J.G., VanDyke, D.C., Olson, R.J., Lubrica, P., Knutson, C.L., Knutson, J.F., & Brennan, S. (2006). Issues in the evaluation of infants and young children who are suspected of or who are deafblind. *Infants & Young Children* 19(3), 213-227.

This article provides an overview of the following topics: the effects of deaf-blindness on development, causes of deaf-blindness, and early screening and assessment strategies. It addresses hearing and vision evaluation, developmental and cognitive assessment, educational and communication assessment, and genetic evaluation.

Also see: Early Intervention

Material # 440.108

Axelrod, C. (2000, Summer). Toilet training children with deafblindness: Issues and strategies [Electronic version]. *See/Hear*, 5(3), 1-10.

Also see: Parents/Families

Material # 440.112

Chen, D., Downing, J., Rodriguez-Gil, G. (2000/2001, Winter). Tactile learning strategies for children who are deafblind: Concerns and considerations from project SALUTE. *Deaf-Blind Perspectives* 8(2), 1-6.

Also see: Aug/Alternative Comm.

Material # 440.113

Johnson, D. D., & Whitehead, R. L. (1989). Effect of maternal rubella on hearing and vision: A twenty year post-epidemic study. *American Annals of the Deaf*, 134(3), 232-242.

Also see: n/a

Material # 440.114

Ingraham, C. L., Vernon, M., Clemente, B., & Olney, L. (2000). Sex education for deaf-blind youth and adults. *Journal of Visual Impairment & Blindness*, 94(12), 756-761.

Also see: Parents/Families Professional Resource

Material # 440.115

Lieberman, L. J., & Downs, S. B. (1995). Physical education for students who are deaf-blind: A tutorial. *Brazilian International Journal of Adapted Physical Education and Recreation*, 2(1), 127-143.

Also see: Recreation

Material # 440.116

Mar, H. H. & Sall, N. (1994). Programmatic approach to use of technology in communication instruction for children with dual sensory impairments. *Augmentative and Alternative Communication*, 10, 138-150.

Also see: Aug/Alternative Comm. Assistive Technology

Material # 440.117

McKelvey, J.L., Sisson, L.A., Van Hasselt, V. B., & Hersen, M. (1992, Fall). An approach to teaching self-dressing to a child with dual sensory impairment. *Teaching Exceptional Children*, 12-15.

Also see: Parents/Families

Material # 440.119

Gothelf, C.R., Crimmins, D.B., Mercer, C.A., & Finocchiaro, P.A. (1994, Summer). Teaching choice-making skills to students who are deaf-blind. *Teaching Exceptional Children*, 13-15.

Also see: Curriculum Issues

Material # 440.120

Moss, K. (1998). Hearing and vision loss associated with down syndrome. *See/Hear*, 3(3), 26-34.

Also see: n/a

Material # 440.122

Moss, K., & Hagood, L. (1995). Teaching strategies and content modifications for the child with deafblindness. Retrieved on August 29, 2005 from: <http://www.tsbvi.edu/Outreach/seehear/archive/strategies.html>

Also see:

Material # 440.128

Blaha, R., & Moss, K. (1995). Documenting modifications in the IEP for the student with deaf-blindness. Retrieved on August 29, 2005 from: <http://www.tsbvi.edu/Outreach/seehear/archive/modifications.html>

Also see:

Material # 440.130

Belote, M. (1997). Taking the fear out of sex education. *reSources* 9(3), 1. (Available from <http://www.sfsu.edu/~cadbs/>).

Also see: Parents/Families

Material # 440.131

Walker, L. (1990, October). To reach the unreachable child. *Life*, [reprint--Watertown, MA: Perkins School for the Blind].

Also see: Parents/Families

Material # 440.132

Liberman, L. J., & Houston-Wilson, C. (1999). Overcoming the barriers to including students with visual impairments and deafblindness in physical education. *RE:view*, 31(3), 129-138.

Also see: Visual Impairment Recreation

Material # 440.133

House, S. S., & Davidson, R. C. (2000). Speech-language pathologists and children with sensory impairments: Personnel preparation and service delivery survey. *Communication Disorders Quarterly*, 21(4), 224-236.

Also see: Professional Resource

Material # 440.134

Scott, J. (1998). Communicating with a deafblind person in an emergency. *Accident and Emergency Nursing*, 6, 164-166.

Also see: Parents/Families

Material # 440.135

Holte, L., Prickett, J. G., Van Dyke, D. C., Olson, R. J., Lubrica, P., et al. (2006). Issues in the evaluation of infants and young children who are suspected of or who are deaf-blind. *Infants and Young Children*, 19(3), 213-227.

This article looks at evaluation and identification of infants and young children who have a dual sensory impairment and the special issues that accompany the diagnosis. It addresses the need for early intervention and assessment.

Also see: Early Intervention

Material # 440.136

Holte, L., Prickett, J. G., Van Dyke, D. C., Olson, R. J., Lubrica, P., Knutson, C.L. et al. (2006). Issues in the management of infants and young children who are deaf-blind. *Infants and Young Children*, 19(4), 323-337.

This article introduces some current practices and important considerations in interventions with infants and young children who have a dual sensory impairment. It also addresses the role of family support.

Also see: Early Intervention

Journals

Material # 450.100

Brookshire, D. (1995). Special issue on deaf-blindness [Special edition]. *Journal of Visual Impairment & Blindness*, 89(3).

A special issue which contains first-person accounts, chronology, teaching strategies, and issues on inclusion.

Also see: Parents/Families Professional Resource

Books

Material # 400.101

Goetz, L., Guess, D., & Stremel-Campbell, K. (Eds.). (1987). *Innovative program design for individuals with dual sensory impairments*. Baltimore: Paul H. Brookes.

Nonverbal or non-symbolic communication systems, assessment of residual sight and hearing, orientation and mobility skills, functional living skills, and the use of natural cues and prompting sequences.

Also see: Aug/Alternative Comm.

Material # 400.102

Haring, N. G. (1995). *Welcoming students who are deaf-blind into typical classrooms*. Baltimore, MD: Paul H. Brookes.

This book takes the reader into schools across the nation to examine inclusive educational practices that have proved to be successful. It discusses in depth the rationale for including students who are deaf-blind in typical classrooms and explores the issues that affect the classroom, school, and community.

Also see: Inclusion

Material # 400.104

McGinnity, B. L. (Ed.) (1997). *The individual in a changing society: Plenary sessions of the 1997 National Conference on Deafblindness* (Vol. II). Watertown, MA: Perkins School for the Blind.

See description for **400.103**.

Also see: n/a

Material # 400.106

Sauerburger, D. (1993). *Independence without sight or sound: Suggestions for practitioners working with deaf-blind adults*. New York, NY: American Foundation for the Blind.

This practical book by an experienced practitioner covers the essential aspects of communicating and working with deaf-blind adults. Full of useful information on subjects like how to talk with deaf-blind people, adapt orientation and mobility techniques for deaf-blind travelers, and interact with deaf-blind individuals socially, and information resources.

Also see: Aug/Alternative Comm.

Material # 400.107

Huebner, K. M., Prickett, J. G., Welch, T. R., & Joffee, E. (Eds.) (1995). *Hand in Hand: Essentials of communication and orientation and mobility for your students who are deaf-blind*, (Volume I). New York: American Foundation for the Blind.

This two-volume series explains how students who are deaf-blind learn. It also focuses on essential communication and mobility skills. Includes self-study questions and answers, resources, and references. Has accompanying video.

Also see: Professional Resource

Material # 400.108

Huebner, K. M., Prickett, J. G., Welch, T. R., & Joffee, E. (Eds.) (1995). *Hand in Hand: Essentials of communication and orientation and mobility for your students who are deaf-blind*, (Volume II). New York: American Foundation for the Blind.

This two-volume series explains how students who are deaf-blind learn. It also focuses on essential communication and mobility skills. Includes self-study questions and answers, resources, and references. Has accompanying video.

Also see: Professional Resource

Material # 400.109

Prickett, J. G., Joffee, E., Welch, T. R., & Huebner, K. M. (1995). *Hand in hand: A training guide*. New York, NY: American Foundation for the Blind.

An in-service training guide that gives structured information and suggestions for using the Hand-in-Hand material.

Also see: Aug/Alternative Comm.

Material # 400.110

Huebner, K. M., Prickett, J. G., Welch, T. R., & Joffee, E. (Eds.) (1995). *Hand in Hand: Selected reprints and annotated bibliography on working with students who are deaf-blind*. New York, NY: AFB Press.

A collection of 27 journal articles on the topics of communication, orientation and mobility, functional skills, implications of various etiologies, and instructional strategies and intervention issues, accompanied by a description of more than 160 important print and audiovisual resources and information on how to obtain them.

Also see: Aug/Alternative Comm. Professional Resource

Material # 400.111

Moss, K., & Blaha, R. (2001). *Introduction to sexuality education for individuals who are deaf-blind and significantly developmentally delayed*. Monmouth, OR: DB-LINK The National Information Clearinghouse on Children who are Deaf-Blind.

This book is designed for parents, professionals and other caregivers working with children who have combined hearing loss coupled with significant developmental disabilities. The book is designed to serve both as a guide and a curriculum.

Also see: Curriculum Issues Parents/Families

Material # 400.112

Smith, T. B. (1994). *Guidelines: practical tips for working with and socializing with deaf-blind people*. Burtonsville, MD: Sign Media, Inc.

This book is designed for anyone interested in working with or interacting with members of the Deaf-Blind Community, whether as a guide, facilitator, interpreter, or friend.

Also see: n/a

Manuals

Material # 420.100

Bullis, M. & Fielding, G. (Eds.). (1988). *Communication development of young children with deaf-blindness*. Monmouth, OR: Teaching Research Division.

Contains articles on communication, visual and hearing assessment, development of preverbal and tactile communication, play, emergent language, and augmentative communication systems.

Also see: Aug/Alternative Comm. Early Intervention

Material # 420.102

Edwards, L. E., Goehl, K. S. & Gordon, L. A. (1992). *Profiles: Individuals with deaf-blindness*. Indiana Deaf-Blind Services Project: Terre Haute, IN.

Profiles is a monograph based on the etiologies of deaf-blindness as they appear in the federal classification guidelines. Each etiology listed in those guidelines is discussed using easily understood terms. Some of the etiologies are accompanied by biographical stories.

Also see: n/a

Material # 420.104

Heller, K. W. & Kennedy, C. (1994). *Etiologies and Characteristics of Deaf-Blindness*. Georgia State University & University of Pittsburgh.

A specialized guide to the terms and descriptions associated with Deaf-Blindness including: Common Disorders, Causes, and Conditions.

Also see: n/a

Material # 420.109

Alsop, L. (Ed.) (2002). *Understanding deafblindness: Issues, perspectives and strategies (2 volumes)*. Logan, UT: SKI*HI Institute.

This comprehensive resource is for parents, paraprofessionals, and service providers working with children and young adults who are deafblind. All aspects of deafblind programming are covered such as communication, concept development, vision, hearing, touch, sensory integration, intervention, family issues, physical education additional disabilities, orientation and mobility, community support, sexuality, and evaluation. This manual is extremely useful for those working "hands on" with children who are deafblind.

Also see: Professional Resource Parents/Families

Guides

Material # 430.101

Brennan, V., Peck, F., & Lolli, D. (1992). *Suggestions for modifying the home and school environment: A handbook for parents and teachers of children with dual sensory impairments*. Watertown, MA: Perkins School for the Blind.

This guidebook contains practical, affordable and easily implemented suggestions for enhancing the child's learning and mobility by making the environment more visible.

Also see: Professional Resource

Material # 430.102

DeCaluwe, S.M., McLetchie, B.A., Peters, M.H., Luiselli, T.E., & Mason, B. (2005). *Communicating and connecting with learners who are deafblind: Developing communication portfolios (books and videos)*. Watertown, MA: New England Center Deafblind Project.

This guide discusses the communication methods of learners who are Deafblind and how to create communication portfolios to facilitate communication. Using communication portfolios reduces the amount of time new team members need to get to know students with Deafblindness.

Also see:

Material # 430.104

Alsop, L., Killoran, J., Robinson, C., Durkel, J., & Prouty, S. (2004, October 11). *Recommendations on the training of interveners for students who are deafblind*. Authors.

This guide / paper addresses some of the training issues and needs identified through the Intervener Task Force activities. It is intended to provide information and resources that can guide in the planning and development of intervener training programs.

Also see: Paraprofessional/Interven n/a

Videos

Material # 410.101

Smith, T. (Writer). (1992). *Deaf-Blind overview and introduction: Communication and community* [Videotape]. (Available from Sign Media, Inc., 4020 Blackburn Lane, Burtonsville, MD 20866)

Features Theresa Smith discussing a number of topics that provide a glimpse into the multi-faceted Deaf-Blind community. Among the topics presented are: definition and description of the community, individual difference and preferences, becoming involved, and setting limits. 40 minutes.

Also see: n/a

Material # 410.102

Gordon, M., & Hajjar, S. (Producers). *Touching lives: Portraits of deaf-blind people* [Videotape]. (Available from the producers touchinglivesfilm@rcn.com).

This film is a portrait of two young adults who are deafblind and their daily needs.

Also see: Parents/Families

Material # 410.104

Cummings, L. G. (1985). *Signs of success* [Videotape]. (Available from Illinois Deaf/Blind Service Center, 818 DuPage Boulevard, Glen Ellyn, Illinois 60137)

This video and accompanying manual are designed to meet the communication needs of individuals who are deaf-blind and multi-handicapped. Uses progressive sign language. 28:32 minutes. Has manual.

Also see: Aug/Alternative Comm.

Material # 410.106

The Blumberg Center (2001). *Creative expressions. Opportunities for persons who are deafblind* [Videotape]. (Available from The Blumberg Center, School of Education, Room 502, Indiana State University, Terre Haute, IN 47809).

The goal of the video and accompanying booklet is to help the reader develop ways to involve students with deafblindness in the creative arts. Adaptations to foster creative expression in art, music, dance, and theater are discussed.

Also see: Recreation

Material # 410.107

New England Center Deafblind Project (2003). *Communicating and connecting with learners who are deafblind* [Videotape]. (Available from the New England Center Deafblind Project, 175 North Beacon St., Watertown MA 02472, 617-972-7515).

This video highlights seven learners who are deafblind who are diverse in their hearing and vision abilities, their forms of communication, their ethnic backgrounds and the setting in which they are educated.

Also see: Curriculum Issues

Material # 410.111

TASH (Producer). (1987). *Within reach: Getting to know people who are deaf-blind* [Videotape]. (Available from TASH, 29 W. Susquehanna Ave., Suite 210, Baltimore, MD 21204)

Presents special needs and abilities of individuals who are deaf-blind. Interaction techniques and communication methods are also demonstrated.

Also see: Parents/Families

Material # 410.112

Welch, T. (Writer). (1995). *Hand In Hand: Essentials of Communication and Orientation & Mobility for Your Students who are Deaf-blind* [Videotape]. (Available from American Foundation for the Blind, 11 Penn Plaza, Ste. 300, New York, NY 10001, 1-800-232-5463)

A one-hour introduction to working effectively with individuals who are deaf-blind. Designed as both an overview and a reinforcer of the self-study text, this video can be used as a whole or in sections for parents and regular educators, as well as in the community. Includes a discussion guide.

Also see: Aug/Alternative Comm. Professional Resource

Material # 410.113

Teaching Research Division (Producer). (1994). *You & me video series: Tape 1--Introduction* [Videotape]. (Available from Teaching Research Division, 345 N. Monmouth, OR 97361)

This video series was developed to assist parents and professionals with increasing their knowledge of educational principles, techniques, supports, and placement options for children who are deaf-blind. In tape 1 you will meet Riley Ford, his mom, peers, teachers, and staff at his neighborhood school. Volume 2 is under Paraprofessional Resources #2410.100.

Also see: Parents/Families Professional Resource

Material # 410.114

Teaching Research Division (Producer). (1994). *You & me video series: Tape 3--Communication* [Videotape]. (Available from Teaching Research Division, 345 N. Monmouth, OR 97361)

In tape 3, one of Riley's educational program goals is to help him achieve as much independence as possible. This video shows how Riley is oriented to his environment and how he is taught both small and large motor mobility on his road to independence. Environmental markers, P.E., and game adaptations are explored in an accompanying manual in addition to information on trailing, can travel, and sighted guide techniques.

Also see: Parents/Families Professional Resource

Material # 410.115

Teaching Research Division (Producer). (1994). *You & me video series: Tape 4--Social Connections* [Videotape]. (Available from Teaching Research Division, 345 N. Monmouth, OR 97361)

Volume 4: Mobility & Social Networks (parts 4 & 5). Acquaintances, friends, and relationships constitute the most important part of our lives. The building and maintenance of Riley's social network is portrayed in this video. Strategies for initiating and supporting social relationships are detailed in the included instructional booklet.

Also see: [Parents/Families](#) [Professional Resource](#)

Material # 410.117

HOPE Inc. (1999). *A model of services for children and youth who are deafblind* [Videotape]. (Available from Hope, Publishing Incorporated, 1856 North 1200 East, North Logan, UT 84321)

This video discusses a model of services that is appropriate for children and youth who are deafblind, birth-21 and their families. The four components include: Deafblind Consultant Services, Intervener Services, Family Education and Support Services, and Assistive Technology Services. CLOSED CAPTIONED. 10 minutes.

Also see: [n/a](#)

Material # 410.119

Moore & Thomas Video (Producer). (2000). *Simulations of different types of hearing and vision loss* [Videotape]. (Available from M&TV Productions, 427 Canyon Drive North, Columbus, OH 43214)

This video demonstrates what it is like to have different types and degrees of vision and hearing loss. The video gives a nice introduction to what it is like to have a vision and/or hearing impairment. 9:21 minutes.

Also see: [Visual Impairment](#) [Hearing Impairment](#)

Material # 410.120

Chen, D. (Producer). (2005). *Project SALUTE: Successful adaptations for learning to use touch effectively* [Videotape]. (Available from Deborah Chen, 18111 Nordhoff Street, Northridge, CA 91330, 818-677-4974).

This video illustrates how to use touch effectively to communicate with children who are deaf-blind and who have additional disabilities. Closed Captioned. 59:00 minutes (English) 60:00 minutes (Spanish).

Also see: [Parents/Families](#) [Professional Resource](#)

DVD

Material # 415.100

Washington Sensory Disabilities Services & WA State Services for Children w/ Deaf-Blindness (Producers). (2005). *Mini module series on deaf-blindness*. Available from DB-Link, 1-800-438-9376.

This DVD is a collection of 4 "mini modules" that were designed to introduce or review specific techniques or concepts ("effective practices"). The mini modules include: 1.) Actions Speak Louder than Words, 2.) Little Room Adaptations, 3.) Materials for Active Learning, 4.) Literacy and Deaf-Blindness.

Also see: [Professional Resource](#) [n/a](#)

Material # 415.101

SKI-HI Institute (2003). *Sensory perspectives*. Logan, UT: Author.

This interactive DVD addresses sensory loss related to deafness, blindness, and deafblindness. The program includes information on sensory loss and simulations of different types of vision, hearing, and combined vision and hearing losses. Interactive quizzes are also included.

Also see:

Briefing Papers

Material # 480.101

Petroff, J. G. (2001). *National transition follow-up study of youth identified as deafblind: Parent perspectives*. Monmouth, OR: DB-Link: National Information Clearinghouse on Children Who Are Deaf-Blind, and Teaching Research.

This follow-up study is the first research initiative to thoroughly explore the post-school life of youth who are deafblind.

Also see: [Transition/Emp/Adult](#)

Material # 480.102

Leslie, G. (Ed.) (2001). *Research to real life: Innovations in deaf-blindness*. Monmouth, OR: DB-Link: National Information Clearinghouse on Children Who Are Deaf-Blind, and Teaching Research.

This report illuminates the outcomes of research in the deafblind field in a manner that will positively impact deaf-blind children, their families, and the professionals who serve them.

Also see: [Parents/Families](#) [Professional Resource](#)

Material # 480.103

Morgan, S., Bixler, E. & McNamara, J. (2002) *Self-determination for children and young adults who are deaf-blind*.

People with combined vision and hearing loss may have additional physical or cognitive disabilities. Self-determination is an appropriate goal for these individuals. With an appropriate level of support, people with significant disabilities can lead self-determined lives. This paper explores how self-determination applies to individual who are deaf-blind and how it affects families, educational programming, and service delivery.

Also see: [Parents/Families](#) [Professional Resource](#)

Training Modules

Material # 480.104

Morgan, S., (2005). *Interpreting strategies for deaf-blind students*. Columbus, OH: Ohio Center for Deafblind Education.

These modules are intended for individual or group study or as training materials for larger groups. CEUs or ACET credit hours can be obtained through the Registry of Interpreters for the Deaf (RID) as self-directed Independent Study project. A Certificate of Completion can be obtained through the Ohio Center for Deafblind Education. Contact information for both organizations are included in the resource.

Also see: [Paraprofessional/Interven](#)

Articles

Material # 540.103

Mirenda, P. & Santogrossi, J. (1985). A prompt-free strategy to teach pictorial communication system use. *Augmentative and Alternative Communication, 1*, 143-150.

Also see: Professional Resource

Material # 540.104

Murray-Branch, J., Udavari-Solner, A., & Bailey, B. (1991). Textured communication systems for individuals with severe intellectual and dual sensory impairments. *Language, Speech and Hearing Services in Schools, 22*, 260-268.

Also see: Dual Sensory Impairment

Material # 540.107

McNairn, P., & Shiolen, C. (2000). Can we talk? Parents' perspectives on AAC: Selecting the right system, now and as your child grows. *Exceptional Parent, 30*(4), 74-78.

Also see: Parents/Families

Material # 540.108

Hagood, L. (2002). Conversations without language: Building quality interactions with children who are deaf-blind. Retrieved August 25, 2005 from: <http://www.tsbvi.edu/Outreach/seehear/archive/conversation.html>.

Also see: Dual Sensory Impairment

Material # 540.109

Grassick, S.B. (1997). *CUEmunication: Beginning communication with people who are deafblind*. Retrieved on August 29, 2005 from: <http://home.internex.net.au/~dba/commune.htm>.

Also see: Dual Sensory Impairment

Material # 540.110

Durkel, J. & Moss, K. (2000). What a concept! *SeeHear 5*(2), 17-24. Retrieved on August 29, 2005 from: <http://www.tsbvi.edu/Outreach/seehear/spring00/spring2000.pdf>.

Also see: Dual Sensory Impairment

Books

Material # 500.100

Burkhart, L. J. (1993). *Total augmentative communication in the early childhood classroom*. Eldersburg, MD: Picture Communication Symbols.

This book is full of ideas and projects for incorporating communication activities into the early learner's environment. Activities for sign language, low-tech equipment, voice output, talking switches and much more.

Also see: Early Intervention Parents/Families

Material # 500.104

Siegel-Causey, E., & Guess, D. (1989). *Enhancing nonsymbolic communication interactions among learners with severe disabilities*. Baltimore: Paul H. Brookes.

Stresses the reciprocal and functional nature of communication. Contains introduction to nonsymbolic communication, offers instructional guidelines for incorporating it, and presents hypothetical studies (drawn from composites of actual cases) that help move plans into practice.

Also see: Parents/Families Professional Resource

Material # 500.105

Miles, B., & Riggio, M. (Eds.) (1999). *Remarkable conversations: A guide to developing meaningful communication with children and young adults who are deafblind*. Watertown, MA: Perkins School for the Blind.

This book addresses the needs of children of all abilities, from those who use nonlinguistic forms of communication such as objects and body movements to those who use linguistic forms such as sign language and writing.

Also see: Dual Sensory Impairment

Manuals

Material # 520.100

Bloom, Y. (1990). *Object symbols: A communication option*. North Rocks, Australia: North Rocks Press.

Defines object symbols and the functions of communicative behavior. Provides a model for developing requesting behaviors using object symbols.

Also see: Parents/Families Professional Resource

Material # 520.101

Cress, C. J., Mathy-Laikko, P., & Angelo, J. (1983). *Augmentative communication for children with deaf-blindness: Guidelines for decision making*. Monmouth, OR: Teaching Research Division.

Outlines issues affecting decision processes for augmentative communication intervention, highlights points of particular concern for deaf-blindness, and recommends possible courses of action and additional resources.

Also see: Dual Sensory Impairment

Material # 520.103

Goold, L., & Hummell, J. (1993). *Supporting the receptive communication of individuals with significant multiple disabilities: Selective use of touch to enhance comprehension*. North Rocks, Australia: North Rocks Press.

Defines touch as a communication tool and strategies to pair touch with speech to enhance receptive language. Provides a method to assess and select students for whom this would be appropriate. It also provides suggestions for design, implementation and evaluation of touch-speech programs.

Also see: Professional Resource

Material # 520.105

Siegel-Causey, E., & Guess, D. (1988). *Enhancing interactions between service providers and individuals who are severely multiply disabled: Strategies for developing non-symbolic communication*. Monmouth, OR: Teaching Research Division.

Nonsymbolic communication - theoretical orientation; instructional guidelines and enhancement.

Also see: Professional Resource

Material # 520.106

Wise, R. (1989). *Can't wait to communicate!: Fun activities that shape nonverbal communication*. Bisbee, AZ: Immigrant.

A collection of fun activities for working with non-speaking students. Each activity includes instructions on incorporating augmentative communication systems into the classroom and small group settings.

Also see: Professional Resource

Material # 520.108

Doyle, M. & Gilworth, K. (1996). *Functional AAC intervention*. Bisbee, AZ: Imaginart Communication Products.

An exciting new guide to help you develop comprehensive intervention programs for children using AAC. Filled with suggestions and materials to improve the social interaction, independence, and participation. In depth material for training the people who interact most with these children, including classroom assistants, peer buddies, teachers, etc. Therapy activities, worksheets, questionnaires, observation protocols, and sample communication boards all help you develop successful AAC skills with your clients.

Also see: Professional Resource

Material # 520.109

Rowland, C., Schweigert, P., & Dorinson, A. (1995). *Let's "talk"*. Portland, OR: Oregon Health Sciences University.

This is a collection of 3 manuals (one for staff, teachers and parents) each intended to stress the importance of planning to meet the communication needs of students who use alternative communication modes. There is a communication profile that is intended to record how the individual communicates. The profile aims to ease transitions to new environments.

Also see: Parents/Families Professional Resource

Guides

Material # 430.103

Rowland, C., & Schweigert, P. (1999). *It's always time to learn: An environmental inventory to help teachers design learning activities for children who are deafblind*. Oregon Health & Science University: Portland, OR.

Time to Learn is an environmental inventory designed for teachers of children who are deafblind or who have other severe or multiple disabilities. The inventory is used to identify and create opportunities for active participation and steady learning in everyday classroom activities. The 55-page booklet contains both the User's Guide and the Inventory. Has a accompanying DVD with examples of learning opportunities described in the *Time to Learn* book and inventory.

Also see: Professional Resource

Material # 520.102

Chen, D., Downing, J., Minor, L., & Rodriguez-Gil, G. (2005). *SALUTE: Successful adaptations for learning to use touch effectively: Interacting with children who are deaf-blind or visually impaired and have additional disabilities*. Northridge, CA: Department of Special Education, California State University, Northridge.

This manual addresses how to interact through touch with a child who is deaf-blind or visually impaired and have additional disabilities. The content offers ways to engage children who do not clearly demonstrate understanding or use of symbolic communication and frequently need tactile information to support their learning.

Also see: Professional Resource Parents/Families

Material # 530.100

Blaha, R. (1999). *Calendars for students with multiple disabilities including deafblindness*. Austin, TX: Texas School for the Blind and Visually Impaired.

This guide was developed for staff and families of students with multiple impairments including deafblindness. The purpose of the guide is to communicate the benefits of calendar systems, provide information for calendar programming to be based on students' current needs and skills, and provide information on the continuum of calendars so that staff and families are able to make decisions regarding expanding student's skills.

Also see: Dual Sensory Impairment

Material # 530.101

Morgan, S. (2004). *A guidebook for interpreters: "Making accommodations for individuals with dual sensory impairments."* Omaha, NE: Nebraska Deaf-Blind Project.

This guidebook provides a basic overview of the various modes of sign language interpreting used by students who have dual sensory impairments or are deaf-blind. It is designed in a simple "do" and "don't" fashion to clarify positions or sign language production that is most ergonomically and linguistically correct.

Also see: Dual Sensory Impairment n/a

Videos

Material # 510.107

Cooley, E. (Writer & Producer). (1989). *Bringing out the best: Encouraging expressive communication in children with multiple handicaps* [Videotape]. (Available from Research Press, 2612 North Mattis Ave., Champaign, IL 61821)

The video illustrates how to assess a child's current level of expressive ability, build on that ability, then gradually work toward more advanced communication. 24-minutes. Includes workbook.

Also see: Professional Resource

Material # 510.108

Gillette, Y. (Writer & Producer). (1996). *Communicating effectively with persons who use AAC* [Videotape]. (Available from Innovative Computer Applications, 26210 Emery Rd., Ste. 302, Warrensville Heights, OH 44128)

This video demonstrates simple methods to ensure successful AAC communication. The viewer follows along as incorrect ways of interacting with an AAC user are pointed out and correct ways are carefully explained and demonstrated. In depth strategies are presented such as establishing partnerships, developing routines together, sharing emotion and enjoyment, and exchanging messages. 55 minutes. Has manual.

Also see: Professional Resource Parents/Families

Material # 510.109

Films for the Humanities & Sciences (Producer). (1996). *Communicating with the deaf* [Videotape]. (Available from Films for the Humanities & Sciences, PO Box 2053, Princeton, NJ 08543-2053)

This program was designed to assist in improving communication between people with normal hearing and people who are deaf or hard of hearing. The program provides commonsense instructions and strategies that will enhance communication. 33 minutes.

Also see: Hearing Impairment

Material # 510.111

Indiana Deafblind Services Project (Producer). (1997). *Textured Communication Symbols: Talking Through Touch* [Videotape]. (Available from Indiana Deafblind Services Project, Blumber Center, School of Education 502, Indiana State University, Terre Haute, IN 47809, 1-800-622-3035)

This video provides an introduction to textured communication symbols as well as how to start and eventually expand this method of alternative communication. 24:24 minutes.

Also see: n/a

Material # 510.112

HOPE, Inc. (Producer). (1993). *Introduction to tactile communication for children who are deaf blind* [Videotape]. (Available from Hope, Publishing Incorporated, 1856 North 1200 East, North Logan, UT 84321)

This is an important part of a 6 video series which describes how to relate to a person who is deaf-blind through interaction and how to recognize and accept all of the child's ways of communicating. There are suggestions as to how to enable the child to access new people, places and events. A discussion is included to help parents decide which tapes to access first and how to use the entire series to meet the child's needs and the family's priorities. This video is closed captioned.

Also see: Dual Sensory Impairment

Material # 510.113

HOPE, Inc. (Producer). (1993). *Using tactile signals and cues. Programs 1-4* [Videotape]. (Available from Hope, Publishing Incorporated, 1856 North 1200 East, North Logan, UT 84321)

Five tape video series. Topics in this set include: encouraging the child to relate to people, deciding what signals to use, signal use in the daily routine, responding to the child's signals, turn taking, giving the child choices, using coactive signs with signals, enriching activities to encourage communication, and encouraging the child to become an active communicator. CLOSED CAPTIONED. Each tape is 60 minutes.

Also see: Dual Sensory Impairment

Material # 510.114

HOPE, Inc. (Producer). (1993). *Using tactile signals and cues. Programs 5 & 6* [Videotape]. (Available from Hope, Publishing Incorporated, 1856 North 1200 East, North Logan, UT 84321)

See description for item #510.113.

Also see: Dual Sensory Impairment

Material # 510.115

HOPE, Inc. (Producer). (1993). *Using tactile signals and cues. Programs 7 & 8* [Videotape]. (Available from Hope, Publishing Incorporated, 1856 North 1200 East, North Logan, UT 84321)

See description for item #510.113.

Also see: Dual Sensory Impairment

Material # 510.116

HOPE, Inc. (Producer). (1993). *Using tactile signals and cues. Programs 9 & 10* [Videotape]. (Available from Hope, Publishing Incorporated, 1856 North 1200 East, North Logan, UT 84321)

See description for item #510.113.

Also see: **Dual Sensory Impairment**

Material # 510.117

HOPE, Inc. (Producer). (1993). *Using tactile signals and cues. Programs 11 & 12* [Videotape]. (Available from Hope, Publishing Incorporated, 1856 North 1200 East, North Logan, UT 84321)

See description for item #510.113.

Also see: **Dual Sensory Impairment**

Material # 510.118

Ski* HI (Producer). (1995). *Using tactile interactive conversational signing with individuals who are deaf-blind, topics 1, 2 and 3* [Videotape]. (Available from Hope, Publishing Incorporated, 1856 North 1200 East, North Logan, UT 84321)

This five-tape series explores the use of interactive signing (feeling another person's signs). This tape includes establishing a foundation for interactive signing, progressing from coactive to interactive signing, and suggestions to encourage language development--vocabulary.

Also see: **Dual Sensory Impairment**

Material # 510.119

Ski* HI (Producer). (1995). *Using tactile interactive conversational signing with individuals who are deaf-blind, topics 4, 5 and 6* [Videotape]. (Available from Hope, Publishing Incorporated, 1856 North 1200 East, North Logan, UT 84321)

This five-tape series explores the use of interactive signing (feeling another person's signs). This tape includes suggestions to encourage language development--using comments, directions & questions; creating a communicative environment--using calendar systems; and encouraging independence & providing rich language opportunities.

Also see: **Dual Sensory Impairment**

Material # 510.120

Ski* HI (Producer). (1995). *Using tactile interactive conversational signing with individuals who are deaf-blind, topics 7, 8, 9 & 10* [Videotape]. (Available from Hope, Publishing Incorporated, 1856 North 1200 East, North Logan, UT 84321)

This five-tape series explores the use of interactive signing (feeling another person's signs). This tape includes selecting materials and activities that promote interaction, establishing guidelines for effective conversation, conveying emotion and meaning through tactile signs, and fingerspelling.

Also see: **Dual Sensory Impairment**

Material # 510.121

Ski* HI (Producer). (1995). *Using tactile interactive conversational signing with individuals who are deaf-blind, topics 11 & 12* [Videotape]. (Available from Hope, Publishing Incorporated, 1856 North 1200 East, North Logan, UT 84321)

This five-tape series explores the use of interactive signing (feeling another person's signs). This tape includes encouraging interaction with peers and others within the community, and interpreting for the individual who is deaf-blind.

Also see: **Dual Sensory Impairment**

Material # 510.122

Ski* HI (Producer). (1995). *Using tactile interactive conversational signing with individuals who are deaf-blind, topic 13* [Videotape]. (Available from Hope, Publishing Incorporated, 1856 North 1200 East, North Logan, UT 84321)

This five-tape series explores the use of interactive signing (feeling another person's signs). This tape includes perspectives from individuals who are deaf-blind.

Also see: **Dual Sensory Impairment**

Material # 510.123

Korsten, J. E., Dunn, D. K., Foss, T. V., & Francke, M. K. (Writers). (1989). *Every move counts: Sensory-based communication techniques* [Videotape]. (Available from Therapy Skill Builders, 3830 E. Bellevue, Tucson, AZ 85733)

Provides teachers and parents with practical strategies to implement effective sensory-based communication for their students and children. Includes everything you need - assessments, intervention strategies, activities, recordkeeping forms, and carryover materials. Informational video included which presents the theory in action. 10 minutes. Has Manual.

Also see: **Parents/Families Professional Resource**

Material # 510.124

HOPE Inc. (1999). *Introduction to American sign language* [Videotape]. (Available from Hope, Publishing Incorporated, 1856 North 1200 East, North Logan, UT 84321)

This is an introduction to the basic feature of ASL. Includes time aspects, facial expression, active voice, classifiers, loan signs, questions, pronouns, plurals, incorporation, directionality, topicalization, sightline, and sign repetition. 23 minutes.

Also see: **Hearing Impairment**

Material # 510.125

Rowland, C., & Schweigert, P. (Writers/Producers). (2000). *Tangible symbol systems* [Videotape]. (Available from OHSU, Design to Learn Projects, 1600 SE Ankeny St., Portland, OR 97214, 503-238-4030)

The techniques described in this videotape and accompanying manual may be appropriate for non-speaking individuals of all ages-including youngsters at home, children and youth at school and adults at home and work. The video and manual discuss the use of tangible symbols for communication throughout the day. 75 minutes. Has manual.

Also see: **Professional Resource**

Material # 510.126

Getting in touch: Communicating with a child who is deaf-blind (1987) [Videotape]. (Available from Research Press, 2612 N. Mattis Ave., Champaign, IL 61821, (217) 352-3273)

Introduces teacher, staff, and parents to basic guidelines for communicating with children who have vision and/or hearing impairments. (19 minutes).

Also see: **Dual Sensory Impairment**

Material # 510.127

4 Kids Video (Producer). (1991). *Learn sign language from a bear : Tape 1--food/games* [Videotape]. (Available from 4 Kids Video, 9417 Chestnut Ridge Road, Middleport, NY 14105)

First in a 3 video set . Each video presents clear, motivational sign language lessons on a variety of vocabulary, phrases and sentences. Videos are targeted for children of all ages. Tape 1: Food and Games, Tape 2: Animals and Nature, Tape 3: Home and Vehicles. 30 minutes each.

Also see: **Parents/Families Children/Sibs**

Material # 510.128

4 Kids Video (Producer). (1991). *Learn sign language from a bear : Tape 2--animals/nature* [Videotape]. (Available from 4 Kids Video, 9417 Chestnut Ridge Road, Middleport, NY 14105)

First in a 3 video set . Each video presents clear, motivational sign language lessons on a variety of vocabulary, phrases and sentences. Videos are targeted for children of all ages. Tape 1: Food and Games, Tape 2: Animals and Nature, Tape 3: Home and Vehicles. 30 minutes each.

Also see: **Parents/Families Children/Sibs**

Material # 510.129

4 Kids Video (Producer). (1991). *Learn sign language from a bear : Tape 3--home/vehicles* [Videotape]. (Available from 4 Kids Video, 9417 Chestnut Ridge Road, Middleport, NY 14105)

First in a 3 video set . Each video presents clear, motivational sign language lessons on a variety of vocabulary, phrases and sentences. Videos are targeted for children of all ages. Tape 1: Food and Games, Tape 2: Animals and Nature, Tape 3: Home and Vehicles. 30 minutes each.

Also see: **Parents/Families Children/Sibs**

Material # 510.130

SKI*Hi Institute (Producer). (1990). *Coactive Tactile Sign Language Video Series, tape 1: Family members & foods* [Videotape]. (Available from SKI*Hi Institute, Utah State University, 6500 Old Main Hill, Logan, UT 84322-6500, (435) 797-5600)

This series presents a system of coactive signs that has been designed for use by individuals who are deaf-blind and may also benefit children who are severely multihandicapped. Provides professionals and families a clear, precise guide and reference for learning and using a coactive sign system. In coactive tactile sign, the signer takes the deaf-blind child's hand and helps the child make the signs.

There are nine tapes. The first six tapes consist of twelve beginning lessons which contain vocabulary considered essential to the young child's functioning, teaching tips, demonstrations showing the signs being used in daily activities. The last three are videos to build and enrich the information in the first six. Series has manual. 60 minutes each.

Also see: [Parents/Families Professional Resource](#)

Material # 510.131

SKI*Hi Institute (Producer). (1990). *Coactive Tactile Sign Language Video Series, tape 2: Eating & dressing* [Videotape]. (Available from SKI*Hi Institute, Utah State University, 6500 Old Main Hill, Logan, UT 84322-6500, (435) 797-5600)

See description of video series under material number **510.130**. Video also discusses toileting & diapering.

Also see: [Parents/Families Professional Resource](#)

Material # 510.132

SKI*Hi Institute (Producer). (1990). *Coactive Tactile Sign Language Video Series, tape 3: Washing/bathing, teeth & hair, and bed time* [Videotape]. (Available from SKI*Hi Institute, Utah State University, 6500 Old Main Hill, Logan, UT 84322-6500, (435) 797-5600)

See description of video series under material number **510.130**.

Also see: [Parents/Families Professional Resource](#)

Material # 510.133

SKI*Hi Institute (Producer). (1990). *Coactive Tactile Sign Language Video Series, tape 4: Play, feelings, & being sick* [Videotape]. (Available from SKI*Hi Institute, Utah State University, 6500 Old Main Hill, Logan, UT 84322-6500, (435) 797-5600)

See description of video series under material number **510.130**.

Also see: [Parents/Families Professional Resource](#)

Material # 510.134

SKI*Hi Institute (Producer). (1990). *Coactive Tactile Sign Language Video Series, tape 5: Action words in daily routines* [Videotape]. (Available from SKI*Hi Institute, Utah State University, 6500 Old Main Hill, Logan, UT 84322-6500, (435) 797-5600)

See description of video series under material number **510.130**.

Also see: [Parents/Families Professional Resource](#)

Material # 510.135

SKI*Hi Institute (Producer). (1990). *Coactive Tactile Sign Language Video Series, tape 6: Going places, visiting people, & special words* [Videotape]. (Available from SKI*Hi Institute, Utah State University, 6500 Old Main Hill, Logan, UT 84322-6500, (435) 797-5600)

See description of video series under material number **510.130**.

Also see: [Parents/Families Professional Resource](#)

Material # 510.136

SKI*Hi Institute (Producer). (1990). *Coactive Tactile Sign Language Video Series, tape 7: Backup units 1-8* [Videotape]. (Available from SKI*Hi Institute, Utah State University, 6500 Old Main Hill, Logan, UT 84322-6500, (435) 797-5600)

See description of video series under material number **510.130**. Backup units include: 1.) Toys and animals, 2.) Body parts, 3.) Colors, 4.) Letter & numbers, 5.) Things in the home, 6.) Food, 7.) Being sick, and 8.) Time words.

Also see: [Parents/Families Professional Resource](#)

Material # 510.137

SKI*Hi Institute (Producer). (1990). *Coactive Tactile Sign Language Video Series, tape 8: Backup units 9-16* [Videotape]. (Available from SKI*Hi Institute, Utah State University, 6500 Old Main Hill, Logan, UT 84322-6500, (435) 797-5600)

See description of video series under material number **510.130**. Backup units include: 9.) Prepositions, connectors, & question words; 10.) Clothing; 11.) Cooking meals and eating; 12.) Pronouns; 13.) Holidays; 14.) Words used in the bedroom & bathroom; 15.) Family & people; and 16.) Vehicles, places & things outside.

Also see: [Parents/Families Professional Resource](#)

Material # 510.138

SKI*Hi Institute (Producer). (1990). *Coactive Tactile Sign Language Video Series, tape 9: Backup units 17-20* [Videotape]. (Available from SKI*Hi Institute, Utah State University, 6500 Old Main Hill, Logan, UT 84322-6500, (435) 797-5600)

See description of video series under material number **510.130**. Backup units include: 17.) Descriptors: Adjectives, adverbs, and articles; 18.) Going to school; 19.) To be verbs and helping verbs; and 20.) Action words.

Also see: [Parents/Families Professional Resource](#)

Material # 510.139

Chen, D., Klein, D. M., & Haney, M. (Producers). (1999). *PLAI: Promoting learning through active interaction* [Videotape]. Baltimore: Paul H. Brookes.

This training video depicts real interactions between young children with multiple disabilities and their families in natural settings. It demonstrates to students, practicing professionals, and families the techniques and goals described throughout the PLAI program, such as understanding children's cues, identifying preferences, establishing predictable routines, establishing turn taking, and encouraging initiation. 27 minutes. Spanish Version Available. Has Manual.

Also see: [Early Intervention Curriculum Issues](#)

Manuals**Material # 620.106**

Linder, T. W. (1993). *Transdisciplinary play-based assessment: Guidelines for developing a meaningful curriculum for young children*. Baltimore: Paul H. Brookes.

This popular manual details a practical, diagnostic, and comprehensive model for conducting assessment through natural play interactions. This manual is geared for the assessment of young children.

Also see: [Early Intervention](#)

Material # 620.107

Linder, T. W. (1993). *Transdisciplinary play-based assessment: A functional approach to working with young children*. Baltimore: Paul H. Brookes.

Contains observations guidelines and worksheets for assessing a child's development in cognitive, social-emotional, communication and language, and sensorimotor domains. Includes child and program worksheets and summary forms.

Also see: [Early Intervention](#)

Material # 620.110

Farlow, L., & Snell, M. (1994). Making the most of student performance data. In Browder, D. (Ed.), *Innovations*. Washington, DC: American Association on Mental Retardation.

This 70-page manual has practical information for assessment, data collection, and utilizing that data to modify instructional strategies. Includes helpful appendices.

Also see: [Professional Resource](#)

Guides**Material # 630.100**

Siegel-Causey, E. (1992). *Assessment guidelines volume 1: Assessing young children with multiple impairments*. Columbus, OH: Great Lake Area Regional Center for Deafblind Education.

The focus of this volume is on assessing children with dual sensory or severe impairments between birth and age 5.

Also see: [Dual Sensory Impairment](#) [Early Intervention](#)

Material # 630.101

Downing, J. E. (1992). *Assessment guidelines volume 2: Assessing the school-age student with dual sensory and multiple impairments (Ages 6-15)*. Columbus, OH: Great Lake Area Regional Center for Deafblind Education.

This assessment guide uses the functional-ecological approach to assessments. It begins with family input, and then assesses the student in a contextual manner that leads to meaningful intervention.

Also see: [Dual Sensory Impairment](#)

Material # 630.102

Everson, J.M. (1992). *Assessment guidelines volume 3: assessing the transition needs of young adults with dual sensory and multiple impairments*. Columbus, OH: Great Lake Area Regional Center for Deafblind Education.

The purpose of this guide is to assist IEP/transition planning teams in assessing the transition needs of individuals with dual sensory and multiple impairments between the ages of 14 and their mid-20s.

Also see: [Dual Sensory Impairment](#) [Transition/Emp/Adult](#)

Videos**Material # 610.100**

Linder, T. W. (Producer). (1995). *And you thought they were just playing: Transdisciplinary play-based assessment* [Videotape]. Baltimore: Paul H. Brookes.

This captivating video illustrates effective strategies for using play to measure a child's cognitive, social-emotional, communication and language, and sensorimotor development. 20 minutes.

Also see: [Early Intervention](#)

Material # 610.101

Mar, H. H. (Producer). (1989). *Can You Evaluate Me?* [Videotape]. (Available from Harvey H. Mar, St Joseph's Children's Hospital, 703 Main St., Xavier 6, Paterson, NJ 07503)

This video stresses the importance of modifying test instruments and individual items to accurately reflect performance of multiply-handicapped individuals. 20 Minutes.

Also see: [Professional Resource](#)

Material # 610.102

Linder, T. W. (Producer). (1996). *Observing Cassandra: A transdisciplinary play-based assessment of a child with severe disabilities* [Videotape]. Baltimore: Paul H. Brookes.

Instructional video for further development of note taking skills when assessing a child with special challenges. Features a taped play-based assessment session. Summary forms and a completed TPBA report for comparison and discussion accompany the tape. 50 minutes. Has Manual.

Also see: [Professional Resource](#)

Material # 610.103

Mar, H., & Sall, N. (Producers). (2000). *Dimensions of Communication: Assessing the Communication Skills of Individuals with Disabilities* [Videotape]. (Available from Harvey H. Mar, St Joseph's Children's Hospital, 703 Main St., Xavier 6, Paterson, NJ 07503)

This assessment instrument is designed to help teachers, educational specialists, speech-language therapists, psychologists, and other service providers evaluate the communication skills of children, adolescents, and young adults who have multiple disabilities, including severe or profound mental retardation and deafblindness. 13:30 minutes.

Also see: [Dual Sensory Impairment](#)

Material # 610.104

St. Luke's-Roosevelt Hospital Center & The Blumberg Center (1999). *Assessing Children who are Deafblind: Conducting a Contextual Evaluation* [Videotape]. (Ordering information from the Blumberg Center, 1-800-438-9832)

This 3 part series was developed for practitioners who are responsible for conducting psychoeducational assessments, but who may not be familiar with the unique skills and needs of students who are deafblind. Tape 1: Conducting a Contextual Evaluation is an overview of a psychoeducational assessment. Objectives, process, methods, tools, and domains of a contextual approach are outlined. 51:30 minutes. Series has manual.

Also see: [Dual Sensory Impairment](#)

Material # 610.105

St. Luke's-Roosevelt Hospital Center & The Blumberg Center (1999). *Assessing Children who are Deafblind: The parent point of view* [Videotape]. (Ordering information from the Blumberg Center, 1-800-438-9832)

Tape 2: Four parents of children who are deafblind talk about what matters to them in an evaluation, how they perceive their roles in the assessment process, and their feelings when they hear the results & recommendations. 13:45 minutes. Series has manual.

Also see: [Dual Sensory Impairment](#)

Material # 610.106

St. Luke's-Roosevelt Hospital Center & The Blumberg Center (1999). *Assessing Children who are Deafblind: The role of the psychologist* [Videotape]. (Ordering information from the Blumberg Center, 1-800-438-9832)

Tape 3: The key points of the contextual model are exemplified as several students are engaged in tasks at school, home, and in the community. Designed for professionals who may be responsible for evaluating students who are deafblind. 18:17 minutes. Series has manual.

Also see: [Dual Sensory Impairment](#)

Articles

Material # 740.100

Baumgart, D., Brown, L., Pumpian, I., Nisbet, J., Ford, A., Sweet, M., Essina, R., & Schroeder, J. (1982). Principle of partial participation and individualized adaptations in educational programs for severely handicapped students. *Journal of the Association for the Severely Handicapped*, 7, 17-27.

Also see: n/a

Material # 740.102

Downing, J., & Eichinger, J. (1990). Instructional strategies for learners with dual sensory impairments in integrated settings. *Journal of the Association for Persons with Severe Handicaps*, 15, 98-105.

Also see: Dual Sensory Impairment

Manuals

Material # 720.103

Kansas State Board of Education. (1992). *Curricular adaptations. Accommodating the instructional needs of diverse learners in the context of general education*. Topeka, Kansas: Kansas State Board of Education.

Discusses the practice of educating children with or without disabilities together in heterogeneous classrooms. This manual provides information about the philosophy behind inclusive schooling as well as instructional practices within the inclusive classroom.

Also see: Inclusion

Material # 720.104

Levack, N., Hauser, S., Newton, L., & Stephenson, P. (Eds.) (1996). *Basic skills for community living: A curriculum for students with visual impairments and multiple disabilities*. Austin, TX: Texas School for the Blind and Visually Impaired.

This guide was designed for students, ages 6-22, at the TSBVI who have visual impairments combined with other disabilities, such as hearing impairments or dual sensory impairments and/or severe developmental delays. It includes functional activities from the domestic, recreation/leisure, and vocational domains, with infused skills training in social interactions (including communication) and emotional development, sensory and motor development, basic concepts, and representation/cognition. It also includes assessment procedures.

Also see: Transition/Emp/Adult Assessment

Material # 720.105

Olsen, K.R., & Massanari, C.B. (1991). *Special education program evaluation: What should states consider?* Lexington, KY: University of Kentucky.

This manual was designed to provide assistance on state level evaluation & to stimulate discussion among state and national stake holders.

Also see:

Guides

Material # 730.100

Ford, A., Schnorr, R., Meyer, L., Davern, L., Black, J., & Dempsey, P. (1989). *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore: Paul H. Brookes.

A curriculum guide for professionals and parents, which focuses on preparing the student/individual for the transition into the community. Provides a step-by-step process to develop goal and objective plans, which also includes examples of activities and strategies for specific age groups.

Also see: Transition/Emp/Adult Parents/Families

Material # 730.101

O'Connell, C. (2007). *Beyond pegboards-A guide for teaching adolescent students with multiple disabilities*. Watertown, MA: Perkins School for the Blind.

This is a practical guide that uses a theme-based approach to help teachers create meaningful learning opportunities for students with multiple disabilities. It is filled with very easy to replicate activities that can become a springboard for more activities and ideas. All activities are referenced in a critical skills chart that ties them to the skills and concepts they address. Examples of how activities relate theme-based teaching to the educational standards are also included.

Also see:

Kits

Material # 780.100

Perkins School for the Blind. (2004). *Perkins Panda Early Literacy Program*. Watertown, MA: Author.

A collection of materials that guide families through children's early learning experiences which lay the foundation for literacy. The kit includes 3 packets that include a story book, an activity guide and a cassette tape. The first packet *Belly Button* aims to increase self awareness; the second *Doing, Doing, Doing* develops skills pertaining to object identification, use of symbols and listening; the goal of the third packet, *Perkins Goes Out*, is to help explore new environments, expand the use of pretend play, and further develop concepts essential to early literacy. A resource guide, a big stuffed panda, and a story box with props are included in the kit.

Also see: Parents/Families Professional Resource

Material # 780.101

Rowland, C. & Schweigert, P. (1999-2005). *Learning to learn project materials*. Portland, OR: Oregon Health & Sciences University.

This kit is a collection of materials that are based in the learning to learn model. This model involves instruction in communication development and concept development that is integrated into typical classroom activities. Four components of the model are: assessing the child, developing a learning plan, teaching and learning, and monitoring performance to promote progress. This kit includes:

- * A Guide to the Learning to Learn Model and Instructional Materials
- *Tangible Symbol Systems (DVD and accompanying manual)
- *Its Always Time to Learn: An Environmental Inventory to Help Teachers Design Learning Activities for Children who are Deafblind (has a DVD with examples)
- *First Things First: Early Communication for the Pre-Symbolic Child with Severe Disabilities
- * Hands-on Problem Solving for Children with Multiple Disabilities: Guide to Assessment and Teaching Strategies
- * Communication Matrix: A Communication Skill Assessment

Also see: Assessment Dual Sensory Impairment

Articles

Material # 840.101

Vandercook, T., York, J. (1989). The McGill Action Planning System (MAPS): A strategy for building the vision. *The Journal of the Association for Persons with Severe Handicaps*, 14, 205-215.

Also see: Transition/Emp/Adult

Material # 840.103

Giangreco, M. (2000, March). Supporting paraprofessionals in general education classrooms: What teachers can do. *I-Team News*, 10-11.

Also see: n/a

Books

Material # 800.100

Block, M. E. (1994). *A teacher's guide to including students with disabilities in regular physical education*. Baltimore: Paul H.

This book serves as a practical guide for aiding regular educators and adapted physical education specialists in creatively and meaningfully including students with disabilities in regular physical education programs. This guide provides step-by-step instructional strategies as well as game and activity modifications. Ideal as a training tool for graduate students in special education and adapted physical education.

Also see: Professional Resource

Material # 800.101

Janney, R., & Snell, M. E. (2000). *Teachers' guides to inclusive practices: behavioral support*. Baltimore: Paul H. Brookes.

Education teachers, counselors, related service staff, and family members will gain insight into students' behaviors and discover fresh, proactive ideas on how to help them develop appropriate behavioral skills through forming more positive relationship, communicating more effectively with peers, and taking a more active role in school and community.

Also see: Behavior Support

Material # 800.102

Janney, R., & Snell, M. E. (2000). *Teachers' guides to inclusive practices: Modifying schoolwork*. Baltimore: Paul H. Brookes.

This book takes into consideration the individual student and the disability. Key topics include: curricular adaptations (the lessons taught), instructional adaptations (how the lessons are taught), and ecological adaptations (where, when, and with whom the lessons are taught).

Also see: Curriculum Issues

Material # 800.103

Snell, M. E., & Janney, R. (2000). *Teachers' guides to inclusive practices: social relationships and peer support*. Baltimore: Paul H. Brookes.

This book guides educators on assimilating students with disabilities into class activities and enhancing social relationships. Topics covered include creating a positive atmosphere, implementing support programs, peer problem solving, and establishing friendship groups.

Also see: n/a

Material # 800.104

Snell, M. E., & Janney, R. (2000). *Teachers' guides to inclusive practices: collaborative teaming*. Baltimore: Paul H. Brookes.

Rich with contributions and proven strategies from teachers who work in inclusive school settings, this unparalleled resource demonstrates how to create a successful collaborative team through building teamwork skills, developing problem-solving methods, implementing actions plans, using collaborative teaching, and improving communication skills among team members.

Also see: Collaborative Teaming

Material # 800.105

Kennedy, E. (1997). *Lessons & activities for the inclusive primary classroom*. West Nyack, NY: Prentice Hall.

This practical resource is packed with tested lessons and illustrated activity sheets in all content areas to help the K-3 classroom teacher or special educator successfully integrate children with special needs into the regular classroom.

Also see: Curriculum Issues

Material # 800.106

Downing, J. E. (2002). *Including students with severe and multiple disabilities in typical classrooms* (2nd edition). Baltimore: Paul H. Brookes.

This updated edition gives readers coverage of today's critical issues, including alternate assessment and literacy in all its forms, innovative strategies for inclusive classrooms, case studies from actual classrooms that illustrate practical solutions to challenging situations, and separate chapters on inclusion in middle & high school.

Also see: Professional Resource

Material # 800.107

Cavallaro, C. C., & Haney, M. (1999). *Preschool inclusion*. Baltimore, MD: Paul H. Brookes Publishing Co.

This book provides field-tested, research-based strategies for including young children with disabilities in early childhood programs. Includes photocopiable forms and helpful case study chapters to promote inclusion. Includes specific suggestions on activity planning, collaboration, cultural issues, family involvement, multiple disabilities, observational assessment, positive behavioral support, progress monitoring, and transition issues.

Also see:

Material # 840.102

Goetz, L., & O'Farrell, N. (1999). Connections: Facilitating social supports for students with deaf-blindness in general education classrooms. *Journal of Visual Impairment & Blindness*, 93(11), 704-714.

Also see: Dual Sensory Impairment

Manuals

Material # 820.106

Abery, B. (1994). *Yes I can program: Instructor's guide*. Minneapolis, MN: University of Minnesota.

This manual presents a 20-lesson curriculum for junior and senior high school students designed to establish peer support for students with developmental disabilities as they overcome barriers to social inclusion.

Also see: Curriculum Issues

Material # 820.107

Abery, B. (1994). *Yes I can program: Student's guide*. Minneapolis, MN: University of Minnesota.

This manual presents a 20-lesson curriculum for junior and senior high school students designed to establish peer support for students with developmental disabilities as they overcome barriers to social inclusion.

Also see: Curriculum Issues

Material # 820.116

Vandercook, T., Rice Tetlie, R., Montie, J., Downing, J., Levin, J., Glanville, M., Solberg, B., Branham, S., Ellson, L., McNear, D. (1993). *Lessons for inclusion*. Minneapolis, MN: University of Minnesota.

Provides a lesson format, for children ages K-4. Each of the lessons includes an introduction to a topic involving inclusion using children's literature for as a basis.

Including Everyone: *Chester's Way* by Kevin Henkes, *Jamaica Tag-Along* by Juanita Havill, *Feeling Left Out* by Kate Petty & Charlotte Firmin.

Self Esteem: *Like Me* by Nancy Carlson, *Amazing Grace* by Mary Hoffman, *Making & Keeping Friends* by Helme Heine

Friends: *Arnie and the New Kid* by Nancy Carlson

Cooperation: *Swimmy* by Leo Lionni, *Elephant and Crocodile* by Max Velthuijs

Also see: Curriculum Issues

Guides

Material # 830.100

Gee K., Alwell M., Graham N., & Goetz L. (1994). *Inclusive instructional design: facilitating informed and active learning for individuals who are deaf-blind in inclusive schools*. Active Interactions Project: San Francisco, CA.

This manual validates effective social and communication skills instruction for students who are deaf-blind. It focuses on definitions, current issues, team planning, and organizing instruction.

Also see: [Dual Sensory Impairment](#)

Material # 830.101

Giangreco, M. F., Cloninger, C. J. & Iverson, V. S. (1993). *Choosing options and accommodations for children: a guide to planning inclusive education*. Baltimore: Paul Brookes Publishing.

This guide operationalizes the principles of individualization, family-school partnerships, school and community inclusion, and collaborative teamwork.

Also see: [Collaborative Teaming](#)

Material # 830.103

South Dakota Statewide Systems Change. (1995). *The systems change primer: A closer look at inclusion*. Pierre, SD: Author.

This guide is to be used by educators, administrators, and parents as they plan inclusive educational programs for children and youth with disabilities and deaf-blindness. Providing inclusive educational programs for children with disabilities requires collaboration, teamwork, and the use of a variety of strategies.

Also see: [Collaborative Teaming](#)

Material # 830.104

South Dakota Statewide Systems Change Project. (1993). *Welcoming all children: A closer look at inclusive child care*. Pierre, SD: Author.

The purpose of this booklet is to introduce the concept of providing child care services for children with disabilities along side the children without disabilities. This booklet is focused for early interventionists and early elementary teachers.

Also see: [Early Intervention](#)

Material # 830.105

Ferguson, D. L., Desjarlais, A., & Meyer, G. (1998). *Improving education: The promise of inclusive schooling*. Newton, MA: National Institute for Urban School Improvement.

This guide discusses inclusion, general supports for inclusive practices, what makes schools inclusive, visiting other schools to learn about inclusive education, and a visit guide to organize information about the school(s) you visit.

Also see: [Professional Resource](#)

Videos

Material # 810.104

Cohen, R. (Director). (2001). *Going to school* [Videotape]. (Available from Richard Cohen Films, PO Box 1012, Venice, CA 90294-1012)

This is a documentary film about empowering children with disabilities and their parents. Going to school shows how students value peers who are disabled in inclusive settings and how educators are committed to helping children who are disabled receive a quality education. (64 minutes).

Also see: [Parents/Families](#)

Material # 810.105

The Learning Seed (Producer). (1999). *disAbility awareness* [Videotape]. (Available from The Learning Seed, 330 Telser Rd., Lake Zurich, IL 60047-6701, (800) 634-4941)

This video aims to strengthen comfort level when communicating with individuals with disabilities, present disabilities as a common part of life, help viewers see disabilities in a positive way, avoid the development or eliminate existing negative attitudes toward people with disabilities, and understand the benefits of inclusion both to individuals with disabilities, and the regular education student. Has manual by Louise Welsh Schrank.

Also see: [Professional Resource](#) [Parents/Families](#)

Material # 810.106

Center for Developmental Disabilities, University Affiliated Program of Vermont. (Producer). (1991). *Andreas: Outcomes of Inclusion* [Videotape]. (Available from the Center for Developmental Disabilities, University of Vermont, Burlington, VT 05405-0160)

This portrait of a young middle school-aged boy demonstrates the possibilities that are available to mainstream students who have severe or multiple disabilities. Interviews with parents, teachers, specialists, aids and peers are included. The team approach is stressed, as well as benefits to peers. 30 minutes.

Also see: [Collaborative Teaming](#)

Material # 810.107

South Dakota Department of Public Instruction & Cultural Affairs, The Utah Project for Children with Dual Sensory Impairments, & Blumberg Center (Producers). (1996). *Effective education: Adapting to include all students* [Videotape]. (Available from The Blumberg Center, 1-800-438-9832)

This videotape was developed to help educators & parents understand inclusive practices. It shows children with severe disabilities being supported in typical classrooms. It also covers information needed to develop successful adaptations. 18:14 minutes. Has manual by Alice Udvari-Solner and Brent R. Bailey.

Also see: [Professional Resource](#) [Parents/Families](#)

Material # 810.108

Effects of full integration: An interview with two teachers [Videotape]. (n.d.)

An interview with two teachers. A regular education teacher and a special education teacher discuss how they work together to provide students with disabilities services from within a regular education classroom. The teachers discuss the benefits that they have obtained from integration and the benefits to the child who is placed in a regular education classroom. 30 minutes.

Also see: [Professional Resource](#)

Material # 810.110

California Research Institute (Producer). (1987). *Getting together* [Videotape]. San Francisco: California Research Institute on the Integration of Students with Severe Disabilities.

This video is comprised of three segments of approx. 15 minutes each: 1. "Peer Tutoring Programs" which demonstrates the development of peer tutoring programs at all age levels; 2. "Interactions" which shows another strategy for developing peer interactions for disabled students presently in self-contained classrooms. These methods include reverse integration and a "special friends" program; and 3. "Awareness Training" which involves the entire school in disability simulation exercises and other awareness activities as a first step in opening a classroom to peer visitors.

Also see: [Professional Resource](#)

Material # 810.112

Kansas State Board of Education (Producer). (1991). *Integrated delivery of related services* [Videotape]. (Available from the producer, 120 S.E. 16th Ave., Topeka, KS 66612).

Provides an example of integrated delivery of services in the regular education classroom for a student with dual sensory impairments. Describes how to structure collaborative team efforts within the regular education classroom so that related services (OT, PT, Speech...) and the classroom teacher can function together to benefit the child. 22 minutes.

Also see:

Material # 810.113

Madison Metropolitan School District (Producer). (1992). *Integrating students with mental retardation into the regular education classroom* [Videotape]. Madison WI: Producer.

Discusses strategies for inclusive classrooms playing heavily on the use of peers as classroom buddies and tutors. Provides examples of how individuals with and without disabilities benefit from having students with disabilities in the classroom. Provides examples of individuals with disabilities participating in various curricula. Recommended for regular education and special education teachers. 30 minutes.

Also see: [Professional Resource](#)

Material # 810.114

Integration Action Group of Ontario (Producer). (1988). *Jenny's story* [Videotape]. (Available from Expectations Unlimited, PO Box 655, Niwot, CO 80544).

Jenny's parents share her history, from time in an institution, to living in a group home, to ultimately living back with her family. Joyfully, they have watched Jenny become a full-fledged high school student! Jenny's high school friends relate their growth, their feelings, and the sense of achievement they experience as a result of Jenny's personal accomplishments. 15 minutes.

Also see: **Parents/Families Professional Resource**

Material # 810.115

The People First Association of Lethbridge (Producer). (1990). *Kids belong together* [Videotape]. (Available from Expectations Unlimited, PO Box 655, Niwot, CO 80544).

Shares the true spirit of inclusion through an array of personal stories and experiences. 23:30 minutes.

Also see: **Parents/Families Professional Resource**

Material # 810.116

Colorado Department of Education (Producer). (1990). *Learning together* [Videotape]. (Available from Expectations Unlimited, PO Box 655, Niwot, CO 80544).

Experiences of a community that is in the process of building full inclusion. 26 minutes.

Also see: **Transition/Emp/Adult**

Material # 810.117

Kansas State Board of Education (Producer). (1990). *MAPS: A plan for including all children in school* [Videotape]. (Available from the producer, 120 S.E. 16th Ave., Topeka, KS 66612).

Describes a process involving teachers, parents, friends, and peers for assisting students with disabilities in identifying their strengths, wants, and future goals. Provides families and educators with a method for facilitating inclusion. In this process, people are encouraged to focus on what an individual can do. 30 minutes.

Also see: **Transition/Emp/Adult**

Material # 810.118

Kelly, D. (Producer). (1988). *Paradise valley: Transdisciplinary integrated related services*. [Videotape]. San Francisco: California Research Institute San Francisco State University.

Team approach to providing services within a fully inclusive environment is viewed through the eyes of team members and peers. Set in an elementary school, a positive impact is felt by all when James is placed in a regular classroom.

Also see: **Collaborative Teaming**

Material # 810.119

Hunt, P., Alwell, M., Wrenn, M., Farron-Davis, F., & Goetz, L. (Writers). (1996). *Promoting interactive partnerships: Contextual arrangements in inclusive educational settings* [Videotape]. San Francisco: San Francisco State University.

This video and manual provides a detailed description of each of the components of the social support package. The discussion includes many examples of ways in which each of the support strategies was individualized in order to meet the needs of 6 focus children, their classmates and educational programs.

Also see: **Professional Resource**

Material # 810.120

Kelly, D., & Goetz, L. (Producers). (n.d.). *Schools are for all kids: Perspectives from principals on full integration* [Videotape]. San Francisco: California Research Institute, San Francisco State University.

Interviews with five principals (elementary, middle school, and high school) from New York, Iowa, and Colorado, regarding their efforts to fully integrate all students with disabilities into their schools and into regular classrooms. They briefly describe their programs & some of the strategies they use to ensure effective integration. In the final section they discuss the benefits derived for staff and students from the integration programs. 21 minutes.

Also see: **Professional Resource**

Material # 810.121

Kelly, D., & Goetz, L. (Producers). (n.d.). *Schools are for all kids: Leadership strategies to support full integration* [Videotape]. San Francisco: California Research Institute, San Francisco State University.

Principals (elementary-secondary) describing the leadership role the school principal should play to ensure support for a successful full integration program. 10 minutes.

Also see: **Professional Resource**

Material # 810.123

Forest, M. (Producer). (1989). *With a little help from my friends* [Videotape]. (Available from Expectations Unlimited, PO Box 655, Niwot, CO 80544)

Three parts. Part I relates the excitement and power of inclusive schools to the needs of our society as a whole. Part II has teachers and principals talking about their experiences and expectations after working to build an inclusive school community. Part III describes the MAPS Action Planning Process and how to use it. 60 minutes.

Also see: **Professional Resource**

Material # 810.125

Kansas Board of Education, & Special Education Outcomes Team (Producers). (1991). *Ability Awareness* [Videotape]. (Available from the producer, 120 S.E. 16th Ave., Topeka, KS 66612).

Provides information to both regular education and special education teachers on how to go about setting up learning centers which educate children about others' abilities. Teaches children without disabilities to take note of the similarities between themselves and their peers with disabilities. Provides a philosophy that greater awareness of individual's abilities assists in detracting from their disabilities. 16:57 minutes.

Also see: **Professional Resource**

Material # 810.126

Deschenes, C., Ebeling, D. G., & Sprague, J. (1994). *Adapting curriculum & instruction in inclusive classrooms* [Videotape]. (Available from National Professional Resources, Inc., 25 South Regent Street, Port Chester, NY 10573, 1-800-453-7461)

The purpose of this video and accompanying teacher's desk reference is to provide a conceptual model and a range of sample adaptations so that teachers can create adaptations that are appropriate for their individual students and classrooms. Video 45 minutes. Manual--69 pages.

Also see: **Curriculum Issues**

Articles

Material # 940.100

Simmons, S. (1995, June). O&M for preschool children: A developmental approach [Electronic Version]. *See/Hear*, 4(3). Retrieved from: <http://www.tsbvi.edu/Outreach/seehear/summer99/ompreschool.htm>.

(Available in Spanish)!

Also see: [Early Intervention](#)

Material # 940.101

Tolla, J. (2000). Follow that bear! Encouraging mobility in a young child with visual impairment and multiple disabilities. *Teaching Exceptional Children*, 32(5), pp. 72-77.

Also see: [Early Intervention](#) [Visual Impairment](#)

Material # 940.102

Perla, F., & Ducret, W. D. (1999). Guidelines for teaching orientation and mobility to children with multiple disabilities. *RE:view*, 31(3), 113-119.

Also see: [Professional Resource](#)

Material # 940.103

American Foundation for the Blind (2005). *Mobility devices for young children*. Received electronically on 4/8/2006 from www.afb.org.

Also see:

Books

Material # 900.100

Dodson-Burk, B., & Hill, E. W. (1989). *An orientation and mobility primer for families and young children*. New York: American Foundation for the Blind.

Thorough overview of orientation and mobility training for families of young children. Includes a glossary, references, and ideas for motivation.

Also see: [Parents/Families](#)

Material # 900.101

Bickford, T. (1993). *Care and feeding of the long white cane: Instructions in cane travel for blind people*. United States of America: National Federation of the Blind.

Large Type Edition. Detailed instructions for learning to use and practicing navigating with a cane. This book starts with mental preparation and then takes the reader through an step by step process to becoming proficient in cane use.

Also see: [Visual Impairment](#)

Manuals

Material # 920.101

Volume V-K: Movement Analysis and Curriculum for Visually Impaired Preschoolers. (1987). Tallahassee, FL: Bureau of Education for Exceptional Students, State of Florida Department of Education.

This manual focuses on the movement of preschool visually impaired children from age 2 (or when the child is beginning to walk) to age 5. The movement curricula strategies contained in this manual are appropriate for many visually impaired children with multi handicaps such as deaf/blind children and visually impaired children with mental retardation.

Also see: [Early Intervention](#) [Curriculum Issues](#)

Material # 920.102

Progurnd, R., Healy, G., Jones, K., Levack, N., Martin-Curry, S., Martinez, C., Marz, J., Roberson-Smith, B., & Vrba, A. (1995). *TAPS: An orientation & mobility curriculum for students with visual impairments*. 2nd. Ed. Austin, TX: Texas School for the Blind and Visually Impaired

This comes with an accompanying assessment and ongoing evaluation booklet for the child. It is for orientation and mobility instructors who serve students ages 3 to 21 who may also have other disabilities. Educational goals and objectives with teaching strategies are incorporated to help teach age-appropriate, purposeful skills for home, school, urban, rural, community and commercial environments.

Also see: [Professional Resource](#)

Material # 920.103

Progurnd, R., Healy, G., Jones, K., Levack, N., Martin-Curry, S., Martinez, C., Marz, J., Roberson-Smith, B., & Vrba, A. (1995). *TAPS: An orientation & mobility curriculum for students with visual impairments--Student manual*. 2nd. Ed. Austin, TX: Texas School for the Blind and Visually Impaired

Student manual to 920.102.

Also see: [Professional Resource](#)

Guides

Material # 920.100

LaPrelle, L. L. (1996). *Standing On My Own Two Feet*. Los Angeles: Blind Children's Center.

This is a step-by-step guide to designing & constructing simple, individually tailored adaptive mobility devices for preschool-age children who are visually impaired.

Also see: [Visual Impairment](#)

Videos

Material # 910.100

Foundation for the Blind (Producer). (1999). *Come on . . . let's go* [Videotape]. (Available from Royal NewZealand Foundation for the Blind, Private Bag 99941, New Market, Auckland).

This video is an orientation and mobility guide for caregivers of preschoolers with a vision impairment.

Also see: [Visual Impairment](#) [Early Intervention](#)

Material # 910.101

MacConnachie, J. (1988). *"Raising a little cane" Trends in teaching cane travel to preschoolers* [Videotape]. (Available from Jean MacConnachie, 16356 Skyline Drive, Bend, OR 97701)

This film was produced with the aim of looking at current practices in teaching cane travel to visually impaired preschoolers. It is not intended to be a "how to" film but rather to focus on children moving with canes and on approaches taken by mobility instructors who work with this population. 29 minutes.

Also see: [Visual Impairment](#) [Early Intervention](#)

Material # 910.102

North Dakota Deafblind Services Project. (Producer). (2002). *"Move and discover" The active learning approach for children with disabilities*. (Available from the producer, 1401 College Dr., Devils Lake, ND 58301-1596, 701-662-9000).

This video is based on Lilli Nielsen's active learning philosophy. Through movement children can discover texture, shape, weight, quantity, temperature, and spatial relationship. You will learn how to create a fun environment for a child that will enable the child to play, learn, and grow. (25:00) **Closed Captioned.**

Also see: [Dual Sensory Impairment](#)

Material # 910.103

Indiana Deafblind Service Project (Producer). (2005). *Collaboration achieves travel success*. [Videotape]. (Available from Indiana Deafblind Services Project, Blumberg Center, College of Education, Room 502, Indiana State University, Terre Haute, IN 47809.

This video provides an overview of the CATS (Collaboration Provides Travel Success) phases included in the web based models, examples of how to complete various steps in the model, and information from team members who participated.

Is in DVD or VHS format

Contains an accompanying manual.

Also see:

Transition/Emp/Adult Serv.

Articles

Material # 1040.102

Everson, J. M., & Burwell, J. (1991). Transition to work: Addressing the challenges of deaf-blindness. *Journal of Vocational Rehabilitation*, 1(4), 39-45.

Also see: Dual Sensory Impairment

Material # 1040.103

Everson, J. M., & Goodall, D. (1991, November). School-to-work transition for youth who are both deaf and blind. *American Speech-Language-Hearing Association*, 45-47.

Also see: Dual Sensory Impairment

Material # 1040.104

Inge, K. J. (Ed.) (1991, Spring). Expanding employment opportunities to individuals with dual sensory impairments and other multiple handicaps. *Rehabilitation research and training center at Virginia Commonwealth University*, 1-8.

Also see: Dual Sensory Impairment

Material # 1040.107

Perthro, P., Pumpian, I., Hesche, S., & Campbell, C. (1993). Transition planning for individuals who are deaf and blind: A person-centered approach. *OSERS News in Print*, 24-30.

Also see: Dual Sensory Impairment

Material # 1040.108

Gaylord, V. (Ed.). (1998). Person-centered planning with youth and adults who have developmental disabilities [Special Issue]. *Impact 11*(2).

Also see: n/a

Books

Material # 1000.102

O'Brien, J., & O'Brien C. L. (Eds.) (1998). *A little book about person centered planning*. Toronto, ON: Inclusion Press.

This book investigates person centered planning, its practices and its effects on people's futures. It includes a guide to person centered planning. It expands the power that people have to choose life conditions and experiences that make sense for them.

Also see: n/a

Manuals

Material # 1020.101

Turjillo, T., Tavarez, T., Rubald, T., & Roach, W. (1996). *I'm moving on: A companion manual for transition planners*. Albuquerque, NM: New Mexico Deaf-Blind Services.

This manual assists transition planners in helping individuals with deaf-blindness move successfully into the community. Included in this work is a personal information book that transition planners, individuals, or families can use with individuals who have deaf-blindness when transition planning is taking place.

Also see: Dual Sensory Impairment

Material # 1020.102

The Arc-King County, & Common Ground. (1992). *Transition and individual futures planning: For people with deaf-blindness and developmental disabilities and their families*. Seattle, WA: The Arc-King County.

Provides valuable information on transition issues for students with deaf-blindness and developmental disabilities. Discusses the issue of personal futures planning from the perspective of the individual with disabilities.

Also see: Professional Resource

Material # 1020.105

Mount, B. (1992). *Person-centered planning: Finding directions for change using personal futures planning*. New York: GRAPHIC FUTURES, INC.

This manual is designed to give readers a basic understanding of the values and methods of person-centered planning.

Also see: Professional Resource

Material # 1020.108

Kansas State Board of Education (1996). *Student portfolio: A system for documenting the strengths, needs, and abilities of students who are deaf blind*. Topeka, KS: Author.

This manual demonstrates the abilities, skills and preferences of a student who is deaf-blind. The first section is examples of information that the student may want to include in his/her portfolio. The second half of the manual is made up of blank forms that the student may use for him/herself. It's purpose is to ease the transition for the student between schools and grade levels, facilitate educational planning, and to act as a supplement to the traditional assessment methods.

Also see: Dual Sensory Impairment Assessment

Material # 1020.109

Grisham-Brown, J., & Haynes, D. G. (1999). *Reach for the stars: A transition process for families of young children*. Louisville, KY: American Printing House for the Blind.

This manual is a person-centered planning process designed to facilitate the development of educational plans that will lead to inclusive education programs for young children with disabilities. Families can use the manual to state their hopes and dreams about their child's future. Service providers can use the manual to interview a family regarding their desires for their child's future.

Also see: Parents/Families

Guides

Material # 1030.101

Enos, J., & Jordan, B. (1997). *A guide for students who are deaf-blind who are considering college*. Sands Point, NY: Helen Keller National Center.

This guide is specifically designed to assist students in assessing their own learning style & to help students measure the strengths & weaknesses of potential post secondary settings. The best time to begin using the guide is when the student is still in high school and beginning to determine what career choices they may want to pursue. The Guide can also be used by adults or non-traditional students interested in attending college.

Also see: Parents/Families

Material # 1030.102

Mount, B., & Zwernik, K. (1988). *It's never too early, it's never too late: A booklet about personal futures planning*. St. Paul, MN: Minnesota Governor's Planning Council.

This guidebook is an introduction to personal futures planning. It is written for family members and advocates, although others who want to know more about personal futures planning will find it informative. This booklet explains personal futures planning and how it is accomplished. It is not intended as instruction on how to actually do it.

Also see: Parents/Families

Material # 1030.106

Stevaley, J. D., Houghton, J., Goehl, K. S., & Bailey, B. R. (1995). *Planning today, creating tomorrow: A guide to transition*. Terre Haute, IN: Indiana State University

This guide provides educators and other service providers step-by-step plans to create transition maps for individuals with deaf-blindness.

Also see: Professional Resource

Material # 1030.108

Everson, J. M. (1995). *Transition services for youths who are deaf-blind: A "best practices" guide for educators*. Helen Keller National Center - Technical Assistance Center.

Provides a practical definition of transition services, information on medical and health issues, and a guide to developing recreation and leisure.

Also see: Dual Sensory Impairment Recreation

Material # 1030.109

Educational Equity Team Nevada Department of Education, Nevada Parents Encouraging Parents, Nevada Parent Network. (2002, Sept.) *Where am I going? How will I get there?: A guide to creating your future through transition planning*. Carson City, NV: Author.

This guide is to help students gather information he/she will need, and make decision about the directions his/her life will take. It contains valuable information to help students in their transition planning.

Also see: Children/Sibs

Videos

Material # 1010.100

Arizona Department of Economic Security (Producer). (1990). *Choices and opportunities* [Videotape]. Phoenix, AZ: Producer.

Focuses on the lives of several individuals with a range of disabilities who have been given the opportunity to make their own choices in employment, living and school settings. It provides a realistic and positive viewpoint of these transitions and how it has changed the lives of the individuals featured.

Also see:

Material # 1010.101

Helen Keller National Center, The Blumberg Center (Producers). (1996). *Transitions connections: Planning today--creating tomorrow* [Videotape]. (Available from the Blumberg Center 1(800) 438-9832)

The video focuses on transition to adult life while highlighting two young women who are deaf-blind. Several key themes in the transition planning process are discussed, such as person-centered planning, involvement of adult service agencies, the development of social relationships, and support necessary to live and work in the community. OPEN CAPTIONED. 24:40 minutes. Has manual.

Also see: Dual Sensory Impairment

Material # 1010.102

Penfield Productions (Producer). (1989). *More than just a job* [Videotape]. (Available from Hartford Springfield, 35 Springfield Street, Agawam, MA 01001).

Narrative case studies and interviews with persons with disabilities, their employers, families, and experts in the field. This video portrays the various ingredients to successful supported employment.

Also see: n/a

Material # 1010.103

Oregon Transition to Employment Project (Producer). (1990). *People with physical and multiple disabilities: Supported employment demonstration* [Videotape]. (Available from Oregon Research Institute, 425 S.E. 11th, Portland, OR 97214).

Illustrates a number of individuals with physical and multiple disabilities who have been placed into community-based employment. The tape briefly describes strategies used to achieve this and includes interviews with employers. 15 minutes.

Also see: n/a

Material # 1010.105

California Deaf-blind Services (Producer). (2001). *A Place Called Home: Creative Living Options for Individuals who are Deaf-Blind and/or Have Severe Disabilities* [Videotape]. (Available from California Deaf-Blind Services, 5016 Mission Blvd., San Francisco, CA 94112)

This two-hour session includes the philosophy of supported living, planning for the future, the individual plan, putting the plan into action, finding a place to call home, funding sources and budget variables, accessing community resources, making the supported living arrangement succeed, and lessons learned and lived. 2 hours.

Also see: Dual Sensory Impairment Parents/Families

Material # 1010.106

Washington High School Teleproductions (Producer). (1998). *The work experience of Jennifer Syler* [Videotape].

This video is a unique work resume of a student with deafblindness. It highlights Jennifer's abilities and shows how far she has progressed in two years.

Also see: Dual Sensory Impairment

Greenfield, R. G. (Producer) (2002). *You & me video series: Transition* [Videotape]. (Available from Robin Greenfield, Idaho Project for Children & Youth with Deaf-blindness, University of Idaho, Boise Center, 800 Park Blvd., Boise, ID 83712 (208) 364-4012).

Riley Ford is learning as he transitions from high school into the adult world. The video includes information about his communication system, his orientation & mobility skills, his vocational program, and his daily routine at the YMCA.

Also see: [Dual Sensory Impairment](#)

Articles

Material # 1140.100

Davenport, S. (1993, Spring). Usher Syndrome. *Usher Family Support Newsletter*, 1-4.

Also see: [Parents/Families](#) [Professional Resource](#)

Material # 1140.101

Davenport, S. L. (1994, Summer). Usher Syndrome: Vision and hearing loss. *Hereditary Deafness Newsletter of America*, 1-4.

Also see: [Parents/Families](#)

Material # 1140.102

Fillman, R. D., Leguire, L. E., Rogers, G. L., Bremer, D. L., & Fellows, R. R. (1987). Screening for vision problems, including Usher's syndrome, among hearing impaired students. *American Annals of the Deaf*, 132 (3), 194-198.

Also see: [Hearing Impairment](#)

Material # 1140.103

Fillman, R. D., Leguire, L. E., & Sheridan, M. (1989). Considerations for serving adolescents with Usher's Syndrome. *RE:view*, 21(1), 19-25.

Also see: [n/a](#)

Material # 1140.104

Hicks, W. M., & Hicks, D. E. (1981, June). The Usher's syndrome adolescent: Programming implications for school administrators, teachers, and residential advisors. *American Annals of the Deaf*, 422-431.

Also see: [Professional Resource](#)

Material # 1140.105

Miner, I.D. (1995). Psychosocial implications of Usher syndrome, type I, throughout the life cycle. *Journal of Visual Impairment & Blindness*, 89, 287-296.

Also see: [n/a](#)

Material # 1140.106

Kimberling, W.J., & Moeller, C. (1995). Clinical and molecular genetics of Usher syndrome. *Journal of American Academy of Audiology*, 6, 63-72.

Also see: [n/a](#)

Material # 1140.107

Prickett, H.T., & Prickett, J.G. (1992). Vision problems among students in schools and programs for deaf children. *American Annals of the Deaf*, 137, 56-60.

Also see: [Hearing Impairment](#)

Material # 1140.108

Vernon, M., Boughmnan, J. A., & Annala, L. (1982). Considerations in diagnosing Usher's Syndrome: RP and hearing loss. *Visual Impairment and Blindness*, 76(7), 258-261.

Also see: [n/a](#)

Material # 1140.109

Karp, A. (1985). Hearing loss associated with retinitis pigmentosa. *Journal of Visual Impairment & Blindness*, 79, 404-405.

Also see: [Hearing Impairment](#)

Material # 1140.110

Miner, I. D. (1999). Psychotherapy for people with usher syndrome in I. Leigh (Ed.), *Psychotherapy with deaf clients* (pp. 307-327). Washington, D.C.: Gallaudet University Press.

Also see: [Parents/Families](#)

Manuals

Material # 1120.100

Davenport, S. (1998). *Usher screening workshop*. Monmouth, OR: NTAC.

This manual was developed to accompany a Usher syndrome workshop by Dr. Sandra Davenport. The manual includes introductory information regarding Usher syndrome as well as important screening information.

Also see: [Professional Resource](#)

Material # 1120.101

Miner, I., & Cioffi, J. (1998). *Usher syndrome in the school setting*. Sands Point, NY: Helen Keller National Center.

Topics addressed in this manual include: defining Usher syndrome, looking for signs, common experiences, family issues, school interaction, orientation and mobility, vision assessment and next steps.

Also see: [Professional Resource](#)

Material # 1120.102

Coonts, T. Kimberling, B., & Srb, S. (2002). *Nebraska usher syndrome screening project*. Omaha, NB: Nebraska Project for Children and Youth with Deaf-Blindness.

This manual and accompanying screening forms were written to help school personnel in conducting screenings for Usher syndrome. The manual and forms provide information on what is Usher syndrome, how to conduct a screening, the forms needed for a screening, and state and national resources.

Also see: [Professional Resource](#)

Guides

Material # 1130.100

RP Foundation for Fighting Blindness. (1991). *Information about Usher syndrome*. Baltimore: Author.

Also see: [Parents/Families](#)

Material # 1130.101

Poff, L. E., & Goehl, K. S. (2000). *Usher syndrome: Identification and understanding*. Terre Haute, IN: Indiana Deafblind Services Project.

This booklet provides basic information on what Usher syndrome is, how to recognize the Syndrome, and simple tests that will help to determine if a person should be referred for medical testing.

Also see: [Parents/Families](#)

Videos

Material # 1110.100

Sandberg, B. (Producer). (1990). *Young, deaf & visually impaired* [Videotape]. Sweden.

This video discusses the conditions of living with RP (Retinitis Pigmentosa) also known as Usher's Syndrome for those who have RP in conjunction with hearing impairments. Work, play, and education of people with RP is demonstrated. Complications in the community (lighting, wall coloring, weather and such...) are discussed. Recommendations are made for assisting individuals with RP for environmental adjustment.

Also see: [Dual Sensory Impairment](#)

Material # 1110.101

Pennsylvania Deaf-Blind Project (Producer). (1996). *When hearing loss and retinitis pigmentosa happen together: Meeting educational needs* [Teleconference].

This video reviews the characteristics of hearing loss and retinitis pigmentosa, strategies and adaptations for working with students with this disability and other similar disabilities, and resource available to support students.

Also see: [Professional Resource](#) [Parents/Families](#)

Material # 1110.102

British Broadcasting Company (Producer). (1996). *The mind traveler: Oliver Sacks. The ragin' cajun: Usher syndrome* [Videotape]. (Available from Films for the Humanities & Sciences, PO Box 2053, Princeton, NJ 08543-2053) This program takes a sensitive look at this degenerative condition, as Oliver Sacks and Danny explore the nature of deaf culture and the marvelous richness of American Sign Language, which includes a sophisticated touch-based variation called tactile signing. 50 minutes.

Also see: [Dual Sensory Impairment](#)

Material # 1110.103

Helen Keller National Center (Producer). (n.d.) *Mind over matter: Coping with disability* [Videotape]. (Available from Helen Keller National Center, 111 Middle Neck Road, Sands Point, NY 11050)

This video focuses on an interview with Winnie Tunison, a deaf-blind woman with Usher's Syndrome. The video discusses the emotional issues faced by a deaf person who loses vision later in life due to this congenital genetic disorder. OPEN CAPTIONED. 28 minutes.

Also see: [Dual Sensory Impairment](#) [Parents/Families](#)

Material # 1110.104

Great Lakes Area Regional Center for DeafBlind Education (Producer). (2002, April). *Improving educational services for students with Usher syndrome: Part 1* [Videotaped training session]. Columbus, OH: Producer.

Part 1 of a training session on Usher syndrome. Topics for this tape include: What is Usher Syndrome (**11:23**), and Characteristics and Screening (**1:03:32**). The conference was held in April 2002. Has manual.

Also see:

Material # 1110.105

Great Lakes Area Regional Center for DeafBlind Education (Producer). (2002, April). *Improving educational services for students with Usher syndrome: Part 2* [Videotaped training session]. Columbus, OH: Producer.

Part 2 of a training session on Usher syndrome. Topic for this tape includes: Usher Syndrome Panel (**50:13**). The conference was held in April 2002. Has manual.

Also see:

Material # 1110.106

Great Lakes Area Regional Center for DeafBlind Education (Producer). (2002, April). *Improving educational services for students with Usher syndrome: Part 3* [Videotaped training session]. Columbus, OH: Producer.

Part 3 of a training session on Usher syndrome. Topics for this tape include: Teaching Accommodations (**50:43**), and Transitions, Supports, and Accommodations (**44:55**). The conference was held in April 2002. Has manual.

Also see:

Material # 1110.107

Great Lakes Area Regional Center for DeafBlind Education (Producer). (2002, April). *Improving educational services for students with Usher syndrome: Part 4* [Videotaped training session]. Columbus, OH: Producer.

Part 4 of a training session on Usher syndrome. This tape focuses on Assistive Technology (**11:23**). The conference was held in April 2002. Has manual.

Also see:

DVD

Material # 1110.108

The National Technical Institute for the Deaf (Producer). (2007) *Silence with a touch: Living with Usher syndrome*. [Video]. (Available from New York State Technical Assistance Project, Teachers College Columbia University, 525 West 120th Street Box 223, New York, New York 10027)

This DVD introduces you to several individuals, from early adolescence to adulthood, who are living with this genetic syndrome that causes both hearing and progressive vision loss. Thousands and thousands of people worldwide are affected by this condition that requires on-going adjustments throughout their lives. This film shares some of their stories and the challenges they face living with Usher syndrome.

Also see:

Pamphlet

Material # 1160.100

Boys Town National Research Hospital. *Usher Syndrome Project*.
Omaha, NB: Author.

Also see: [Parents/Families](#)

Material # 1160.101

New York School for the Deaf. (2000). *Understanding Usher syndrome: Information for school counselors*. White Plains, NY: Author.

Developed by a group of experts on Usher syndrome and on counseling individuals with Usher, this publication highlights the counseling needs both of students with Usher syndrome and their parents, suggests some follow up activities, and sources of information on the topic.

Also see: [Professional Resource](#)

Recreation

Articles

Material # 1240.100

Moon, M. S., & Bunker, L. (1987). Recreation and motor skills programming. In M. E. Snell (Ed.), *Systematic instruction of persons with severe handicaps (3rd ed.)*. Columbus: Merrill.

Also see: [Professional Resource](#)

Material # 1240.101

Robinson J. (1998). What do your child and your family do for fun? Retrieved November 12, 2002, from <http://www.tsbvi.edu/Outreach/seehear/spring98/fun.htm>.

Also see: [Parents/Families](#)

Books

Material # 1200.100

Greenstein, D. (1993). *Backyards and butterflies, Ways to include children with disabilities in outdoor activities*. Ithaca, NY: New York State Rural Health and Safety Council.

This book was written by four mothers around a kitchen table. Besides being mothers, we are also a developmental psychologist, an occupational therapist, a special educator, and an illustrator. Most of the ideas in the book have been thought of, and made by parents.

Also see: [Parents/Families](#) [Curriculum Issues](#)

Material # 1200.101

Lieberman, L., & Cowart, J. (1996). *Games for people with sensory impairments*. Champaign, IL: Human Kinetics.

This book is a reference for physical education teachers, adapted physical education specialists, classroom teachers, therapeutic recreation specialists, and parents. It provides 70 ready to use games that people with sensory impairments can play. This book makes it easy to select and modify games and activities for players of all ages and ability levels.

Also see: [Parents/Families](#) [Professional Resource](#)

Material # 1200.102

Schwartz, S. (2004). *New language of toys: Teaching communication skills to children with special needs*. Bethesda, MD: Woodbine House.

This book features more than 60 toys and toy dialogs -- brief conversations during play -- appropriate from birth through age six. New photographs, including a full color insert, show specific toys that families may already own or can easily purchase, as well as others that they can make at home. Chapters on using computers and multimedia are expanded and now include websites for finding the most up-to-date information. The extensive resource section lists dozens of toy companies, related books, and helpful organizations.

Also see: [Parents/Families](#) [Professional Resource](#)

Manuals

Material # 1220.100

Gulbrandsen, C., Grogg, B., & Jozaitis, J. (1994). *Lekotek: Plan book of adaptive toys. Volume I*. Evanston, IL: National Lekotek Center.

Includes many plans for adapting existing commercial toys through the use of easily constructed home-made devices such as remote control switches and handle extensions which make the toys easier to operate.

Also see: [Parents/Families](#)

Material # 1220.101

Gulbrandsen, C., Grogg, B., & Jozaitis, J. (1994). *Lekotek: Plan book of adaptive toys. Volume II*. Evanston, IL: National Lekotek Center.

Includes many plans for adapting existing commercial toys through the use of easily constructed home-made devices such as remote control switches and handle extensions which make the toys easier to operate.

Also see: [Parents/Families](#)

Material # 1220.102

Gulbrandsen, C., Grogg, B., & Jozaitis, J. (1994). *Lekotek: Plan book of adaptive toys. Volume III*. Evanston, IL: National Lekotek Center.

Includes many plans for adapting existing commercial toys through the use of easily constructed home-made devices such as remote control switches and handle extensions which make the toys easier to operate.

Also see: **Parents/Families**

Material # 1220.103

Hackett, Louise K. (1994). *Everybody belongs: Tips for including your child in community recreation*. Concord, NH: New Hampshire Developmental Disabilities Council.

Provides information and ideas on how to develop and find recreation programs for children with disabilities.

Also see: **Parents/Families**

Material # 1220.104

Blind Children's Center. (n.d.). *Learning to play: Common concerns for the visually impaired preschool child*. Los Angeles: Author.

This booklet focuses on three areas: exploring toys & materials, making transitions from one activity to another, and playing with other children. Discusses why these areas are sometimes a problem for blind children, and shares suggestions for solving these issues.

Also see: **Visual Impairment Early Intervention**

Material # 1220.105

Rich, J., Rich, E., Fewell, R. R., Schlater, A., & Vadasy, P. F. (1988). *Play activities and emergent language: Intervention procedures for young children with deaf-blindness*. Monmouth, OR: Western Oregon University

20 pages of short play activities to involve children with specific visual, hearing, or dual impairments. In addition an 11 page overview of the Early Communication Skills Curriculum (produced by the same publishers) is outlined with suggested modifications for children with deaf-blindness. Excellent source of ideas for professionals, caregivers, and parents.

Also see: **Parents/Families**

Guides

Material # 1230.100

Levin, J., & Enselein, K. (1990). *Fun for everyone: A guide to adapted leisure activities for children with disabilities*. Minneapolis, MN: AbleNet.

Addresses the challenge of developing recreational programming that achieves participation while creating a leisure environment.

Also see: **Parents/Families Curriculum Issues**

Material # 1230.103

National Lekotek Center. (1994). *Play is a child's world*. Evanston, IL: Author

Guide that gives suggestions for facilitating play with children with special needs.

Also see: **Parents/Families**

Material # 1230.104

American Toy Institute. (1995). *Toys and Play*. New York: Author.

This booklet was designed to help parents provide the best play opportunities for children.

Also see: **Parents/Families**

Material # 1230.105

Dell, S., & McNerney, P. (n.d.). *Toys for children with visual impairments*. Providence, RI: Rhode Island Services to Children and Youth with Deafblindness.

Also see: **Visual Impairment**

Material # 1230.107

Toy tips. (1994) Milwaukee, WI: Marquette University.

Also see: **Parents/Families**

Material # 1230.111

Burroughs, A. & Talmadge, A. (1999). *Learning through play with homemade toys: Activities to Share with families*. Tucson, AZ: ASDB Statewide Early Childhood.

This booklet includes information on vision and hearing development, deaf-blind considerations, how to adapt toys, modifications for multi-handicapped children, concept development and creating a play environment. Each toy page lists: skill developed, materials needed, instructions for making the toy, concepts and language associated with the use of the toy, and a touch cue or object cue that can be used for a child who is deafblind.

Also see: **Parents/Families**

Articles

Material # 1340.100

Hammond, M. (2000). Tech around the house: Adaptations and assistive devices can help make the linin' easy in and out of the house. *Exceptional Parent Magazine*, 30(6), 48-53

Also see: Parents/Families

Books

Material # 1300.101

Church, G. & Glennen, S. (1992). *The handbook of assistive technology*. San Diego: Singular Publishing Group, Inc.

Presents professionals in rehabilitation technology, physical and occupational therapy, speech-language pathology, special education, and related services with an interdisciplinary perspective for planning, implementing, and managing assistive technology service delivery to persons who are disabled in home, school, and community settings. Focuses on several areas of assistive technology.

Also see: Professional Resource

Manuals

Material # 1320.101

Williams, W. B., Stemach, G., Wolfe, S. & Stanger, C. (1993). *Lifespace access profile: Assistive technology assessment and planning for individuals with severe or multiple disabilities*. Sebastopol, CA: Lifespace Access.

A client-centered, team-based collection of observations that point to next steps in a comprehensive program utilizing technology. It turns the overwhelming task of determining how technology can benefit individuals with severe or multiple disabilities into a systematic, co-operative search for solutions that work.

Also see: Professional Resource

Guides

Material # 1330.101

Levin, J., & Scherfenberg, L. (1990). *Selection and use of simple technology in home, school, work, and community settings*. Minneapolis, MN: AbleNet.

Case study format answers many questions raised by parents and professionals involved in the technology decision-making process.

Also see: Parents/Families Professional Resource

Material # 1330.104

Dahlquist, L., Eckrich, J., Kehoe, D., Tarrell, D., Tull, H., & Vander Kooi, J. (1999). *Recipes for success*. Sioux Falls, SD: Aptivation, Inc.

This resource guide includes 100 practical applications for assistive technology. Each recipe gives a detailed list of materials needed, step-by-step instructions, and numerous activity and equipment variations to help you adapt an activity to meet your specific needs.

Also see: Curriculum Issues Parents/Families

Material # 1330.105

Edyburn, D. L. (2003). *What every teacher should know about assistive technology*. Boston: Allyn & Bacon.

This straight forward guide is a great resource for teachers who want to become more familiar with assistive technology (AT). The 36-page guide covers foundations of AT, explorations in AT, teachers and AT, and resources.

Also see: Professional Resource n/a

Videos

Material # 1310.102

Nebraska Assistive Technology Project (Producer). (n.d.) Assistive technology in the classroom [Videotape]. (Available from Nebraska Assistive Technology Project, PO Box 94987, Lincoln, NE 68509)

This video was designed to create awareness and understanding about the use of assistive technology in the classroom by students with disabilities. Provides an overview of devices in an educational setting for vision, hearing, mobility, environmental control/adaptation, augmentative communication, cognition. OPEN CAPTIONED. 14 minutes.

Also see: Professional Resource

Material # 1310.104

AbleNet, Inc. (Producer). (1991). *Growing up cabable: Living and learning with simple-to-use technology* [Videotape]. (Available from AbleNet Inc., 1081 Tenth Ave., S.E., Minneapolis, MN 55414)

Describes creative and practical uses of simple technology: switches, control units, and adapters that are linked to electrically- and battery-powered toys, appliances, computers, and communication systems. Individuals featured are from preschool to high school, from the family kitchen to the work place.

Also see: Parents/Families Professional Resource

Articles

Material # 1440.100

Cacace, T. A., & McFarland, D. J. (1998). Central auditory processing disorder in school-aged children: A critical review. *Journal of Speech, Language, and Hearing Research, 41*, 355-373.

Also see: Professional Resource

Material # 1440.101

Balance disorders. (2000, January). Bethesda, MD: National Institute on Deafness and Other Communication Disorders. Retrieved October 4, 2000, from the World Wide Web: http://www.nih.gov/nidcd/health/pubs_hb/balance_disorders.htm

Also see: Professional Resource

Material # 1440.102

Jaworowski, K. (1999). Learning about: Hearing aids/ALDs. *News From Advocates for Deaf-Blind, 5*(2), 5-9.

Also see: Parents/Families

Material # 1440.103

Improving Classroom Acoustics (1999, Fall). *Vibrations: Newsletter of Colorado Services for Children who are Deaf-Blind*.

Also see: n/a

Material # 1440.104

Newton, G. (2000). Checking hearing aids [Electronic Version]. *See/Hear 5*(2), retrieved from <http://www.tsbvi.edu/Outreach/seehear/spring00/hearingaids.htm>.

Also see: Parents/Families Professional Resource

Material # 1440.105

Crandell, C. C., Smaldino, J. J., & Anderson, K. (2000, July/August). Classroom acoustics. 28-32.

Also see: Professional Resource

Material # 1440.106

Jerger, J., & Musiek, F. (2000). Report of the consensus conference on the diagnosis of auditory processing disorders in school-aged children. *Journal of the American Academy of Audiology, 11*(9), 467-473.

Also see: Professional Resource

Material # 1440.107

Schminky, M. M., Baran, J. A. (1999). Central auditory processing disorders: An overview of assessment and management practices. *Deaf-blind Perspective, 7*(1), 1-6.

Also see: Professional Resource

Material # 1440.110

Kaderavek, J. N., & Pakulski, L. A. (2002). Minimal hearing loss is not minimal. *Teaching Exceptional Children, 34*(6), 14-18.

Also see: n/a

Material # 1440.111

Boys Town National Research Hospital. (n.d.) *About hearing aids: Selecting hearing aids for infants and children*. Retrieved November 12, 2002, from: www.boystownhospital.org/parents/hearing_aids/selecting.asp

Also see: Parents/Families

Material # 1440.112

Nussbaum, D. (1998). *Hearing aids: Strategies to get them out of the box and onto the child*. Retrieved November 12, 2002, from: <http://clercenter.gallaudet.edu/SupportServices/series/5005.html>.

Also see: Parents/Families

Pamphlets

Material # 1480.100

U.S. Department of Education. (2005, Spring). *Opening doors: Technology and communication options for children with hearing loss*. Jessup, MD: Author.

This pamphlet discusses options and resources for children born with hearing impairments. The focus of the pamphlet is on early intervention and options for communication and technology for children in this age group.

Also see: Early Intervention Augmentative/Alternative

Books

Material # 1400.101

Flexer, C. (1999). *Facilitating hearing and listening in young children* (2nd Ed.). San Diego, CA: Singular.

This book emphasizes the need to create an 'auditory world' for children, in which their auditory brain centers continue to develop the neurological and experiential foundations for literacy and learning. Includes the many facets of hearing and hearing impairment, the structure and function of the ear, types and degrees of hearing impairment with special emphasis on otitis media, behavioral and objective (electrophysiological) measurement of hearing, technological management of hearing, and facilitation of listening skills.

Also see: Early Intervention

Material # 1400.103

Roberts, J. E., Wallace, I. F., & Henderson, F. W. (1997). *Otitis media in young children*. Baltimore: Paul H. Brooks.

This book is an attempt to synthesize what is currently known about otitis media and its sequelae. It focuses on medical, developmental, and educational considerations.

Also see: n/a

Material # 1400.104

Schirmer, B.R. (1994). *Language and literacy development in children who are deaf*. New York: MacMillan Publishing Company.

The purpose of this text is to provide teachers with comprehensive information regarding how children who are deaf learn to use language in face-to-face communication, reading, and writing.

Also see: Professional Resource

Material # 1400.107

McNally, P., Rose, S. & Quigley, S. P. (1994). *Language learning practices with deaf children*. Austin, TX: Pro-ed.

This new edition describes the variety of language-development theories and practices used with deaf children without advocating any one theory.

Also see: Professional Resource

Material # 1400.108

Bellis, T. J. (1996). *Assessment and management of central auditory processing disorders in the educational setting: From science to practice*. San Diego, CA: Singular.

This book provides an interpretation of central auditory processing disorders that is both scientific and clinical. The information is presented in an easy to read and understand format. This book is ideal for practicing clinicians who are looking for a review of this complex subject.

Also see: Assessment

Manuals

Material # 1420.100

Kelly, D. A., (1995). *Central auditory processing disorder: Strategies for use with children and adolescents*. San Antonio, TX: Communication Skill Builders.

Use this book to take the guesswork out of treating central auditory processing disorder (CAPD) in school-age through adolescent clients. Gain a clearer understanding of the behavioral effects of CAPD on language and language-dependent performance. Central Auditory Processing Disorder guides speech-language pathologists and teachers (regular or special education) through the process of remediation.

Also see: Parents/Families Professional Resource

Material # 1420.102

Flexer, C., Baumgarner, J., & Wilcox, M. J. (1990). *Guidelines for determining functional hearing in school-based settings*.

Tallmadge, OH: Family Child Learning Center.

This 62 page manual has practical information for assessment, intervention and parent education. Includes a glossary.

Also see: **Assessment**

Material # 1430.100

Kilborn, N. N., & Rawiszner, S. J. (1998). *Ear-Resistible. Hearing test procedures for infants, toddlers, and preschoolers, birth through five years of age*. Sacramento, CA: California Department of Education.

Hearing test procedures for infants, toddlers and preschoolers. Including high risk criteria for a hearing impairment, informal developmental observation checklists for speech and language and hearing.

Also see: **Early Intervention**

Guides

Material # 1430.101

Alexander Graham Bell Association. (2001). *So your child has a hearing loss: Next steps for parents*. Washington, DC: Author.

This booklet is written for parents of children of all ages and all degrees of hearing loss. The information is meant to be an overview, supplemented with a variety of reference and resource materials so you can follow up on subjects more thoroughly.

Also see: **Early Intervention Parents/Families**

Videos

Material # 1410.100

Audiology (stop, look and listen sereis) [Videotape]. (1995). (Available from New Dimension Media, Inc., 611 East State St., Jacksonville, IL 62650)

This program provides an overview of the anatomy and processes of hearing. Designed to educate hearing parents of deaf or hard-of-hearing children, the video answers some of the most frequently asked questions about audiology. 30 minutes.

Also see: **Professional Resource**

Material # 1410.101

Jensem, C. K. (Writer). (1996). *Bridges beyond sound* [Videotape]. Baltimore: Paul H. Brookes.

To date, surprisingly little information is available on the language, life experiences, humor, and history of the deaf culture. This video is an exciting new instructional tool that helps you educate students who are deaf and those who can hear and encourage them to build friendships together. Valuable advice is presented on how to present information of deafness in a positive way, emphasizing areas such as individuality, friendship, and communication. A 150 page workbook is included with the video that facilitates class discussion, activities, and student instructional materials. 16 minutes.

Also see: **Inclusion**

Material # 1410.102

Oberkotter Foundation (Producer). (1998). *Dreams spoken here* [Videotape]. (Available from Oberkotter Foundation Film Project, PO Box 50215, Palo Alto, CA 94303-9465)

A detailed exploration of oral deaf education from infancy through adolescence and adulthood, focusing on the critical early years. Includes important information on educational techniques and dramatic technological advances in hearing aids and cochlear implants. CLOSED CAPTIONED. 60 minutes.

Also see: **Parents/Families**

Material # 1410.103

Medley, L. P., Roberts, J. E., & Zeisel, S. A. (Writers). (1995). *Hear to listen & learn* [Videotape]. Baltimore: Paul H. Brookes.

This important new video provides early childhood education professionals with information that will help them recognize the symptoms of middle ear fluid, meet the educational needs of children who have hearing impairments and foster children's language learning. 18:55 minutes.

Also see: **Early Intervention**

Material # 1410.104

Henbest, N. (Producer). (1994). *Now hear this: Anatomy of the ears* [Videotape]. (Available from Ambrose Video Publishing, 1290 Avenue of the Americas, New York, NY 10104)

This program explores the dual purpose of the ears -- hearing and maintaining balance. It illustrates the anatomical structures of the ears, explaining how they sense vibrations in the air and transmit them to the brain, preserving directional information. 25 minutes.

Also see: **Parents/Families Professional Resource**

Material # 1410.105

Films for the Humanities & Sciences (Producer). (1993). *The nonhearing world: Understanding hearing loss* [Videotape]. (Available from Films for the Humanities & Sciences, PO Box 2053, Princeton, NJ 08543-2053)

This program explains sound, hearing, hearing loss, and the relationship between listening to speech and different kinds of hearing loss. It includes realistic simulations of what speech sounds like with different kinds of hearing loss and useful hints on improving communication. 17 minutes.

Also see: **Professional Resource**

Material # 1410.106

National Center for Hearing Assessment and Management (Producer). (1997). *Universal newborn hearing screening* [Videotape]. (Available from the National Center for Hearing Assessment and Management 1-888-827-0800)

This two-segment video includes information about the importance of early hearing loss identification including testimonials from parents, and information about early otoacoustic emissions screening (OAE). The second segment was designed to be shown to new parents in hospitals about their infant being screened for hearing loss but can also be used by doctors, audiologists, parent advisors, and other medical and education personnel. 20 minutes.

Also see: **Early Intervention**

Material # 1410.107

Oberkotter Foundation (Producer). (1998). *Speaking for myself* [Videotape]. (Available from Oberkotter Foundation Film Project, PO Box 50215, Palo Alto, CA 94303-9465)

Deaf children can learn to speak and this film describes how this extraordinary feat can be accomplished. It is intended for those unfamiliar with oral deaf education, those who may not even be aware that deaf children can learn to speak. CLOSED CAPTIONED. 10 minutes.

Also see: **Parents/Families Early Intervention**

Material # 1410.108

Vincent, M. M. (Producer). (1989). *Play-Based Speech for Children with Hearing Impairments* [Videotape]. (Available from Communication Skill Builders, 3830 E. Bellevue, Tucson, AZ 85733)

Provides a framework for bringing speech to the child rather than the child to the speech. This technique uses age-appropriate, play-oriented experiences to develop a child's speech. Recommended for both parents and professionals. 22 minutes. Has manual.

Also see: **Early Intervention**

Material # 1410.109

Films for the Humanities & Sciences (Producer). (2000). *Technology and deaf culture* [Videotape]. (Available from Films for the Humanities & Sciences, PO Box 2053, Princeton, NJ, 08543, (800) 257-5126)

A look at the implications of cochlear implant technology on the Deaf community. Some portray the implants as miraculous assistive devices and others as a baneful attempt by the well-meaning hearing majority to "fix" the Deaf. 9 minutes.

Also see: **Parents/Families**

Material # 1410.110

HOPE, Inc. (Publisher). (1998). *Hearing aid management skills for families of young children who are deaf or hard of hearing* [Videotape]. (Available from HOPE, Inc., 1856 North 1200 East, North Logan, UT 84341, 435-245-2888).

This video helps parents of young children who are deaf or hard of hearing learn basic hearing aid management skills. Basic concepts and skills related to the management of the child's hearing aids are discussed such as: the anatomy of the ear, hearing tests, the audiogram, identifying parts and functions of the hearing aid, putting aids on the child, giving the hearing aid a daily listening check, establishing full time hearing aid use, and troubleshooting the source of feedback. **(Closed Captioned).**

Also see: **Parents/Families**

Material # 1410.111

Jung, M. D. (Producer). *Newborn hearing screening* [Videotape]. (Available from A.J. Papanikou Center for Excellence in Developmental Disabilities Education, 263 Farmington Ave.--MC6222, Farmington, CT 06030-6222, (860) 679-1500).

This 18-minute videotape is an educational resource designed to expedite the identification of hearing loss in newborns. Through a special blend of interviews, this videotape helps promote a better understanding of early communication development, and empowers parents with practical information about the hearing screening and follow-up process. Has Manual. **CLOSE CAPTIONED.**

Also see: **Early Intervention**

Material # 1410.112

Jung, M. D. (Producer). *Early intervention for infants and young children with hearing loss* [Videotape]. (Available from A.J. Papanikou Center for Excellence in Developmental Disabilities Education, 263 Farmington Ave.--MC6222, Farmington, CT 06030-6222, (860) 679-1500).

This 16-minute videotape is designed for parents of infants and young children with a hearing loss. The videotape helps promote a better understanding of the early intervention process, and introduces families to amplification, parent to parent support, and various communication options. **CLOSE CAPTIONED.**

Also see: **Parents/Families Early Intervention**

DVD

Material # 1415.100

SKI-HI Institute (2004). *Syndromes, associations, and additional disabilities frequently associated with hearing loss*. Logan, UT: Author.

This CD-Rom contains information on a variety of syndromes, associations, and medical conditions that are commonly associated with hearing loss. It has a basic description of genetic inheritance of hearing loss and includes links to websites for follow-up information.

Also see:

Early Intervention

Articles

Material # 1540.100

Chen, D. & Haney, M. (1995). An early intervention model for infants who are deaf-blind. *Journal of Visual Impairment & Blindness*, 89, 213-221.

Also see: **Dual Sensory Impairment**

Material # 1540.101

Greeley, J. & Anthony, T. (1995). Play Interaction with Infants and Toddlers who are Deafblind: Setting the Stage. *Seminars in Hearing*, 16(2), 185-191

Also see: **Dual Sensory Impairment Recreation**

Material # 1540.102

Chen, D., Klein, D., & Haney, M. (2007). Promoting interactions with infants who have complex multiple disabilities: Development and field-testing of the PLAI curriculum. *Infants & Young Children: An Interdisciplinary Journal of Special Care Practices*, 20(2), 149-162.

This article describes primary outcomes of the development and field-testing of a curriculum Promoting learning through active interaction with 27 infants and their caregivers and early interventionists in 2 different states. The curriculum was designed to provide a systematic approach to supporting interactions with infants who have sensory impairments and complex multiple disabilities and who are at the preintentional level of communication. Participating infants had both a visual impairment and hearing loss and additional disabilities.

Also see: **Augmentative/Alternative**

Material # 1540.103

Chen, D. (1999). Learning to communicate: Strategies for developing communication with infants whose multiple disabilities include visual impairment and hearing loss. *reSources*, 10(5), 1-8.

Available in Spanish!

Also see: **Aug/Alternative Comm. Dual Sensory Impairment**

Books

Material # 1500.106

Urbano, M. T. (1992). *Preschool children with special health care needs*. San Diego, CA: Singular Publishing Group, Inc.

Designed to be a practical guide to professionals working in preschool settings. It addresses the continuum from basic primary health care important to all children, to management of complex medical conditions. The major focus is on the process of early identification and practical management of special health care needs of preschoolers.

Also see: **n/a**

Material # 1500.107

Stokes, J. (1999). *Hearing impaired infants: Support in the first eighteen months*. London: Whurr.

This book has two aims. First, to convey what professionals do, the language they use, what influences their decision-making and some of the ramifications of hearing impairment. Second, to convey to professionals what it is like to discover that your child has a hearing impairment and to show what can be learned from parents about the experience of living with a child who does not hear well.

Also see: **Hearing Impairment Parents/Families**

Manuals

Material # 1520.100

Chen, D., (1997). *Effective practices in early intervention: Infants whose multiple disabilities include both vision & hearing loss*. Northridge, CA: California State University, Northridge.

This is the program manual for the Model Demonstration Early Intervention Network (October 1, 1993-February 28, 1997). The project focused on building the capacity of early intervention programs to serve infants and their families. Project goals involved identifying and developing effective early intervention practices with infants and their families.

Also see: [Professional Resource](#)

Material # 1520.110

SKI*HI Institute. (1989). *The INSITE model. vol 1*. Logan, UT: Author.

A two volume manual containing the INSITE Curriculum for home-based programming for families of deaf-blind and other children who are multi-sensory impaired. This first volume contains information for parent-advisors and the communication and hearing programs of the INSITE curriculum.

Also see: [Curriculum Issues](#)

Material # 1520.111

SKI*HI Institute. (1989). *The INSITE model. vol. 2*. Logan, UT: Author.

A two volume manual containing the INSITE Curriculum for home-based programming for families of deaf-blind and other children who are multi-sensory impaired. This second volume contains the vision, cognition, and motor impairments program of the INSITE home visit curriculum.

Also see: [Curriculum Issues](#)

Material # 1520.112

Parks, S., Furuno, S., O'Reilly, K., Inatsuka, T., Hosaka, C., & Zeisloft-Falbey. (1988). *Help...at home: Hawaii early learning profile*. Palo Alto, CA: VORT.

Practical and convenient format covers the 650 assessment skills from the Hawaii Early Learning Profile - with each page formatted as a separate, reproducible activity sheet you annotate, copy and hand out directly to parents to facilitate their involvement.

Also see: [Assessment](#) [Professional Resource](#)

Material # 1520.113

SKI*HI Institute. (1995). *A resource manual for understanding and interacting with infants, toddlers and preschool age children with deaf-blindness*. Logan, UT: Author

This resource manual contains information and activities and is a training curriculum written specifically for nonprofessional people who work with infants and young children with deaf-blindness and other handicapping conditions.

Also see: [Curriculum Issues](#) [Dual Sensory Impairment](#)

Guides

Material # 1530.100

Raack, C. B. (1989). *EXCELL: Experiences in context for early language learning*. Tucson, AZ: Communication Skill Builders.

Targeted for prelinguistic students of moderate to severe developmental delays, a multisensory approach incorporates systematic language development. 70 topics include reproducible pages, piggy-back songs, and language targets. Information regarding intervention, progress tracking, and expansion ideas are included in this 170 page resource.

Also see: [n/a](#)

Videos

Material # 1510.100

Smith, A. N., & Krajicek, M. J. (Executive Producers). (1990). *Communication with Preverbal Infants and Young Children* [Videotape]. (Available from Learner Managed Designs, Inc., 2201 K West 25th St., Lawrence, KS 66047)

Describes how pre-verbal communication develops and the ways caregivers can maintain and support an infant or young child's efforts to communicate. 29 minutes. Has Manual.

Also see: [Aug/Alternative Comm.](#)

Material # 1510.101

Woods-Cripe, J. J. (Producer), Crabtree, J. (Director). (1995). *Family-guided activity-based intervention for infants & toddlers* [Videotape]. Baltimore: Paul H. Brookes.

This illuminating video gives early childhood professionals a first hand look at family-guided activity-based intervention - powerful strategies that enable parents and other caregivers to take advantage of children's natural learning opportunities. 20 minutes.

Also see: [n/a](#)

Material # 1510.102

Sparks, S. N., Clark, M. J., Erickson, R. L., & Oas, D. B. (Producers). (1990). *Infants at risk for communication disorders: The professional's role with the newborn* [Videotape]. (Available from Communication Skill Builders, 3830 E. Bellevue, Tucson, AZ 85733)

Shows your interdisciplinary team the many areas they need to address - identification, assessment, intervention, and prevention - when working with at-risk infants and toddlers. Leader's and Participant's Guides summarize the videos and provide focus for discussion. 37 minutes.

Also see: [Collaborative Teaming](#)

Material # 1510.103

Sparks, S. N., Clark, M. J., Erickson, R. L., & Oas, D. B. (Producers). (1990). *Infants at risk for communication disorders: The professional's role in the home or center* [Videotape]. (Available from Communication Skill Builders, 3830 E. Bellevue, Tucson, AZ 85733)

Shows your interdisciplinary team the many areas they need to address - identification, assessment, intervention, and prevention - when working with at-risk infants and toddlers. Leader's and Participant's Guides summarize the videos and provide focus for discussion. 37 minutes.

Also see: [Collaborative Teaming](#)

Material # 1510.104

Chen, D. (Producer). (1995). *Making the most of early communication* [Videotape]. (Available from Deborah Chen, Dept. of Special Education, California State University, Northridge, 18111 Nordhoff Street, Northridge, CA 91330-8265)

This video presents selected strategies for communicating with infants, toddlers, and preschoolers, whose multiple disabilities include vision and hearing loss. Emphasis is placed on ways to provide information through activities that are natural, meaningful, and motivating. Has manual.

Also see: [Aug/Alternative Comm.](#)

Material # 1510.105

Erhardt Developmental Products (Producer). (1986). *Normal visual development: Birth to six months* [Videotape]. (Available from Erhardt Developmental Products, 2109 Third Street North, Fargo, ND 58102)

This video follows five infants monthly and demonstrates the following aspects of normal visual development: involuntary visual patterns--pupillary reactions, doll's eye responses, and eyelid reflexes; and voluntary eye movements--localization, fixation, ocular pursuit, and gaze shift; as well as eye hand coordination and sensory responses to all modalities. 30 minutes.

Also see: [Visual Impairment](#)

Material # 1510.107

Chen, D. (Producer). (1996). *What can baby see? Vision tests and interventions for infants with multiple disabilities* [Videotape]. (Available from R.L. Johnston Video Production, 5734 Hoffman Lane, Fair Oaks, CA 95628)

This video is intended for early intervention programs. The video provides an introduction to a process for gathering information from parents and for making multiple observations of an infant's responses. Discusses appropriate tests for infants under one year of age, the importance of consistent and appropriate use of corrective lenses when recommended for infants with visual impairment.

Aims to promote discussion among early interventionists, families, and optometrists or ophthalmologists. 30 minutes.

Also see: **Visual Impairment**

Material # 1510.108

Chen, D. (Producer). (1996). *What can baby hear? Auditory tests and interventions for infants with multiple disabilities* [Videotape]. (Available from R.L. Johnston Video Production, 5734 Hoffman Lane, Fair Oaks, CA 95628)

This video is on hearing assessments and interventions for infants with multiple disabilities. (27 min.)

Also see: **Hearing Impairment**

Material # 1510.109

Gillette, Y. (Producer). (1993). *Communicating effectively with young children* [Videotape]. (Available from Communication Skill Builders, 3830 E. Bellevue, Tucson, AZ 85733, (602)-323-7500)

Presents several scenarios involving parent-child interactions. Viewers see communication strategies in action and a speech-language professional describes individual guidelines for communication. Demonstrates ways to enhance interaction through more effective communication. Recommended for parents and professionals. 38 minutes. Has Manual.

Also see: **Parents/Families**

Material # 1510.110

Edelman, L. (Producer). (1997). *Being a kid* [Videotape]. (Available from Western Media Products, 1-800-232-8902)

This video illustrates supporting the special needs child in every day routines, activities, and places. A family physical therapist and parent take you through a neighborhood playground to integrate functional therapy goals into everyday routines and places. 6 minutes.

Also see: **Parents/Families**

Material # 1510.111

Bricker, D., (Director), Veltman, P., & Munkres, A. (Co-Directors). (1995). *Activity-based intervention* [Videotape]. Baltimore: Paul H. Brookes.

Activity-Based Intervention (ABI) is a practical set of teaching strategies that will empower child development specialists, special educators, and early interventionists to transform children's ordinary experiences into stimulating learning opportunities. 20 minutes.

Also see: **Professional Resource**

Material # 1510.112

Edelman, L. (Producer) (2001). *Just being kids* [Videotape]. (Available from Hope, Publishing Incorporated, 1856 North 1200 East, North Logan, UT 84321)

This video includes six instructive vignettes about therapies in natural environments. Each of the six vignettes is a separate documentary-style story including commentary by parents and therapists. Each story presents unique angles and discussion points about therapy services provided in everyday routines, activities, and places. **(50:00) Includes manual.**

Also see: **Parents/Families**

Articles

Material # 1640.100

Campbell, P.H., McInerney, W.F., & Cooper, M.A. (1984). Therapeutic programming for students with severe handicaps. *The American Journal of Occupational Therapy*, 38(9), 594-602.

Also see: **Orientation & Mobility**

Material # 1640.101

Cooley, E. *Training an interdisciplinary team in communication and decision-making skills*. Manuscript submitted for publication.

Also see: **n/a**

Material # 1640.102

Downing, J., & Bailey, B.R. (1990). Sharing the responsibility: Using a transdisciplinary team approach to enhance the learning of students with severe disabilities. *Journal of Educational and Psychological Consultation*, 1(3), 259-278.

Also see: **n/a**

Material # 1640.103

Dunn, W. (1988). Models of occupational therapy service provision in the school system. *The American Journal of Occupational Therapy*, 42(11), 718-723.

Also see: **Orientation & Mobility**

Material # 1640.104

Dunn, W. (1990). A comparison of service provision models in school-based occupational therapy services: A pilot study. *The Occupational Therapy Journal of Research*, 10(5), 301-320.

Also see: **Orientation & Mobility**

Material # 1640.105

Giangreco, M.F., Edelman, S., & Dennis, R. (1991). Common professional practices that interfere with the integrated delivery of related services. *Remedial and Special Education*, 12(2), 16-24.

Also see: **n/a**

Material # 1640.106

Magrun, W.M., & Tigges, K.N. (1982). A transdisciplinary mobile intervention program for rural areas. *The American Journal of Occupational Therapy*, 36(2), 90-94

Also see: **Early Intervention**

Material # 1640.107

Marvin, C.A. (1987). Consultation services: Changing roles for SLPs. *Journal of Childhood Communication Disorders*, 11(1), 1-15.

Also see: **n/a**

Material # 1640.108

McCormick, L., & Goldman, R. (1979). The transdisciplinary model: Implications for service delivery and personnel preparation for the severely and profoundly handicapped. *AAESPH Review*, 4(2), 152-161.

Also see: **n/a**

Material # 1640.109

Sears, C.J. (1981). The transdisciplinary approach: A process for compliance with public law 94-142. *TASH*, 6, 22-29.

Also see: **Professional Resource**

Material # 1640.110

Sobsey, R.J., & Orelove, F.P. (1983). Conducting transdisciplinary research with severely handicapped individuals. *Education and Treatment of Children*, 6(3), 311-321.

Also see: **n/a**

Material # 1640.111

Woodruff, G. (1980, June). Transdisciplinary approach for preschool children and parents. *The Exceptional Parent*, 13-16.

Also see: **Early Intervention Parents/Families**

Material # 1640.112

York, J., Rainforth, B., & Giangreco, M.F. (1990). Transdisciplinary teamwork and integrated therapy: Clarifying the misconceptions. *Pediatric Physical Therapy*, 2(2), 73-79.

Also see: **n/a**

Material # 1640.113

Dunn, B. J. (2000, March). Team structure for a deaf-blind student. *Views*, 16-17.

Also see: **Dual Sensory Impairment**

Material # 1640.114

Rainforth, B., & York-Barr, J. (1997). Strategies for implementing collaborative teamwork. In *Collaborative teams for students with severe disabilities: Integrating therapy and educational services* (pp. 247-265). Baltimore, MA: Brookes.

Also see: **Professional Resource n/a**

Material # 1640.115

Giangreco, M. (2000, July). Related services research for students with low-incidence disabilities: Implications for speech-language pathologists in inclusive classrooms. *Language, Speech and Hearing Services in Schools*, 31, 230-239

Also see: **Inclusion n/a**

Manuals

Material # 1620.100

Giangreco, M. F. (1996). *Vermont interdependent services team approach: A guide to coordinating educational support services*. Baltimore: Paul H. Brookes.

This manual provides guidelines and directions for using this approach to develop a shared framework for collaborative teaming. Provides forms, descriptions, and examples of VISTA used with students who have varying disabilities and ages.

Also see: **Professional Resource**

Videos

Material # 1610.100

Facilitating Least Restrictive Environment for Students with Deaf-blindness: In School and Community Settings Project (Producer). (1991). *Collaborative teaming for inclusion-oriented schools* [Videotape]. (Available from the producer (913) 296-3868).

Describes the concept, purposes, and rationale of collaborative teams. Provides information about how inclusive schools find collaborative teaming necessary and valuable. Intended for general educators, special educators, administrators, parents, and paraprofessionals. 29 minutes.

Also see: **Dual Sensory Impairment Inclusion**

Material # 1610.101

Simon, C. S., & Myrold-Gunyuz, P. (Producers). (1990). *Into the Classroom: The SLP in the Collaborative Role* [Videotape]. (Available from Communication Skill Builders, 3830 E. Bellevue, Tucson, AZ 85733)

Through role play, a teacher and a speech-language pathologist develop communication programs as partners. They show the value of shifting from a medical model to an educational model of delivering therapy in a classroom setting. Rationale, development, and demonstrations of the educational service model are provided. Accompanying workbook includes descriptions and sample lesson plans for three collaborative models, and a detailed listing of the resources you can use to help students more efficiently and directly - in the classroom. 2-videos 150 minutes. Has workbook.

Also see: **Professional Resource**

Material # 1610.102

Simon, C. S., & Myrold-Gunyuz, P. (Producers). (1990). *Into the Classroom: The SLP in the Collaborative Role* Tape 2 [Videotape]. (Available from Communication Skill Builders, 3830 E. Bellevue, Tucson, AZ 85733) 2nd tape in 2 video series. First tape is #1610.101

Also see:

Material # 1610.103

Waisman Center (Producer). (1993). *Parents and Professionals: Partners In Co-Service Coordination* [Videotape]. (Available from Early Intervention Program, Waisman Center #231, University of Wisconsin-Madison, 1500 Highland Ave., Madison, WI: 53705-2280)

Addresses issues for families of infants and toddlers with disabilities. This videotape presents an overview of co-service coordination, how it develops, and some of the benefits for parents and professionals. Family stories will be shared by three different families. 19 minutes. Has manual.

Also see: **Parents/Families**

Material # 1610.106

Kansas State Department of Education (Producer). (1989). *Administrative Issues in Community-Based Training* [Videotape]. (Available from the producer, 120 E. 10th, Topeka, KS 66612)

This video provides examples of typical administrative issues in community-based training. The administrator's role in community-based instruction is discussed. Guidelines are established for each member of the team participating in community-based training. 20 minutes.

Also see: **Transition/Emp/Adult**

Articles

Material # 1940.101

Moss, K., & Blaha, R. (1993). Looking at self-stimulation in the pursuit of leisure or I'm okay, you have a mannerism. *See/Hear*, 6(4), 23. Retrieved August 24, 2005, from <http://www.tsbvi.edu/Outreach/seehear/fall01/LP%202001Fall.pdf>.

Also see:

Material # 1940.102

Durand, V.M., Tanner, C. (1999). Research-to-practice: Reducing behavior problems in students who are deaf-blind. *Deaf-Blind Perspectives*, 6 (3). Retrieved on August 24, 2005 from: <http://www.tr.wou.edu/tr/dbp/pdf/may99.pdf>.

Also see:

Material # 1940.103

Luiselli, J. K. (1994). Functional assessment: Understanding and identifying the causes of challenging behaviors in students who are deaf-blind. *Deaf-Blind Perspectives*, 2(2). Retrieved August 25, 2005 from: <http://www.tr.wou.edu/tr/dbp/pdf/dec94.pdf>.

Also see: **Assessment**

Material # 1940.104

Hill, C. (Ed.) (2003). Behavior: Why do they do that? In *Deafblind Intervention Strategies for the Home (DISH)*. Ogden, UT: Utah Schools for the Deaf and the Blind.

Also see: **Parents/Families**

Books

Material # 1900.100

Carr, E.G., Levin, L., McConnachie, G., Carlson, J.I., Kemp, D.C., & Smith, C.E. (1994). *Communication-based intervention for problem behavior*. Baltimore: Paul H. Brookes.

Discusses how to uncover the communicative purpose of problem behavior and how to teach individuals alternative skills for expressing their needs and influencing their environment. This book also provides information on conducting functional assessments, methods for managing episodes of problem behavior, teaching communication, using intervention strategies, and addressing issues of maintenance and generalization.

Also see: **Assessment**

Material # 1900.101

Koegel, L. K., Koegel, R. L., & Dunlap, G. (1996). *Positive behavioral support*. Baltimore: Paul H. Brookes.

This informative book provides a wealth of positive behavioral support techniques you can use to facilitate inclusion at home, at school, and in the community.

Also see: **Parents/Families**

Manuals

Material # 1920.100

Bambara, L. M., Knoster T. (1998). Designing Positive Behavior Support Plans. *Innovations*, 13. Washington, DC: American Association on Mental Retardation.

Provides a conceptual framework for understanding, designing and evaluating positive behavior support plans.

Also see: **n/a**

Material # 1920.101

Demchak, M., & Bossert, K. (1996). Assessing problem behaviors. *Innovations*, 13. Washington, DC: American Association on Mental Retardation.

This 44 page manual has practical information for assessment, intervention when working with children with problem behaviors. Includes a practical sample.

Also see: **Assessment**

Guides

Material # 1930.100

Tilly, D. W., Knoster, T. P., Kovalski, J. D., Bambara, L., Dunlap, G., & Kincaid, D. (1998). *Functional Behavioral Assessment: Policy Development In Light of Emerging Research and Practice*. Alexandria, VA: National Association of State Directors of Special Education.

The purpose of this guide is four fold. This guide will 1.) define FBA and identify critical components that can be used as "touchstones" for policy development; 2.) contextualize FBA within the familiar special education decision-making framework to illustrate who FBA can translate into practice; 3.) examine FBA from a policy standpoint and make recommendations for consideration by policymakers; 4.) address staff development and related implementation issues.

Also see: **Assessment**

Material # 1930.101

Arnold, K. D., & Stephens, T. M. (2004). *Integrated functional behavior assessment protocol*. Honesdale, PA: Universal Publishing.

The Integrated Functional Behavior Assessment Protocol (IF-BAP) is a functional behavior assessment for students with multiple sensory and severe disabilities. The IF-BAP is designed to increase a teacher's understanding of the interaction among various behavioral and sensory systems. Once teachers understand those interactions, they can design a program that not only addresses each of those systems, but also the combinatorial effects of each system's unique contribution to the whole student.

Also see: **Professional Resource n/a**

Videos

Material # 1910.100

Axelrod C., Condon, R., Durkel, J., & Wiley D. (Producers). (1993). *Ain't misbehavin'* [Videotape]. (Available from Texas School for the Blind and Visually Impaired, 1100 W. 45th St., Austin, TX 78756)

Discusses strategies for dealing with challenging behaviors exhibited by children with deaf-blindness. Reasons for these behaviors are described in terms of coping mechanisms, communication, and responses in problems within the child's life. Methods for increasing desirable behaviors are also discussed. 16:50 minutes. Has manual.

Also see: **Dual Sensory Impairment**

Material # 1910.101

Crisis Prevention Institute (Producer). (1998). *Louder than words: How to intervene with nonverbal individuals* [Videotape]. (Available from Crisis Prevention Institute, Inc., 3315-K North 124th St., Brookfield, WI 53005)

Workbooks and Leader's Guide Included. This video addresses a question that is often asked. "How do I intervene with people who are nonverbal?" Individuals with limited verbal skills pose a number of challenges for staff members. Misunderstanding and frustration are common and sometimes lead to crisis incidents in which the lack of communication results in a potentially explosive situation. Video is 25 minutes.

Also see: **Aug/Alternative Comm.**

Packets

Material # 1980.100

Rehabilitation Research & Training Center on Positive Behavioral Support. (2000, March). Material list and order form on positive behavioral support. Washington, DC: U.S. Department of Education.

Research and curriculum products materials list on positive behavioral support. 36 pages.

Also see: **Professional Resource**

Manuals

Material # 2020.103

Fradd, S. H. (1993). *Creating the team: To assist culturally and linguistically diverse students*. Tucson, AZ: Communication Skill Builders, Inc.

Ideal for training, or for designing your own collaborative program when working with school-age children in ESL, special education, or speech/language programs. Promotes understanding of diversity with the set of activities in the "culture workbook."

Also see: **Professional Resource**

Videos

Material # 2010.100

Advent Audiovisual Design (Producer). (1992). *Culture: Differences? Diversity! Cultural awareness* [Videotape]. (Available from Video Duplication Services, PO Box 18337, Columbus, OH 43218).

To be used as a resource for educators to assist in addressing the educational needs of learners with cultural differences who may or may not have disabilities. This video provides information for increasing the effectiveness of communication between educators and families of children with cultural differences. This videotape should be used in conjunction with *Culture: Differences? Diversity!* training manual #2020.100.

Also see: n/a

Material # 2010.101

Chen, D., Brekken, L., Chan, S., & Guarneri, G. (Producers). (1997). *Project CRAFT: Culturally responsive and family focused training*. [Videotape]. Baltimore: Paul H. Brookes.

This video describes an introduction to the subtleties of working with culturally diverse children and families in early childhood. This video discusses stereotypes and the media, family values, relationship building, communication styles, and language acquisition. Video is accompanied by a booklet that offers questions and activities one can use in leading a group discussion about the video. 60 minutes. Has manual.

Also see: **Early Intervention Professional Resource**

Material # 2010.102

Southwest Communication Resources Inc. (Director). (1989). *Finding the balance* [Videotape]. (Available from Southwest Communication Resources Inc., PO Box 788, Bernalillo, NM 87004)

This videotape shares the experiences and views of two Indian parents about the diagnosis and treatment of their children with disabilities. One mother of a child with speech and hearing impairments discusses problems she had with the diagnosis of her son's disabilities. The second mother, whose son is diagnosed as having severe/profound hearing impairments, discusses problems relating to her son's doctor. She points out the difficulty in understanding medical terminology and translating medical information in Navajo to extended family members. 23 minutes.

Also see: **Professional Resource**

Material # 2010.103

Southwest Communication Resources Inc. (Director). (1989). *Listen with respect* [Videotape]. (Available from Southwest Communication Resources Inc., PO Box 788, Bernalillo, NM 87004)

This videotape provides professionals in the medical field with guidance on providing services to individuals from Native American cultures. An overview of cross cultural barriers experienced by Indian parents when using western medical services is shared. Understanding a culture's customs, beliefs, and background as well as respecting privacy and rights are highlighted as some of the main issues to facilitating communication between service providers and individuals of diverse cultures. 17 minutes.

Also see: **Professional Resource**

Material # 2015.100

Hilton Perkins Program. (n.d.). *Families show the way* [DVD]. Watertown, MA: Author.

This DVD and accompanying handbook details issues and strategies that are significant components of culturally sensitive early intervention services. The video highlights the Navajo Nation, but is also applicable to other Native American groups.

Also see: **Professional Resource**

Magazines

Material # 2180.100

Shinnar, S., & Spivey, J. C. (Eds.) (2000). Contemporary issues in epilepsy: What families need to know about childhood seizures [Special Issue]. *Exceptional Parent*.

This special edition is a collection of articles that discuss the prognosis of epilepsy, genetics, the struggle, first aid, and talking about the future. This issue attempts to use common English instead of medial jargon and has a glossary of commonly used terms associated with epilepsy.

Also see: [Parents/Families](#)

Videos

Material # 2110.100

Epilepsy Foundation of America. (1990). *And life goes on: Severe seizures of early childhood* [Videotape]. (Available from Epilepsy Foundation, 4351 Garden City Drive, Landover, MD 20785-7223, (800) 332-1000)

Coping when a child has severe seizure disorder can be especially challenging. "And Life Goes On" explores the emotions and feelings of three families who have learned to adjust and overcome special stresses. The families discuss their feelings, the changes they have made in their lives and resources that can help. 16 minutes.

Also see: [Parents/Families](#)

Material # 2110.101

Epilepsy Foundation of America. (1992). *Because you are my friend* [Videotape]. (Available from Epilepsy Foundation, 4351 Garden City Drive, Landover, MD 20785-7223, (800) 332-1000)

Narrated by a child, this cartoon-like video provides young children with a simple and clear understanding of epilepsy. The video describes seizures, first aid, and the importance of friendship. Slides on tape with narration. 5 minutes.

Also see: [Parents/Families](#)

Material # 2110.102

Epilepsy Foundation of America. (1992). *Seizure first aid* [Videotape]. (Available from Epilepsy Foundation, 4351 Garden City Drive, Landover, MD 20785-7223, (800) 332-1000)

What should I do if someone is having a seizure? This is a question of concern to many individuals. "Seizure First Aid" combines footage of real seizures with re-enactments to demonstrate proper first aid procedures. People with epilepsy talk about how they feel when they have a seizure, discuss how they explain epilepsy to others and how they would like friends, family, and the general public to react when a seizure occurs. 10 minutes.

Also see: [Parents/Families](#)

Material # 2110.103

Epilepsy Foundation of America. (1990). *Understanding seizure disorders* [Videotape]. (Available from Epilepsy Foundation, 4351 Garden City Drive, Landover, MD 20785-7223, (800) 332-1000)

This video provides an explanation of seizure disorders in everyday language. It dispels many misconceptions about epilepsy with medically accurate information; it describes what happens in the brain during a seizure, and it explains why different people experience different symptoms. Actual footage is used. Doctors explain how they use family and patient histories, EEG's and other tests to look for causes and accurately diagnose epilepsy. 11 minutes.

Also see: [Parents/Families](#)

Books

Material # 2200.100

Kedesdy, J. H., & Budd, K. S. (1998). *Childhood feeding disorders: Biobehavioral assessment and intervention*. Baltimore MD: Brooks.

Offers useful clinical guidelines for assessment and treatment. Detailed case studies illustrate individualized assessments, causal analyses, interventions, and outcomes for a wide range of childhood feeding disorders.

Also see: [Assessment](#)

Material # 2200.101

Lowman, D. K., & Murphy, S. M. (1999). *The educator's guide to feeding children with disabilities*. Baltimore: Paul H. Brooks.

Comprehensive and team-focused, this book provides you with the information you need to design and implement effective feeding plans for students with disabilities. Each chapter identifies and explores a separate component of feeding encountered in school-based situations.

Also see: [Professional Resource](#)

Videos

Material # 2210.100

Blind Children's Center (Producer). (1994). *Let's eat: Feeding a child with a visual impairment*. (Available from Blind Children's Center, 4120 Marathon Street, Los Angeles, CA 90029)

Provides a variety of techniques to help families teach competent feeding skills to their young children with visual impairments. Has Manual. English and Spanish. 14:54 minutes.

Also see: [Parents/Families](#)

Books

Material # 2300.100

Werner, D. (1987). *Disabled village children*. Palo Alto, CA: The Hesperian Foundation

This book provides a wealth of information on working with families and their children with disabilities. It includes a disability identification listing, information on teaching self-help skills, and rehabilitation aids. Available in Spanish.

Also see: n/a

Material # 2300.101

Kline, F. M., Silver, L. B., & Russell, S. C. (2001). *The educator's guide to medical issues in the classroom*. Baltimore: Paul H. Brookes.

This easy to read guide gives educators facts on how students' medical conditions and their treatments directly affect their classroom behavior and learning ability. Readers will get tips and strategies for creating successful learning environments.

Also see: n/a

Material # 2300.102

Demchak, M., & Greenfield, R. G. (2002). *Transition portfolios for students with disabilities: How to help students, teachers, and families handle new settings*. Thousand Oaks, CA: Corwin Press, Inc.

This book offers practical details on gathering critical information, including tips on what to include, sources, and timelines. It also shows you how to include educational components, accommodations to instruction, medical information, student's communication styles, and positive behavior support plans. The book also includes a section on how to collect personal information about students, as well as sample mapping sessions.

Also see: Parents/Families

Material # 2300.103

Harris, J., Hartshorne, N., Jess, T., Mar, H., Rowland, C., Sall, N., Schmoll, S., Schweigert, P., Unruh, L., Vernon, N., & Wolf, T. (2003). *Home talk: A family assessment of children who are deafblind*. Monmouth, OR: DB-Link.

Home Talk is an assessment tool for parents and care providers of children who are deaf-blind and who have other disabilities. Its purpose is to help you participate in the planning of your child's educational program. *Home Talk* can provide a broad picture of a child's skills, special interests, and personality.

Also see: Parents/Families

Material # 2300.104

Osborne, A. G., & Russo, C. J. (2003). *Special education and the law: A guide for practitioners*. Thousand Oaks, CA: Corwin Press, Inc.

This book is aimed at saving precious time and resources by thoroughly translating and explaining legal regulations (i.e., IDEA, ADA, Section 504 of the Rehabilitation Act) so educators can more fully focus on providing the services their students need.

Also see: Materiales en Español n/a

Material # 2300.105

Plaxen, J. R. (2005). *Adapt my world: Homemade adaptations for people with disabilities*. Santa Ana, CA: Seven Locks Press.

This book features homemade adaptations for children with disabilities for home, school, and play. Simple adaptations will help children who are "differently-abled" achieve similar goals, tasks, and desires of the "abled" child. There are adaptations for mealtime, bath time, bedtime, and adaptations to help children socialize with peers more efficiently.

Also see: Parents/Families

Articles

Material # 2440.100

Giangreco, M. F., Cichoskikelly, E., Backus, L., Edelman, S. W., Tucker, P., Broer, S., & Cichoskikelly, M. (1999, March). Developing a shared understanding: Paraeducator supports for students with disabilities in general education. *TASH Newsletter*, 21-23.

Also see: n/a n/a

Material # 2440.101

Giangreco, M. F., Broer, S. M., Edelman, S. W. (1999). The tip of the iceberg: Determining whether paraprofessional support is needed for students with disabilities in general education settings. *JASH*, 24(4), 281-291.

Also see: n/a n/a

Material # 2440.102

Durkel, J. (2000). The paraprofessional working with students with visual impairments. *See/Hear (Texas School for the Blind and Visually Impaired Newsletter)*, 5(1), 31-33.

Also see: Professional Resource

Videos

Material # 2410.100

Teaching Research Division (Producer). (1994). *You & me video series: Tape 2--Interpreter/Tutor* [Videotape]. (Available from Teaching Research Division, 345 N. Monmouth, OR 97361)

This video series was developed to assist parents and professionals with increasing their knowledge of educational principles, techniques, supports, and placement options for children who are deaf-blind. Other tapes are located in Dual Sensory Impairments #410.113-410.115. In tape 2 Riley's educational program succeeds largely because of his interpreter-tutor. This video portrays the various roles of the interpreter tutor. Examples of actual lesson adaptations and a discussion of interpreter-tutor skills is included in a manual which comes with this video.

Also see: Dual Sensory Impairment Parents/Families

Material # 2410.101

Dover, W. (Writer). (1996). *The training video series for the paraprofessional. Tape 1: Where do I start?* [Videotape]. (Available from The Master Teacher, PO Box 1207, Manhattan, KS 66505-1207, (800) 669-9633)

The role of the paraprofessional in the inclusive setting for children and youth with disabilities is defined within this video series. It explains the paraprofessional's role in making this possible. This video also examines the paraprofessional in the critical areas of a typical school. . . the main office, the teachers' lounge, the lunchroom, and regular/special education classrooms. 40 minutes.

Also see: Inclusion

Material # 2410.102

Dover, W. (Writer). (1996). *The training video series for the paraprofessional. Tape 2: Working with students in the inclusive classroom* [Videotape]. (Available from The Master Teacher, PO Box 1207, Manhattan, KS 66505-1207, (800) 669-9633)

This video focuses on the following areas for the paraprofessional: 1.) Importance and usefulness of program goals and directives. 2.) Documenting and reporting on students' progress. 3.) Assessing the special needs and abilities of students. 4.) When and how to modify class activities.

Also see: Inclusion

Material # 2410.103

Dover, W. (Writer). (1996). *The training video series for the paraprofessional. Tape 3: Working with other adults in the inclusive classroom* [Videotape]. (Available from The Master Teacher, PO Box 1207, Manhattan, KS 66505-1207, (800) 669-9633)

This video provides insight for the paraprofessional about relating to the regular classroom teacher. In depth coverage surrounds issues related to: 1.) How to be a "teacher supporter," utilizing various communication skills. 2.) How to put communication skills into practice. 3.) Techniques for managing instruction within the "teaching space."

Also see: Inclusion

Material # 2410.104

HOPE Inc. (1998). *Deafblindness and the intervener* [Videotape]. (Available from Hope, Publishing Incorporated, 1856 North 1200 East, North Logan, UT 84321)

This video discusses the effective use of interveners with children and youth who are deafblind. Intervenors are shown working with individuals who are deafblind in home, school, and community settings. Interviews are presented that give perspectives from parents, teachers, educational administrators, and interveners themselves. 15 minutes.

Also see: Dual Sensory Impairment

Briefing Papers

Material # 2480.100

Alsop, L., Blaha, R., & Kloos, E. (2000). *The intervener in early intervention and educational settings for children and youth with deafblindness*. Monmouth, OR: National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind.

The purpose of this paper is to provide information about interveners and their role with individuals who are deafblind. It describes the work of interveners in early intervention and educational settings provided under the IFSP and IEP. It aims to clarify terminology, concepts, and address important issues.

Also see: Dual Sensory Impairment

NDSIP Tips for Home or School

Tip Sheets

Material # 2900.01

Alphabet Soup: Acronyms Commonly Used in Special Education

Also see: n/a

Material # 2900.02

Best Educational Practices For Students With Severe And Multiple Disabilities

Also see: n/a

Material # 2900.03

Systematic Planning For Inclusion

Also see: n/a

Material # 2900.04

Tolerating Touch

Also see: n/a

Material # 2900.05

Benefits of Community-Based Instruction

Also see: n/a

Material # 2900.06

Light Sensitivity

Also see: n/a

Material # 2900.07

Facilitating Friendships and Interactions

Also see: n/a

Material # 2900.08

Circles of Friends

Also see: n/a

Material # 2900.09

Relaxation Strategies

Also see: n/a

Material # 2900.10

Appropriate Touch

Also see: n/a

Material # 2900.11

Innovative Living Options

Also see: n/a

Material # 2900.12

Inclusive Education

Also see: n/a

Material # 2900.13

How to Interact with Individuals with Dual Sensory Impairments

Also see: n/a

Material # 2900.14

Questions for Parents of School Age Children in Planning Transitions to New Teachers

Also see: n/a

Material # 2900.15

Questions for Your Eye Doctor

Also see: n/a

Material # 2900.16

Strategies for Successful Medical Appointments for Individuals with Deaf-Blindness

Also see: n/a

Material # 2900.17 Supported Education Also see: n/a	Material # 2900.34 How to Keep Items from Rolling Off the Table or Wheelchair Tray (September 2003). Also see:
Material # 2900.18 Awareness of Medical Issues in Relation to Changes in Behavior Also see: n/a	Material # 2900.35 How Can I Help My Child Understand What is About to Happen (January 2004). Also see:
Material # 2900.19 Otitis Media Also see: n/a	Material # 2900.36 Talking Photo Albums (September 2004). Also see:
Material # 2900.20 Cortical Vision Impairment (July, 2002). Also see: n/a	Material # 2900.37 Page Fluffers (April 2006). Also see:
Material # 2900.21 Visual Adaptations Also see: n/a	Material # 2900.38 Grasping Aids (September 2006). Also see:
Material # 2900.22 Considerations in IEP Development for Children Who are Deafblind Also see: n/a	Material # 2900.39 Promoting Literacy through Emergent Writing Also see:
Material # 2900.23 Tips for Students with Usher Syndrome Also see: n/a	
Material # 2900.24 Using Natural Supports in the Classroom for Students with Disabilities Also see: n/a	
Material # 2900.25 Facts About Colorblindness Also see: n/a	
Material # 2900.26 A Step-by-Step Overview of Conducting a Functional Assessment Of Challenging Behavior(s) Also see: n/a	
Material # 2900.27 Guidelines for Using Reinforcers Also see: n/a	
Material # 2900.28 The Importance of Screening for Vision Problems in Children with Hearing Impairments Also see: n/a	
Material # 2900.29 How to Create a Winning Video Resume Also see: n/a	
Material # 2900.30 Using Cues to Enhance Receptive Communication Also see: n/a	
Material # 2900.31 Using Cues to Enhance Expressive Communication Also see: n/a	
Material # 2900.32 Utilizing the SENSE of Smell in Children & Youth with Deafblindness Also see:	
Material # 2900.33 Object Calendar Also see: n/a	

Guides

Material # 630.104

Rowland, C., & Schweigert, P. (2002). *Hands-on problem solving for children with multiple disabilities: A guide to assessment and teaching strategies*. Portland, OR: Oregon Health Sciences University.

This guide and accompanying school-based and home-based inventories are used to evaluate the cognitive skills of nonverbal children with severe disabilities as demonstrated through their interactions with the physical environment. These materials are especially important for children who are deafblind.

Also see:

Web Resources

Material # 9999

ERIC--<http://www.eric.ed.gov/>

ERIC provides free access to more than 1.2 million bibliographic records of journal articles and other education-related materials and, if available, includes links to full text. ERIC is sponsored by the U.S. Department of Education, Institute of Education Sciences (IES).

Also see:

Material # 9999

NICHCY--www.nichcy.org

NICHCY stands for the National Dissemination Center for Children with Disabilities. NICHCY has a variety of materials available online on the following topics:

- *disabilities in infants, toddlers, children, and youth,
- *IDEA, which is the law authorizing special education,
- *No Child Left Behind (as it relates to children with disabilities), and
- *research-based information on effective educational practices.

Also see:

Material # 9999

DBLink--<http://www.tr.wou.edu/DBLINK/>

DBLink is the National Information Clearinghouse for Children who are Deafblind. Their website has free information sheets and other publications.

Also see:

Fact Sheets

Material # 3300.100

Blind Babies Foundation (1998). *Foundation Pediatric Visual Diagnosis Fact Sheets*. San Francisco, CA: Author.

Includes six commonly encountered eye conditions among pediatric patients in the United States. These include: Cortical Visual Impairment, Retinopathy of Prematurity, Optic Nerve Hypoplasia, Albinism, Optic Nerve Atrophy, and Retinal Diseases. The seventh sheet in this set addresses diagnostic tests and materials frequently used with young children.

Also see: Visual Impairment

Articulos

Material # 2840.100

Abogacía y técnicas: Ideas de y para los padres y de y para los que dan apoyo a los padres y niños. *See/Hear*, 5(1). Retrieved October 4, 2000, from the World Wide Web: http://www.tsbvi.edu/Outreach/seehear/winter00/advocacy_tips-span.htm.

Also see: Parents/Families

Material # 2840.101

Chen, D. (1999). Aprendiendo a comunicarse: Estrategias para desarrollar comunicación con infantes cuyas incapacidades múltiples incluyen incapacidad de la vista y la pérdida del oído. *reSources* 10(5), 1-8.

Also see: Aug/Alternative Comm.

Material # 2840.102

Simmons, S. (1995, Jun). O&M para los niños en edad preescolar: Atendiendo al desarrollo. *See/Hear*, 4(3). Retrieved October 4, 2000 from the World Wide Web: <http://www.tsbvi.edu/Outreach/seehear/summer99/ompreschool-span.htm>.

Also see: Orientation & Mobility

Material # 2840.103

Newton, G. (2000). Control cotidiano de audífonos. *See/Hear* 5(2), Retrieved October 4, 2000 from the World Wide Web: <http://www.tsbvi.edu/Outreach/seehear/spring00/hearingaids-span.htm>.

Also see: Hearing Impairment

Material # 2840.104

Lace, J. (2000). Implicaciones importantes mínimas de las pérdidas. *See/Hear* 5(3), Retrieved October 4, 2000 from the World Wide Web: <http://www.tsbvi.edu/Outreach/seehear/summer00/minimal-span.htm>.

Also see: n/a

Material # 2840.105

Axelrod, G. (2000). Niños del entrenamiento del tocador con sordoceguera: Las ediciones y las estrategias. *Ver/Oír* 5(3). Retrieved October 4, 2000 from the World Wide Web: <http://www.tsbvi.edu/Outreach/seehear/summer00/toilet-span.htm>.

Also see: Parents/Families

Material # 2840.106

Wiley, D. (2002). *Preguntas y respuestas. Preparándose para: La junta (ITP) plan individual de transición de su hijo(a)*. Retrieved November 12, 2002 from: <http://www.tsbvi.edu/Outreach/itp-span.htm>.

Also see: Parents/Families

Material # 2840.107

Hagood, L. (2002). *Conversaciones sin lenguaje: Cómo establecer interacciones de calidad con niños sordo-invidentes*. Retrieved November 12, 2002, from <http://www.tsbvi.edu/Outreach/seehear/archive/conversation-span.htm>.

Also see: Parents/Families

Material # 2840.108

Miller, C. (1998). Los lentes no te van a ayudar si no los usas [Electronic version]. *See/Hear*, 3(2). Retrieved November 12, 2002 from: <http://www.tsbvi.edu/Outreach/seehear/spring98/glasses-span.htm>.

Also see: Parents/Families

Material # 2840.109

Anthony, T. (1996). *Consejos para los padres: Los anteojos y los niños pequeños*. Retrieved November 12, 2002, from: <http://www.tsbvi.edu/Outreach/seehear/summer99/parents-glasses-span.htm>.

Also see: Parents/Families

Material # 2840.110

Robinson, J. (1998). ¿Qué hace usted y su familia para recreación? Retrieved November 12, 2002, from <http://www.tsbvi.edu/Outreach/seehear/spring98/fun-span.htm>.

Also see: [Parents/Families](#)

Material # 2840.111

Smith, M., & Toy, R. (1998). Sintiendo el relieve: Habilidades funcionales de tacto. *See/Hear*, 3(3), 11-18.

Also see: [Parents/Families](#)

Material # 2840.112

CADRE (El Consorcio para la Resolución Apropriadada de Disputas en la Educación Especial). 2005. *Los pasos hacia el éxito: Como comunicarse con la escuela de su hijo*. Retrieved June 20, 2005, from : <http://www.directionservice.org/cadre/successesp.cfm>.

Also see: [Parents/Families](#)

Libros

Material # 2800.100

Kumin, L. (1997). *Cómo favorecer las habilidades comunicativas de los niños con síndrome de down: Una guía para padres*. Barcelona: Paidós

Este libro, dedicado sobre todo a los padres, proporciona una rica información sobre el desarrollo del habla y del lenguaje en los niños con síndrome de Down: qué cabe esperar de la evolución de sus facultades comunicativas desde la infancia hasta la adolescencia temprana, cómo afecta el síndrome de Down a esas aptitudes, and qué pueden hacer los padres para maximizar el potencial de sus hijos en esta etapa crucial del desarrollo.

Also see: [Parents/Families](#)

Material # 2800.101

Stray-Gundersen, K. (1997). *Bebés con síndrome de down: Guía para padres* (Segunda Edición). Bethesda, MD: Woodbine House.

Revisado y actualizado, *Bebés con síndrome de Down* es el libro que miles de padres de recién nacidos, así como profesionales, han convertido en su primera fuente de información sobre el síndrome de Down. Este libro abarca todo lo que los padres necesitan saber sobre la crianza de su niño en un ambiente lleno de amor, orgullo y realización personal.

Also see: [Parents/Families](#)

Material # 2800.102

Werner, D. (1990). *El Niño campesino deshabilitado*. Palo Alto, CA: Fundación Hesperian.

Este libro intenta recopilar la información básica que ayudará a satisfacer las necesidades de los niños de las áreas rurales, con una gran variedad de deshabilitaciones.

Also see: [n/a](#)

Material # 2800.103

Anderson, W., Chitwood, S., & Hayden, D. (1999). *Guiándose por la intrincada senda de la educación especial: Una guía para padres y maestros* (Tercera Edición). Bethesda, MD: Woodbine House.

Disponible en español por primera vez, este libro será una gran ayuda para los padres de familia Latinos con hijos que tienen necesidades especiales que están buscando información y orientación en el sistema de educación especial.

Also see: [Parents/Families](#)

Material # 300.100

Dominguez, B., & Dominguez, J. (1991). *Peldanos del crecimiento: Bases para el aprendizaje de niños ciegos y disminuidos visuales*. (Traducido en español por P. I. Rosell Vera). New York: Fundacion Americana para los Ciegos.

El objeto del libro es brindar ayuda a la familia y otros responsables, así como al personal de las escuelas para enfrentarse con las necesidades particulares de los alumnos ciegos y disminuidos visuales del nivel preescolar.

Also see: [Visual Impairment](#)

Manuals

Material # 2820.100

McNulty, K. (Ed.) (2002, August). *Hojas informativas de comunicación para padres*. Monmouth, OR: The National Information Clearinghouse for Children who are Deaf-Blind.

Este folleto contiene estrategias y sugerencias obtenidas de más de cien padres y miembros de la familia.

Also see: [Parents/Families](#) [n/a](#)

Guías

Material # 2830.100

Brody, J. & Webber, L. (1994). *¡A Comer!: Cómo alimentar a un niño con impedimento visual*. Los Angeles, CA: Blind Children's Center.

Esperamos que este folleto ayude a las familias que se están enfrentando al reto de enseñar la forma de alimentarse solos a sus hijos con impedimentos visuales.

Also see: [Parents/Families](#)

Material # 2830.101

Chen, D., & McCann, M. E. (1993). *Eligiendo un programa*. Los Angeles: Blind Children's Center.

Una guía para los padres de infantes y pre-escolares con incapacidades visuales. El propósito de este folleto es ayudarle a usted a seleccionar el mejor programa para su hijo, y ayudarle a usted durante la transición o cambio.

Also see: [Parents/Families](#)

Material # 2830.102

Kekelis, L. & Chernus-Mansfield, N. (1995). *Hableame: Una guía de lenguaje para padres de niños ciegos*. Los Angeles, CA: Blind Children's Center.

Also see: [Parents/Families](#)

Material # 2830.103

Chernus-Mansfield, N., Hayashik, D. & Kekelis, L. (1995). *Hableame II*. Los Angeles, CA: Blind Children's Center.

Also see: [Parents/Families](#)

Material # 2830.104

Watkins, S. (n.d.) *Lenguaje por medio de señas para la familia (Sign language for the family)*. Logan, UT: HOPE, Inc.

Este libro fue escrito para ustedes, padres de familia. Después de que hayan repasado las cintas magnéticas y aprendido a usar las señas, pueden consultar este libro para practicar oraciones y actividades que han sido recopiladas para su uso. Si se les olvida alguna seña, consulten rápidamente en el libro; al ver la ilustración de la seña se les refrescará la memoria, y por consiguiente podrán usar la seña.

Also see: [Parents/Families](#)

Material # 2830.105

Aguirre-Larson, G. M. (1996). *Mi nombre es Lupita y tengo un hijo sordo*. Hillsboro, OR: Butte Publications, Inc.

Un conjunto de seis guías:

1. ¿Dónde están tus oídos Toño?
2. ¿Qué ocasionó la pérdida auditiva de Toño?
3. Los auxiliares auditivos de Toño.
4. La pérdida auditiva afecta el desarrollo normal del lenguaje de Toño.
5. ¿Qué tip de educación necesita Toño?
6. Usted puede estimular el lenguaje de su hijo en casa.

Also see: [Parents/Families](#)

Material # 2830.106

Hug, D., Chernus-Mansfield, N., & Hayashi, D. (1996). *Muevete conmigo: Guía para los padres sobre el desarrollo de movimientos de bebés impedidos de la vista*. Los Angeles: Blind Children's Center.

Este folleto ofrece una variedad de formas en las que usted puede promover el desarrollo de movimiento de su bebé. Las sugerencias están destinadas a servirle como pautas y esperamos que las use de la manera que le sea más útil a usted y a su bebé.

Also see: [Parents/Families](#)

Videos

Material # 2810.100

Epilepsy Foundation of America. (1996). *Epilepsia ...Y Ahora Que* [Videotape]. (Available from Epilepsy Foundation, 4351 Garden City Drive, Landover, MD 20785-7223, (800) 332-1000)

Filmado completamente en español. Este video explica Epilepsia y lo que enfrenta la familia con convulsions y lo que pueden hacer. Aspectos del tratamiento y habilidades para poder llevar y enfrentarlo desde una perspectiva cultural. Vistas al doctor, evaluaciones medicas, medicamentos, temas escolares y de trabajo y mitos de misconception.

Also see: [Seizure Disorder](#)

Material # 2810.101

Epilepsy Foundation of America. (1996). *La epilepsia y la familia*. [Videotape]. (Available from Epilepsy Foundation, 4351 Garden City Drive, Landover, MD 20785-7223, (800) 332-1000)

Los padres en este video explican como con llevan los temas medicas y familiares asociados con el eracimiento de un niño en convulsions.

Also see: [Seizure Disorder](#)

Material # 2810.102

South Dakota Department of Education and Cultural Affairs (Producer). (1992). *Audando a su niño a aprender. Volume 1* [Videotape]. (Available from the producer by calling 1-800-438-9832)

Videos específicamente diseñados para ayudar los padres con niño con incapacidades de la vista y oídos y otras incapacidades. Volume 1: (29:15) Donde y Cuando Enseñar (9:45); Enseñando Auto-Control (11:00); and Habilidades de Juego (8:15).

Also see: [Parents/Families](#)

Material # 2810.103

South Dakota Department of Education and Cultural Affairs (Producer). (1992). *Audando a su niño a aprender. Volume 2* [Videotape]. (Available from the producer by calling 1-800-438-9832)

Videos específicamente diseñados para ayudar los padres con niño con incapacidades de la vista y oídos y otras incapacidades. Volume 2: (28:45) Que Enseñar (9:35); Enseñándole a Escoger (9:30); Enseñando Habilidades de Vestirse (9:30).

Also see: [Parents/Families](#)

Material # 2810.104

South Dakota Department of Education and Cultural Affairs (Producer). (1992). *Audando a su niño a aprender. Volume 3* [Videotape]. (Available from the producer by calling 1-800-438-9832)

Videos específicamente diseñados para ayudar los padres con niño con incapacidades de la vista y oídos y otras incapacidades. Volume 3: (31:55) Como Enseñar (10:50); Enseñando con Adaptaciones (13:00); Enseñando habilidades a la hora de Comer (7:40).

Also see: [Parents/Families](#)

Material # 2810.105

The Blumberg Center (Producer). (1993). *Vision funcional: Aprendiendo a ver* [Videotape]. (Available from the Blumberg Center, 1-800-438-9832)

Desarrollado con la intervención de padres, doctores, educadores y especialistas en la visión. Este video discute los seis comportamientos voluntarios de la vista que todos nosotros utilizamos para ver. Se provee con ejemplos positivos de niños con daños visuales significantes quienes aprenden a utilizar la vista. A los padres se les da fuerza a través de la enseñanza positiva y los métodos de apoyo. 18 minutos.

Also see: [Visual Impairment](#)

Material # 2810.106

Foundation for the Junior Blind (Publisher). (1993). *Que Estas Tratando De Decirme* [Videotape]. (Available from Foundation for the Junior Blind, 5300 Angeles Vista Blvd., Los Angeles, CA 90043, (213) 295-4555)

Este Video fue desarrollado específicamente para las familias que hablan Español y que tienen niños incapacitados y con desordenes visuales. Tiene la intención de aumentar el reconocimiento de los padres sobre la capacidad de sus niños para interacción y comunicación pre-verbal. Estrategias que fortalecen la interacción y la comunicación son compartidas con los televidentes. Solamente se consigue en Español. Tiene un manual.

Also see: [Aug/Alternative Comm. Early Intervention](#)

Material # 2810.107

The Blumberg Center (Producer). (1996). *Educación efectivo: Incluir todos los estudiantes* [Videotape]. (Available from the Blumberg Center, 1-800-438-9832)

This videotape was developed to help educators & parents understand inclusive practices. It shows children with severe disabilities being supported in typical classrooms. It also covers information needed to develop successful adaptations.

Also see: [Visual Impairment](#)

Material # 2810.108

Chen, D., Klein, M. D., & Haney, M. (Producers). (1999). *PLAI: Promoviendo el Aprendizaje a Través de la Interacción Activa* [Videotape]. Baltimore: Paul H. Brookes.

This training video depicts real interactions between young children with multiple disabilities and their families in natural settings. It demonstrates to students, practicing professionals, and families the techniques and goals described throughout the PLAI program, such as understanding children's cues, identifying preferences, establishing predictable routines, establishing turn taking, and encouraging initiation. 27 minutos.

Also see: [Parents/Families](#)

Material # 2810.109

Jung, M. D. (Producer). (2003). *Newborn hearing screening* [Videotape]. (Available from A.J. Papanikou Center for Excellence in Developmental Disabilities Education, 263 Farmington Ave.--MC6222, Farmington, CT 06030-6222, (860) 679-1500).

Este video de 16 minutos esta diseñado para padres de infantes y niños pequeños con pérdida de los oídos. El video ayuda a promover un mejor entendimiento del proceso de intervención temprana, y introduce a las familias a amplificar, apoyo de padres a padres, y varias opciones de comunicación. CLOSE CAPTIONED.

Also see: [Hearing Impairment](#) [Parents/Families](#)

Material # 2810.110

Jung, M. D. (Producer). (2003). *Intervención temprana para infantes y niños pequeños con pérdida de audición* [Videotape]. (Available from A.J. Papanikou Center for Excellence in Developmental Disabilities Education, 263 Farmington Ave.--MC6222, Farmington, CT 06030-6222, (860) 679-1500).

This 16-minute videotape is designed for parents of infants and young children with a hearing loss. The videotape helps promote a better understanding of the early intervention process, and introduces families to amplification, parent to parent support, and various communication options. CLOSE CAPTIONED.

Also see: [Hearing Impairment](#) [Parents/Families](#)

NDSIP--Hoja de Consejos

Material # 2890.001

Sopa de Alfabeto Acrónimos Usados Comúnmente en la Educación Especial

Also see: [n/a](#)

Material # 2890.002

Las Mejores Practicas Educativas para Estudiantes con Retrazos Severos y Incapacidades Múltiples

Also see: [n/a](#)

Material # 2890.003

Planeamiento Sistemático para La Inclusión

Also see: [n/a](#)

Material # 2890.004 Tolerando El Tacto Also see: n/a	Material # 2890.022 Consideraciones en el Desarrollo de Plan Individual Educativo (PIE) para Niños que son Sordos-Ciegos Also see: n/a
Material # 2890.005 Beneficios de Instrucción Basada en La Comunidad Also see: n/a	Material # 2890.023 Para Niños con El Síndrome Usher Also see: n/a
Material # 2890.006 Sensibilidad de la Luz Also see: n/a	Material # 2890.024 Usando Apoyos Naturales en la Clase para Estudiantes con Incapacidades Also see: n/a
Material # 2890.007 Facilitando Amistades y Interacción Also see: n/a	Material # 2890.025 Datos Acerca de Ceguera de Colores Also see: n/a
Material # 2890.008 Círculo de Amistades Also see: n/a	Material # 2890.026 Un Resumen Paso a Paso de cómo Conducir una Evaluación Funcional y el Reto de Comportamiento(s) Also see: n/a
Material # 2890.009 Estrategias de Relajación Also see: n/a	Material # 2890.027 Guías para Usar Reenfozamiento Also see: n/a
Material # 2890.010 El Toque Apropiado Also see: n/a	Material # 2890.028 La Importancia de la Evaluación de Problemas Visuales en Niños con Impedimentos Auditivos Also see: n/a
Material # 2890.011 Opciones Creativas para Vivir Also see: n/a	Material # 2890.029 Cómo Crear un Video Currículo Exitoso Also see: n/a
Material # 2890.012 Educación Inclusiva Also see: n/a	Material # 2890.030 Dando Claves para Enriquecer la Comunicación Receptiva (Julio 2002). Also see:
Material # 2890.013 Cómo Relacionarse Con Individuos Que Tienen Dos Sentidos Incapacitados Also see: n/a	Material # 2890.031 Dando Claves para Enriquecer su Comunicación Expresiva (Julio 2002). Also see:
Material # 2890.014 Preguntas para Padres de Niños de Edad Escolar en El Planeamiento de Transición Hacia Nuevos Maestros Also see: n/a	Material # 2890.032 Utilizando el Sentido del Olfato en Niños y Jóvenes Sordo-Ciegos Also see:
Material # 2890.015 Preguntas para El Oculista Also see: n/a	Material # 2890.033 Calendario de Objeto Also see: n/a
Material # 2890.016 Las Estrategias Para Citas Médicas Exitosas Para Individuos Sordos y con Pérdida de la Vista Also see: n/a	Material # 2890.036 Álbumes de Fotos que Hablan (Septiembre 2004). Also see:
Material # 2890.017 La Educación Apoyada Also see: n/a	Material # 2890.20 Discapacidad Visual Cortical (Enero 2003). Also see:
Material # 2890.018 Conciencia de Temas Médicos en Relación a Los Cambios en el Comportamiento Also see: n/a	
Material # 2890.019 Otitis Media Also see: n/a	
Material # 2890.021 Adaptaciones Visuales Also see: n/a	

Guías Para Padres

Material # 2880.100 American Foundation for the Blind. (2000). <i>Conectando los puntos: Un recurso para padres para promover la alfabetización temprana en Braille</i> . Atlanta, GA: Author. Recursos que enseñan el código Braille. Also see: Parents/Families
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DBLINK--Hoja de Datos

Material # 2892.101

Perspectiva General sobre la Sordo-Ceguera (Diciembre de 1995)

Also see: n/a

Material # 2892.102

Primeras Interacciones con Niños Sordo-Ciegos (Mayo de 1997)

Also see: n/a

Material # 2892.103

Interacciones de Comunicación: Hacen Falta Dos (Agosto de 1995)

Also see: n/a

Material # 2892.104

Comunicación Expresiva: Cómo los niños entienden nuestros mensajes (Agosto de 1996)

Also see: n/a

Material # 2892.105

Comunicación Receptiva: Cómo los niños entienden nuestros mensajes (Agosto de 1996)

Also see: n/a

Material # 2892.108

Hablar el lenguaje de las manos hacia las manos (April de 1998)

Also see: n/a

Material # 2892.109

Alfabetización de las personas que son sordas e invidentes (Enero de 2000)

Also see: n/a

Material #

Also see:

Material #

Also see:

Material # 73

Also see: