
Also see: Early Intervention

Material # 100.106


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 # 100.107


Also see: Early Intervention

Material # 100.108


Also see: n/a

Material # 100.109


Also see: n/a

Material # 100.110


Also see: n/a

Material # 100.111


Also see: n/a

Material # 100.112


Also see: n/a

Material # 100.113


Also see: n/a

Material # 100.104


Also see: n/a

Material # 100.105


Also see: Dual Sensory Impairment

Material # 100.107


Also see: n/a

Material # 100.108


Also see: n/a

Material # 100.109


Also see: n/a

Material # 100.110


Also see: n/a

Material # 100.111


Also see: n/a

Material # 100.112


Also see: n/a

Material # 100.113


Also see: Early Intervention

Books

Material # 100.101


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


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: n/a

Material # 100.103


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


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


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

Also see: Visual Impairment

Material # 100.106


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


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: Visual Impairment
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 # 100.108

Material # 100.110

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

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

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 children with facial differences.

Also see: n/a

Material # 100.119

Home Talk is an assessment tool for parents and care providers of children who are deafblind 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

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

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

This book is for grandparents of children with visual impairments with or without additional disabilities. It is intended to address positive 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

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 dozens 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 # 120.100

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

Also see: Aug/Alternative Comm.

Material # 120.101

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

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.
### Guides

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<tr>
<th>Material #</th>
<th>Title</th>
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<tr>
<td>120.105</td>
<td>Chernus-Mansfield, N. (1995). Talk to me II.</td>
<td>Blind Children's Center</td>
<td>Los Angeles</td>
<td>Also see: Visual Impairment</td>
</tr>
<tr>
<td>120.109</td>
<td>McNulty, K. (2002, August). Communication fact sheets for parents.</td>
<td>The National Information Clearinghouse for Children who are Deaf-Blind</td>
<td>Monmouth, OR</td>
<td>Also see: Augmentative/Alternative</td>
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<tr>
<td>120.110</td>
<td>Hussey-Gardner, B. (1988). Understanding my signals.</td>
<td></td>
<td>Palo Alto, CA</td>
<td>Also see: Early Intervention</td>
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<tr>
<td>1520.103</td>
<td>Allshouse, C., &amp; Goldberg, P. F. (2003). Working with doctors: A parent's guide to navigating the health system.</td>
<td>PACER Center, Inc.</td>
<td>Minneapolis, MN</td>
<td>Also see: Visual Impairment</td>
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<tr>
<td>130.103</td>
<td>Meyers, L. &amp; Lansky, P. Dancing Cheek to Cheek: Nurturing beginning social, play and language interactions.</td>
<td>Blind Children's Center</td>
<td>Los Angeles</td>
<td>Also see: Visual Impairment, Orientation &amp; Mobility</td>
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<td>130.108</td>
<td>United Spinal Association.</td>
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### Also See

- [Orientation & Mobility](#)
- [Visual Impairment](#)
- [Early Intervention](#)
- [Augmentative/Alternative](#)
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


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

Videos

Material # 110.101


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


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
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
Videos specifically designed to help parents raising children with hearing, vision and other impairments. 10 minutes.
Also see: n/a

Material # 110.112
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
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
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
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
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
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
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
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 # 110.120
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 handicaps. 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 # 110.121
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 # 110.122
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
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
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
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
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
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
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
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
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
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
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
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
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**
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**
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**
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**
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**
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**
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**
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**
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**
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**
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**
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**
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**
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**
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
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
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
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 n/a

Material # 200.117
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
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
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
Also see: Aug/Alternative Comm.

Material # 340.102
Also see: n/a

Material # 340.104
Also see: n/a

Material # 340.106
Also see: n/a

Material # 340.109
Also see: Early Intervention

Material # 340.110
Also see: Early Intervention

Material # 340.111
Also see: n/a

Material # 340.112
Also see: Hearing Impairment Assessment

Material # 340.113
Also see: n/a

Material # 340.116
Also see: Assessment

Material # 340.117
Also see: n/a
Material # 340.118
Also see: n/a

Material # 340.121
Also see: Aug/Alternative Comm.

Material # 340.122
Also see: n/a

Material # 340.123
Also see: Professional Resource

Material # 340.124
Also see: n/a

Material # 340.125
Also see: n/a

Material # 340.126
Also see: n/a

Material # 340.127
Also see: n/a

Material # 340.128
Also see: n/a

Material # 340.129
Also see: Parents/Families

Material # 340.130
Also see: n/a

Material # 340.133
Also see: Aug/Alternative Comm.

Material # 340.135
Also see: Parents/Families

Material # 340.136
Also see: Parents/Families

Material # 340.137
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
Also see: n/a n/a

Material # 340.140
Also see: n/a

Material # 350.100
Also see: Early Intervention

Material # 360.100
Also see: n/a

Material # 360.102
Also see: n/a

Material # 360.103
Also see: n/a

Material # 360.104
Also see: Early Intervention
Books

Material # 300.100


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 # 300.104


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


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


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


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


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


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


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


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: Assistive Technology

Material # 320.104


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


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


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


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 # 320.104


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

Material # 330.100


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


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


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

Also see: Professional Resource

Material # 330.104


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


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

Also see: Parents/Families

Material # 330.109


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 hearing, suggestions for needed adaptations, and follow-up reading.

Also see: Professional Resource

Material # 330.111


A guide containing views, 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

Material # 310.100


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


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: Inclusion

Material # 310.102


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


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


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


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 inserviceing and disability awareness programs. 12 minutes.

Also see: Assistive Technology

Material # 310.109


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


Demonstrates a comprehensive battery of vision tests that are appropriate for infants under 12 months of age. These test include: Versions, Hirshberg, Krimsky, 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


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


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


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


See description under 310.117.

Also see: Parents/Families
Material # 310.119
See description under 310.117.
Also see: Parents/Families

Material # 310.120
See description under 310.117.
Also see: Parents/Families

Material # 310.121
See description under 310.117.
Also see: Parents/Families

Material # 310.122
See description under 310.117.
Also see: Parents/Families

Material # 310.123
See description under 310.117.
Also see: Parents/Families

Material # 310.124
See description under 310.117.
Also see: Parents/Families

Material # 310.125
See description under 310.117.
Also see: Early Intervention

Material # 310.126
See description under 310.117.
Also see: Parents/Families

Material # 310.127
Also see: Parents/Families

Material # 310.128
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
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
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
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
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

13
Dual Sensory Impairment

**Articles**

**Material # 440.101**


Also see: n/a

**Material # 440.102**


Also see: Parents/Families

**Material # 440.103**


This article provides an overview of the following topics: the effects of deafblindness 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**


Also see: Parents/Families

**Material # 440.112**


Also see: Aug/Alternative Comm.

**Material # 440.113**


Also see: n/a

**Material # 440.114**


Also see: Parents/Families Professional Resource

**Material # 440.115**


Also see: Recreation

**Material # 440.116**


Also see: Aug/Alternative Comm. Assistive Technology

**Material # 440.117**


Also see: Parents/Families

**Material # 440.119**


Also see: Curriculum Issues

**Material # 440.120**


Also see: n/a

**Material # 440.122**


Also see:

**Material # 440.128**


Also see:

**Material # 440.130**


Also see: Parents/Families

**Material # 440.131**


Also see: Parents/Families

**Material # 440.132**


Also see: Visual Impairment Recreation

**Material # 440.133**


Also see: Professional Resource

**Material # 440.134**


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**


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
on subjects like how to talk with deaf-blind people, adapt orientation and
individuals socially, and information resources.
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
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
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:
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
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
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
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
Hand in Hand: Selected reprints and annotated bibliography on working with
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
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
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
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
<table>
<thead>
<tr>
<th>Material # 420.109</th>
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<tr>
<td>Alsop, L. (Ed.) (2002). <em>Understanding deafblindness: Issues, perspectives and strategies</em> (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 &quot;hands on&quot; with children who are deafblind. Also see: Professional Resource Parents/Families</td>
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<th>Guides</th>
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<td>Material # 430.101</td>
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| Material # 430.102 |
| DeCaluwe, S.M., McClellan, 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 intervenor training programs. Also see: Paraprofessional/Interven |

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<th>Videos</th>
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<td>Material # 410.101</td>
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<td>Smith, T. (Writer). (1992). <em>Deaf-Blind overview and introduction: Communication and community</em> [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</td>
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| Material # 410.102 |
| Gordon, M., & Hajjar, S. (Producers). *Touching lives: Portraits of deafblind 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 |

| 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

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, Intervenor 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

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

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

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

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

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

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

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
Augmentative/Alternative Communication

Articles

Material # 540.103
Also see: Professional Resource

Material # 540.104
Also see: Dual Sensory Impairment

Material # 540.107
Also see: Parents/Families

Material # 540.108
Also see: Dual Sensory Impairment

Material # 540.109
Also see: Dual Sensory Impairment

Material # 540.110
Also see: Dual Sensory Impairment

Books

Material # 500.100
Also see: Early Intervention Parents/Families

Material # 500.104
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

Material # 500.106
Also see: Professional Resource

Material # 500.108
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 # 500.109
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

Materials

Material # 520.100
Also see: Parents/Families Professional Resource

Material # 520.101
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
Also see: Professional Resource

Material # 520.106
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

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

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 students' skills.

Also see: *Dual Sensory Impairment*

Material # 530.101

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" fasion 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

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

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

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

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

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

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

See description for item #510.113.

Also see: *Dual Sensory Impairment*

Material # 510.115

See description for item #510.113.

Also see: *Dual Sensory Impairment*
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


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

Also see: Parents/Families Professional Resource

Material # 510.132


See description of video series under material number 510.130.

Also see: Parents/Families Professional Resource

Material # 510.133


See description of video series under material number 510.130.

Also see: Parents/Families Professional Resource

Material # 510.134


See description of video series under material number 510.130.

Also see: Parents/Families Professional Resource

Material # 510.135


See description of video series under material number 510.130.

Also see: Parents/Families Professional Resource

Material # 510.136


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


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 & bath; 15.) Family & people; and 16.) Vehicles, places & things outside.

Also see: Parents/Families Professional Resource

Material # 510.138


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


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
### Assessment

#### Manuals

**Material # 620.106**

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**

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**

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

**Material # 630.100**

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**

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**

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

#### Guides

**Material # 630.100**

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**

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**

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**

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**

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: Dual Sensory Impairment

**Material # 610.103**

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
Curriculum Issues

Articles

Material # 740.100
Also see: n/a

Material # 740.102
Also see: Dual Sensory Impairment

Manuals

Material # 720.103
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
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
This manual was designed to provide assistance on state level evaluation & to stimulate discussion among state and national stake holders.
Also see: Transition/Emp/Adult Professionals/Parents

Guides

Material # 730.100
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
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
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
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
Inclusion

Articles

Material # 840.101


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

Books

Material # 800.100


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


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 relationships, communicating more effectively with peers, and taking a more active role in school and community.

Also see: Behavior Support

Material # 800.102


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


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


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 action plans, using collaborative teaching, and improving communication skills among team members.

Also see: Collaborative Teaming

Material # 800.105


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


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 and high school.

Also see: Professional Resource

Material # 840.102


Also see: Dual Sensory Impairment

Manuals

Material # 820.106


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


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


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


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


Also see: Curriculum Issues
Also see: Dual Sensory Impairment

Material # 830.101

This guide operationalizes the principles of individualization, family-school partnerships, school and community inclusion, and collaborative teamwork.
Also see: Collaborative Teaming

Material # 830.103

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

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

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

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

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

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

Material # 810.108

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 # 810.110

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

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: Professional Resource

Material # 810.113

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

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


Shares the true spirit of inclusion through an array of personal stories and experiences. 23:30 minutes.
Also see: Parents/Families  Professional Resource


Experiences of a community that is in the process of building full inclusion. 26 minutes.
Also see: Transition/Emp/Adult


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


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


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

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
Orientation & Mobility

**Articles**

**Material # 940.100**


Also see: Early Intervention

**Material # 940.101**


Also see: Early Intervention Visual Impairment

**Material # 940.102**


Also see: Professional Resource

**Material # 940.103**


Also see:...

**Books**

**Material # 900.100**


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**


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

**Material # 900.102**


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

**Videos**

**Material # 910.100**


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**


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


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:

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Material # 1040.102


Also see: Dual Sensory Impairment

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Material # 1040.103


Also see: Dual Sensory Impairment

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Material # 1040.104


Also see: Dual Sensory Impairment

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Material # 1040.107


Also see: Dual Sensory Impairment

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Material # 1040.108


Also see: n/a

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Books

Material # 1000.102


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

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Manuals

Material # 1020.101


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

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Material # 1020.102


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
Provides a practical definition of transition services, information on medical and technical assistance centers. Also see: Health issues, and a guide to developing recreation and leisure.

Material # 1020.105

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

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 # 1030.101

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

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

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

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

Also see: Dual Sensory Impairment Assessment

Material # 1030.109

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

Material # 1010.100

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

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

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

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

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

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

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

### Usher syndrome

#### Articles

**Material # 1140.100**


Also see: Parents/Families, Professional Resource

**Material # 1140.101**


Also see: Parents/Families

**Material # 1140.102**


Also see: Hearing Impairment

**Material # 1140.103**


Also see: n/a

**Material # 1140.104**


Also see: Professional Resource

**Material # 1140.105**


Also see: n/a

**Material # 1140.106**


Also see: n/a

**Material # 1140.107**


Also see: Hearing Impairment

**Material # 1140.108**


Also see: n/a

**Material # 1140.109**


Also see: Hearing Impairment

**Material # 1140.110**


Also see: Parents/Families


**Manuals**

**Material # 1120.100**  
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 # 1120.104**  
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**  
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**  
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

**Guides**

**Material # 1130.100**  
Also see: Parents/Families

**Materials # 1110.103**  
Helen Keller National Center (Producer). (n.d.) *Mind over matter: Coping with disability*. 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 # 1110.105**  
Part 2 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 # 1110.106**  
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**  
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**  
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:

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.


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.


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.


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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 inser, 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.
Material # 1220.102


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


Provides information and ideas on how to develop and find recreation programs for children with disabilities.

Also see: Parents/Families

Material # 1220.104


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


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


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


This booklet was designed to help parents provide the best play opportunities for children.

Also see: Parents/Families

Material # 1230.105


Also see: Visual Impairment

Material # 1230.107


Also see: Parents/Families
**Articles**

  
-Also see: Parents/Families

**Books**

- Material # 1300.101
  
  
-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
  
  
-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
  
  
-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
  
  
-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
  
  
-This straightforward 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
  
  
-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
Hearing Impairment

Articles

Material # 1440.100


Also see: Professional Resource

Material # 1440.101


Also see: Professional Resource

Material # 1440.102


Also see: Parents/Families

Material # 1440.103


Also see: n/a

Material # 1440.104


Also see: Parents/Families Professional Resource

Material # 1440.105


Also see: Professional Resource

Material # 1440.106


Also see: Professional Resource

Material # 1440.107


Also see: Professional Resource

Material # 1440.110


Also see: n/a

Material # 1440.111


Also see: Parents/Families

Material # 1440.112


Also see: Parents/Families

Pamphlets

Material # 1480.100


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


This book emphasizes the need to create an ‘auditory world’ for children, in which their auditory brain centers continue to develop. It 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, and facilitating of listening skills.

Also see: Early Intervention

Material # 1400.103


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


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


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


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


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
Also see:  Assessment

Material # 1430.100


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


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


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


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


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


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


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


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


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 # 1410.107


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 # 1410.108


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
HOPE, Inc. (Publisher). (1998). Hearing aid management skills for families of young children who are deaf or hard of hearing [Videotape].
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: Early Intervention

Material # 1410.111
Jung, M. D. (Producer). Newborn hearing screening [Videotape].
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].
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
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
Also see: Dual Sensory Impairment

Material # 1540.101
Also see: Dual Sensory Impairment Recreation

Material # 1540.102
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
Available in Spanish!
Also see: Aug/Alternative Comm. Dual Sensory Impairment

Books
Material # 1500.106
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
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
Manuels

Material # 1520.100
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
A two volume manual containing the INSITE Curriculum for home-based programming for families of deaf-blind and other children who are multisensory 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
A two volume manual containing the INSITE Curriculum for home-based programming for families of deaf-blind and other children who are multisensory 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
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
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 handocapping conditions.
Also see: Curriculum Issues Dual Sensory Impairment

Guides

Material # 1530.100
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
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
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
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 Teamng

Material # 1510.103
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 Teamng

Material # 1510.104
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
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
**Collaborative Teaming**

### Articles

**Material # 1640.100**


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**


Also see: n/a

**Material # 1640.103**


Also see: Orientation & Mobility

**Material # 1640.104**


Also see: Orientation & Mobility

**Material # 1640.105**


Also see: n/a

**Material # 1640.106**


Also see: Early Intervention

**Material # 1640.107**


Also see: n/a

**Material # 1640.108**


Also see: n/a

**Material # 1640.109**


Also see: Professional Resource

**Material # 1640.110**


Also see: n/a

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**Material # 1510.107**


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**


This video is on hearing assessments and interventions for infants with multiple disabilities. (27 min.)

Also see: Hearing Impairment

**Material # 1510.109**


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**


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**


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**


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
### Material # 1640.111
Also see: Early Intervention Parents/Families

### Material # 1640.112

### Material # 1640.113
Also see: Dual Sensory Impairment

### Material # 1640.114
Also see: Professional Resource

### Material # 1640.115
Also see: Inclusion

### Manuals

#### Material # 1620.100
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
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
Also see:

#### Material # 1610.102
Also see:

#### Material # 1610.103
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
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

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40
Behavior Support

### Articles

**Material # 1940.101**


Also see:  

**Material # 1940.102**


Also see:  

**Material # 1940.103**


Also see:  

**Material # 1940.104**


Also see: Parents/Families

### Books

**Material # 1900.100**


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**


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**


Provides a conceptual framework for understanding, designing and evaluating positive behavior support plans.

Also see: n/a

### Guides

**Material # 1930.100**


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

### Videos

**Material # 1910.100**


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**


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**


Research and curriculum products materials list on positive behavioral support. 36 pages.

Also see: Professional Resource
### Manuals

**Material # 2020.103**


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**


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**


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

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**DVD**

**Material # 2015.100**


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
Seizure Disorder

Material # 2180.100


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 medical jargon and has a glossary of commonly used terms associated with epilepsy.

Also see: Parents/Families

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Feeding/Eating

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Magazines

Material # 2180.100


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 medical jargon and has a glossary of commonly used terms associated with epilepsy.

Also see: Parents/Families

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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

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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

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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

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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

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Books

Material # 2200.100


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

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Material # 2200.101


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

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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

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Books

Material # 2300.100


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


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


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


*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


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


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


Also see: n/a n/a

Material # 2440.101


Also see: n/a n/a

Material # 2440.102


Also see: Professional Resource

Videos

Material # 2410.100


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


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


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

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

**Briefing Papers**

Material # 2480.100


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
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<tr>
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<td>Awareness of Medical Issues in Relation to Changes in Behavior</td>
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<td>Otitis Media</td>
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<td>Visual Adaptations</td>
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<td>Considerations in IEP Development for Children Who are Deafblind</td>
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<td>Tips for Students with Usher Syndrome</td>
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<td>2900.24</td>
<td>Using Natural Supports in the Classroom for Students with Disabilities</td>
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<td>Facts About Colorblindness</td>
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<td>A Step-by-Step Overview of Conducting a Functional Assessment Of Challenging Behavior(s)</td>
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<td>How Can I Help My Child Understand What is About to Happen</td>
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<td>Talking Photo Albums (September 2004)</td>
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<td>Object Calendar</td>
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Guides
Material # 630.104

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

Includes six commonly enchanted 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

Artículos
Material # 2840.100

Also see: Parents/Families

Material # 2840.101

Also see: Aug/Alternative Comm.

Material # 2840.102

Also see: Orientation & Mobility

Material # 2840.103

Also see: Hearing Impairment

Material # 2840.104

Also see: n/a

Material # 2840.105

Also see: Parents/Families

Material # 2840.106

Also see: Parents/Families

Material # 2840.107

Also see: Parents/Families

Material # 2840.108

Also see: Parents/Families

Material # 2840.109

Also see: Parents/Families
Material # 2840.110


Also see: Parents/Families

Material # 2840.111


Also see: Parents/Families

Material # 2840.112


Also see: Parents/Families

Libros

Material # 2800.100


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, y 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


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 bebé en un ambiente lleno de amor, orgullo y realización personal.

Also see: Parents/Families

Material # 2800.102


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


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


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


Este folleto contiene estrategias y sugerencias obtenidas de mas de cien padres y miembros de la familia.

Also see: Parents/Families

Guías

Material # 2830.100


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


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


Also see: Parents/Families

Material # 2830.103


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. Duespués de que hayan repasado la 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 frescará la memoria, y por consiguiente podrán usar la seña.

Also see: Parents/Families

Material # 2830.105


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 tipo de educación necesita Toño?
6. Usted puede estimular el lenguaje de su hijo en casa.

Also see: Parents/Families

Material # 2830.106


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 las manera que le sea mas útil a usted y a su bebé.

Also see: Parents/Families
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)

Filmatado completamente en español. Este video explica Epilepsia y lo que enfrenta la familia con convulsiones 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 misconcepcion.

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 crecimiento de un niño en convulsiones.

Also see: Seizure Disorder

Material # 2810.102


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


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); Enseñándose a Escoger (9:30); Enseñando Habilidades de Vestirse (9:30).

Also see: Parents/Families

Material # 2810.104


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


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


Este Video fue desarrollado específicamente para las familias que hablan Espanol y que tienen ninos incapacitados y con desordenes visuales. Tiene la intención de aumentar el reconocimiento de los padres sobre la capacidad de sus ninos para intervención y comunicación pre-verbal. Estrategias que fortalecen la interacción y la comunicación son compartidas con los televidentes. Solamente se consigue en Espanol. Tiene un manual.

Also see: Aug/Alternative Comm. Early Intervention

Material # 2810.107


Este video fue desarrollado específicamente para las familias que hablan Espanol y que tienen ninos incapacitados y con desordenes visuales. Tiene la intención de aumentar el reconocimiento de los padres sobre la capacidad de sus ninos para intervención y comunicación pre-verbal. Estrategias que fortalecen la interacción y la comunicación son compartidas con los televidentes. Solamente se consigue en Espanol. Tiene un manual.

Also see: Visual Impairment

Material # 2810.108


Este video incluye treinta minutos de video de la vida cotidiana de niños con discapacidades que aprenden a través del apoyo y la interacción social. Se otorgan estrategias para desarrollar y promover el aprendizaje a través de la interacción social. Close Captioned.

Also see: Parents/Families

Material # 2810.109


Este video de 16 minutos presenta un proceso que el niño va experimentando con el tiempo. El niño va avanzando en la audición y la comunicación, y el video refleja esto. Close Captioned.

Also see: Parents/Families

Material # 2810.110


Este video de 16 minutos presenta un proceso que el niño va experimentando con el tiempo. El niño va avanzando en la audición y la comunicación, y el video refleja esto. Close Captioned.

Also see: Hearing Impairment. Parents/Families

NDSIP--Hoja de Consejos

Material # 2890.001

Sopa de Alfabeto Acronimos Usados Comunmente en la Educacion Especial

Also see: n/a

Material # 2890.002

Las Mejores Practicas Educacionales para Estudiantes con Retrazos Severos y Incapacidades Multiples

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 # 2890.005
  Beneficios de Instrucción Basada en La Comunidad
  Also see: n/a

Material # 2890.006
  Sensibilidad de la Luz
  Also see: n/a

Material # 2890.007
  Facilitando Amistades y Interacción
  Also see: n/a

Material # 2890.008
  Círculo de Amistades
  Also see: n/a

Material # 2890.009
  Estrategias de Relajación
  Also see: n/a

Material # 2890.010
  El Toque Apropiado
  Also see: n/a

Material # 2890.011
  Opciones Creativas para Vivir
  Also see: n/a

Material # 2890.012
  Educación Inclusiva
  Also see: n/a

Material # 2890.013
  Como Relacionarse Con Individuos Que Tienen Dos Sentidos Incapacitados
  Also see: n/a

Material # 2890.014
  Preguntas para Padres de Niños de Edad Escolar en El Planeamiento de Transición Hacia Nuevos Maestros
  Also see: n/a

Material # 2890.015
  Preguntas para El Oculista
  Also see: n/a

Material # 2890.016
  Las Estrategias Para Citas Medicas Exitosas Para Individuos Sordos y con Pérdida de la Vista
  Also see: n/a

Material # 2890.017
  La Educación Apoyada
  Also see: n/a

Material # 2890.018
  Consciencia 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

Material # 2890.022
  Consideraciones en el Desarrollo de Plan Individual Educativo (PIE) para Niños que son Sordos-Ciegos
  Also see: n/a

Material # 2890.023
  Para Niños con El Síndrome Usher
  Also see: n/a

Material # 2890.024
  Usando Apoyos Naturales en la Clase para Estudiantes con Incapacidades
  Also see: n/a

Material # 2890.025
  Datos Acerca de Ceguera de Colores
  Also see: n/a

Material # 2890.026
  Un Resumen Paso a Paso de como Conducir una Evaluación Funcional y el Reto de Comportamiento(s)
  Also see: n/a

Material # 2890.027
  Guias para Usar Reenforzamiento
  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 # 2890.029
  Como Crear un Video Curriculum Exitoso
  Also see: n/a

Material # 2890.030
  Dando Claves para Enriquecer la Comunicación Receptiva (Julio 2002).
  Also see:

Material # 2890.031
  Dando Claves para Enriquecer su Comunicación Expresiva (Julio 2002).
  Also see:

Material # 2890.032
  Utilizando el Sentido del Olfato en Niños y Jóvenes Sordo-Ciegos
  Also see:

Material # 2890.033
  Calendario de Objeto
  Also see: n/a

Material # 2890.036
  Álbumes de Fotos que Hablan (Septiembre 2004).
  Also see:

Material # 2890.20
  Discapacidad Visual Cortical (Enero 2003).
  Also see:

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**Guias Para Padres**

Material # 2880.100
  Atlanta, GA: Author.
  Recursos que enseñan el código Braille.
  Also see: Parents/Families
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<td>2892.102</td>
<td>Primeras Interacciones con Niños Sordo-Ciegos</td>
<td>Mayo de 1997</td>
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<td>2892.103</td>
<td>Interacciones de Comunicación: Hacen Falta Dos</td>
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