

Material # 120.103

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

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

Also see: Orientation & Mobility

Material # 120.104

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

Provides parents of young children with visual impairments info2 (nts info info info CS0 CS 0.dren.)JTJ/TT1 .A4 1 30 -1.504 Td28(Discuslk t(ities.)JTJ8 6com)6 -(m)6 -(unicc

Material # 130.111

1999 National Parent Workshop. (1999) *Communication at home and in the community*. Monmouth, OR: National Technical Assistance Consortium. This guide is a collection of communication strategies, advice and suggestions from "parent experts".

Also see: Aug/Alternative Comm.

Material # 130.112

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

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

Also see: Hearing Impairment

Material # 330.105

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

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

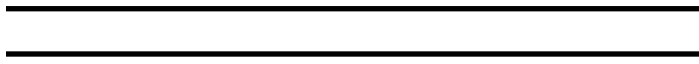
Also see: Visual Impairment

Material # 330.107

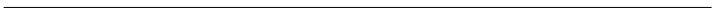
Drouillard, R., & Raynor, S. (1997). *Move it!!! A guide for helping them Logitech* in the 21st century *Travel (will) hear 5p4r (ish) m44337-200309g-a5.3617.4EMC n6s and s17) of s6k/ess5 v111e1) 19088-4.220d4 (the 9*

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~~Material #~~



Also see:



Material # 110.127

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

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

Also see: Aug/Alternative Comm.

Material # 110.128

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

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

Also see: Aug/Alternative Comm.

Material # 110.129

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

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

Also see: Aug/Alternative Comm.

Material # 110.130

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

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

Also see: Aug/Alternative Comm.

Material # 110.131

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

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

Also see: Aug/Alternative Comm.

Material # 110.132

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

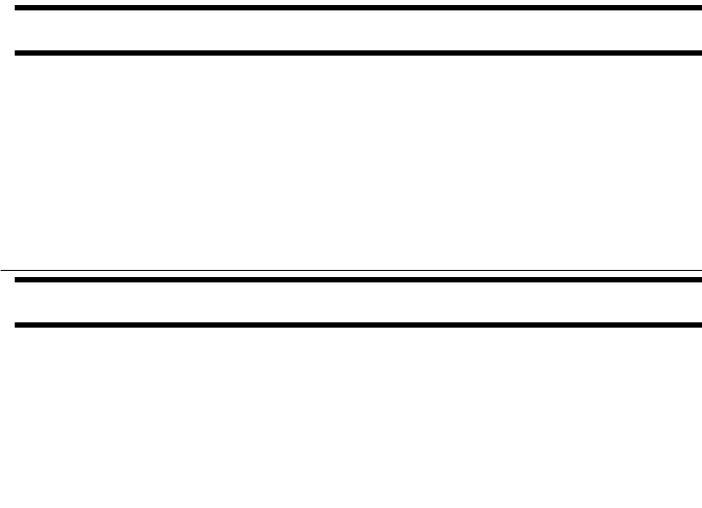
This videotape-training program on peer tutoring presents high school students discussing their fears, experiences, and the positive aspects for peer tutoring students with disabilities. 8 minutes.

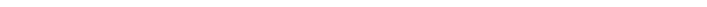
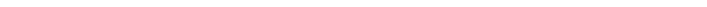
Also see: Inclusion

Material # 110.133

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

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





Material # 340.118

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

Also see: n/a

Material # 340.121

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

Also see: Aug/Alternative Comm.

Material # 340.122

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

Also see: n/a

Material # 340.123

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

Also see: Professional Resource

Material # 340.124

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

Also see: n/a

Material # 340.125

Sewell, J. H. (1983). Color counts, too! *Academic Therapy*, 18(3), 329-337.

Also see: n/a

Material # 340.126

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

Also see: n/a

Material # 340.127

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

Also see: n/a

Material # 340.128

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

Also see: n/a

Material # 340.129

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

Also see: Parents/Families

Material # 340.130

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

Also see: n/a

Material # 340.133

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

Also see: Aug/Alternative Comm.

Material # 340.135

Anthony, T. (1996). Guidelines to parents on introducing glasses to

Material # 360.105

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

Also see: n/a

Books

Material # 300.100

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

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

Also see: Parents/Families Spanish Materials

Material # 300.101

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

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

Also see:

Material # 300.104

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

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

Also see: n/a

Material # 300.105

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

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

Also see: Early Intervention

Material # 300.108

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

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

Also see: n/a

Material # 300.110

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

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

Also see: Early Intervention

Material # 300.111

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

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

Also see: Parents/Families

Material # 300.112

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

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

Also see:

Material # 300.113

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

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

Also see:

Manuals

Material # 320.101

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

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

Also see: n/a

Material # 320.102

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

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

Also see: Assistive Technology

Material # 320.104

Material # 320.107

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

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

Also see: n/a

Material # 920.104

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

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

Also see: Parents/Families Orientation & Mobility

Guides

Material # 330.100

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

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

Also see: Assessment

Material # 330.102

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

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

Also see: Professional Resource

Material # 330.103

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

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

Also see: Professional Resource

Material # 330.104

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

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

Also see: Parents/Families Orientation & Mobility

Material # 330.108

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

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

Also see: Parents/Families

Material # 330.109

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

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

Also see: Parents/Families

Material # 330.110

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

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

Also see: Professional Resource

Material # 330.111

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

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

Also see: Orientation & Mobility

Videos

Material # 310.100

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

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

Also see: Inclusion

Material # 310.101

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

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

Also see: n/a

Material # 310.102

Visually Impaired Program Sunny Hill Health Center for Children. (1997). *Cortical V37 Twnutes. ana#pairme amAaccompanyin9 (818)310.101*

Material # 310.119

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

See description under **310.117**.

Also see: **Parents/Families**

Material # 310.120

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

See description under **310.117**.

Also see: **Parents/Families**

Material # 310.121

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

See description under **310.117**.

Also see: **Parents/Families**

Material # 310.122

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

See description under **310.117**.

Also see: **Parents/Families**

Material # 310.123

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

See description under **310.117**.

Also see: **Parents/Families**

Material # 310.124

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

See description under **310.117**.

Also see: **Parents/Families**

Material # 310.125

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

See description under **310.117**.

Also see: **Early Intervention**

Material # 310.126

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

See description under **310.117**.

Also see: **Parents/Families**

Material # 310.127

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

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

Also see: **Parents/Families**

Material # 310.128

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

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

Also see: **n/a**

Material # 310.129

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

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

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

DVD**Material # 310.130**

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

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

Also see:

Material # 315.101

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

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

Also see:

Packets**Material # 380.100**

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

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

Also see: **Children/Sibs**

Material # 410.115

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

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

Also see: Parents/Families Professional Resource

Material # 410.117

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

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

Also see: n/a

Material # 410.119

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

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

Also see: Visual Impairment Hearing Impairment

Material # 410.120

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

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

Also see: Parents/Families Professional Resource

DVD

Material # 415.100

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

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

Also see: Professional Resource n/a

Material # 415.101

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

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

Also see:

Briefing Papers

Material # 480.101

Petroff, J. G. (2001). *National transition follow-up study of youth identified as deafblind: Parent DVD addresses siTdl # Tf0.002 Tc -0if youth*

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Articles

Material # 540.103

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

Also see: Professional Resource

Material # 540.104

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

Also see: Dual Sensory Impairment

Material # 540.107

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

Also see: Parents/Families

Material # 540.108

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

Also see: Dual Sensory Impairment

Material # 540.109

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

Also see: Dual Sensory Impairment

Material # 540.110

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

Also see: Dual Sensory Impairment

Books

Material # 500.100

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

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

Also see: Early Intervention Parents/Families

Material # 500.104

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

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

Also see: Parents/Families Professional Resource

Material # 500.105

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

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

Also see: Dual Sensory Impairment

Manuals

Material # 520.100

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

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

Also see: Parents/Families Professional Resource

Material # 520.101

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

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

Also see: Dual Sensory Impairment

Material # 520.103

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

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

Also see: Professional Resource

Material # 520.105

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

Nonsymbolic communication - theoretical orientation; instructional guidelines and enhancement.

Also see: Professional Resource

Material # 520.106

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

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

Also see: Professional Resource

Material # 520.108

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

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

Also see: Professional Resource

Material # 520.109

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

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

Also see: Parents/Families Professional Resource

Material # 510.116

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

See description for item #510.113.

Also see: **Dual Sensory Impairment**

Material # 510.117

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

See description for item #510.113.

Also see: **Dual Sensory Impairment**

Material # 510.118

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

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

Also see: **Dual Sensory Impairment**

Material # 510.119

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

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

Also see: **Dual Sensory Impairment**

Material # 510.120

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

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

Also see: **Dual Sensory Impairment**

Material # 510.121

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

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

Also see: **Dual Sensory Impairment**

Material # 510.122

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

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

Also see: **Dual Sensory Impairment**

Material # 510.123

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

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

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

Material # 510.124

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

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

Also see: **Hearing Impairment**

Material # 510.125

Rowland, C., & Schweigert, P. (Writers/Producers). (2000). *Tangible symbol systems*

Assessment

Manuals

Material # 620.106

Articles

Material # 740.100

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

Also see: n/a

Material # 740.102

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

Also see: Dual Sensory Impairment

Manuals

Material # 720.103

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

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

Also see: Inclusion

Material # 720.104

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

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

Also see: Transition/Emp/Adult Assessment

Material # 720.105

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

Orientation & Mobility

Articles

Material # 940.100

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

(Available in Spanish!)

Also see: Early Intervention

Material # 940.101

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

Also see: Early Intervention Visual Impairment

Material # 940.102

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

Also see: Professional Resource

Material # 940.103

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

Also see:

Books

Material # 900.100

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

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

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Material # 910.103

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

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

Is in DVD or VHS format

Contains an accompanying manual.

Also see:

Transition/Emp/Adult Serv.

Articles

Material # 1040.102

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

Material # 1010.107

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

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

Also see: [Dual Sensory Impairment](#)

Usher syndrome

Articles

Material # 1140.100

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

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

Material # 1140.101

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

Also see: [Parents/Families](#)

Material # 1140.102

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

Also see: [Hearing Impairment](#)

Material # 1140.103

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

Also see: n/a

Material # 1140.104

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Material # 1220.102

Gulbrandsen, C., Grogg, B., & Jozaitis, J. (1994). *Lekotek: Plan book of adaptive toys. Volume III*. Evanston, IL: National Lekotek Center.

Includes many plans for adapting existing commercial toys through the use of easily constructed home-made devices such as remote control switches and handle extensions which make the toys easier to operate.

Also see: **Parents/Families**

Material # 1220.103

Hackett, Louise K. (1994). *Everybody belongs: Tips for including your child in community recreation*. Concord, NH: New Hampshire Developmental Disabilities Council.

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

Also see: **Parents/Families**

Material # 1220.104

Blind Children's Center. (n.d.). *Learning to play: Common concerns for the visually impaired preschool child*. Los Angeles: Author.

This booklet focuses on three areas: exploring toys & materials, making transitions from one activity to another, and playing with other children. Discusses why these areas are sometimes a problem for blind children, and shares suggestions for solving these issues.

Also see: **Visual Impairment Early Intervention**

Material # 1220.105

Rich, J., Rich, E., Fewell, R. R., Schlater, A., & Vadasy, P. F. (1988). *Play activities and emergent language: Intervention procedures for young children with deaf-blindness*. Monmouth, OR: Western Oregon University

20 pages of short play activities to involve children with specific visual, hearing, or dual impairments. In addition an 11 page overview of the Early Communication Skills Curriculum (produced by the same publishers) is outlined with suggested modifications for children with deaf-blindness. Excellent source of ideas for professionals, caregivers, and parents.

Also see: **Parents/Families**

Guides

Material # 1230.100

Levin, J., & Enselein, K. (1990). *Fun for everyone: A guide to adapted leisure activities for children with disabilities*. Minneapolis, MN: AbleNet.

Addresses the challenge of developing recreational programming that achieves participation while creating a leisure environment.

Also see: **Parents/Families Curriculum Issues**

Material # 1230.103

National Lekotek Center. (1994). *Play is a child's world*. Evanston, IL: Author

Guide that gives suggestions for facilitating play with children with special needs.

Also see: **Parents/Families**

Material # 1230.104

American Toy Institute. (1995). *Toys and Play*. New York: Author.

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

Also see: **Parents/Families**

Material # 1230.105

Dell, S., & McNerney, P. (n.d.). *Toys for children with visual impairments*. Providence, RI: Rhode Island Services to Children and Youth with Deafblindness.

Also see: **Visual Impairment**

Material # 1230.107

Toy tips. (1994) Milwaukee, WI: Marquette University.

Also see: **Parents/Families**

Material # 1230.111

Burroughs, A. & Talmadge, A. (1999). *Learning through play with homemade toys: Activities to Share with families*. Tucson, AZ: ASDB Statewide Early Childhood.

This booklet includes information on vision and hearing development, deaf-blind considerations, how to adapt toys, modifications for multi-handicapped children, concept development and creating a play environment. Each toy page lists: skill developed, materials needed, instructions for making the toy, concepts and language associated with the use of the toy, and a touch cue or object cue that can be used for a child who is deafblind.

Also see: **Parents/Families**

Articles

Material # 1440.100

Cacace, T. A., & McFarland, D. J. (1998). Central auditory processing disorder in school-aged children: A critical review. *Journal of Speech, Language, and Hearing Research, 41*, 355-373.

Also see: Professional Resource

Material # 1440.101

Balance disorders. (2000, January). Bethesda, MD: National Institute on Deafness and Other Communication Disorders. Retrieved October 4, 2000, from the World Wide Web: http://www.nih.gov/nidcd/health/pubs_hb/balance_disorders.htm

Also see: Professional Resource

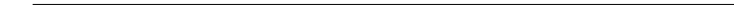
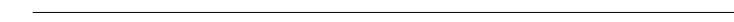
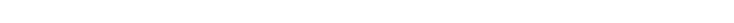
Material # 1440.102

Jaworowski, K. (1999). Learning about: Hearing aids/ALDs. *News From Advocates for Deaf-Blind, 5*



Material # 1410.110

HOPE, Inc. (Publisher). (1998). *Hearing aid management skills for*



Manuals

Material # 1520.100

Chen, D., (1997). *Effective practices in early intervention: Infants whose multiple disabilities include both vision & hearing loss*. Northridge, CA: California State University, Northridge.

This is the program manual for the Model Demonstration Early Intervention Network (October 1, 1993-February 28, 1997). The project focused on building the capacity of early intervention programs to serve infants and their families. Project goals involved identifying and developing effective early intervention practices with infants and their families.

Also see: Professional Resource

Material # 1520.110

SKI*HI Institute. (1989). *The INSITE model. vol 1*. Logan, UT: Author.

A two volume manual containing the INSITE Curriculum for home-based programming for families of deaf-blind and other children who are multi-sensory impaired. This first volume contains information for parent-advisors and the communication and hearing programs of the INSITE curriculum.

Also see: Curriculum Issues

Material # 1520.111

SKI*HI Institute. (1989). *The INSITE model. vol. 2*. Logan, UT: Author.

A two volume manual containing the INSITE Curriculum for home-based programming for families of deaf-blind and other children who are multi-sensory impaired. This second volume contains the vision, cognition, and motor impairments program of the INSITE home visit curriculum.

Also see: Curriculum Issues

Material # 1520.112

Parks, S., Furuno, S., O'Reilly, K., Inatsuka, T., Hosaka, C., & Zeisloft-Falbey. (1988). *Help...at home: Hawaii early learning profile*. Palo Alto, CA: VORT.

Practical and convenient format covers the 650 assessment sk2.0Tm5.994 -32.584 Td[(r)MCID 12 BDCning prof1 1oIe9]TJEMsi

Material # 1510.107

Chen, D. (Producer). (1996). *What can baby see? Vision tests and interventions for infants with multiple disabilities*



Material # 1640.111

Woodruff, G. (1980, June). Transdisciplinary approach for preschool children and parents. *The Exceptional Parent*, 13-16.

Also see: Early Intervention Parents/Families

Material # 1640.112

York, J., Rainforth, B., & Giangreco, M.F. (1990). Transdisciplinary teamwork and integrated therapy: Clarifying the misconceptions. *Pediatric Physical Therapy*, 2(2), 73-79.

Also see: n/a

Material # 1640.113

Dunn, B. J. (2000, March). Team structure for a deaf-blind student. *Views*, 16-17.

Also see: Dual Sensory Impairment

Material # 1640.114

Rainforth, B., & York-Barr, J. (1997). Strategies for implementing collaborative teamwork. In *Collaborative teams for students with severe disabilities: Integrating therapy and educational services* (pp. 247-265). Baltimore, MA: Brookes.

Also see: Professional Resource n/a

Material # 1640.115

Giangreco, M. (2000, July). Related services research for students with low-incidence disabilities: Implications for speech-language pathologists in inclusive classrooms. *Language, Speech and Hearing Services in Schools*, 31, 230-239

Also see: Inclusion n/a

Manuals

Material # 1620.100

Giangreco, M. F. (1996). *Vermont interdependent services team approach: A guide to coordinating educational support services*. Baltimore: Paul H. Brookes.

This manual provides guidelines and directions for using this approach to develop a shared framework for collaborative teaming. Provides forms, descriptions, and examples of VISTA used with students who have varying disabilities and ages.

Also see: Professional Resource

Videos

Material # 1610.100

Facilitating Least Restrictive Environment for Students with Deaf-blindness: In School and Community Settings Project (Producer). (1991).

Articles

Material # 1940.101

Moss, K., & Blaha, R. (1993). Looking at self-stimulation in the pursuit of leisure or I'm okay, you have a mannerism. *See/Hear*, 6(4), 23. Retrieved August 24, 2005, from <http://www.tsbvi.edu/Outreach/seehear/fall01/LP%202001Fall.pdf>.

Also see:

Material # 1940.102

Durand, V.M., Tanner, C. (1999). Research-to-practice: Reducing behavior problems in students who are deaf-blind. *Deaf-Blind Perspectives*, 6 (3). Retrieved on August 24, 2005 from: <http://www.tr.wou.edu/tr/dbp/pdf/may99.pdf>.

Also see:

Material # 1940.103

Luiselli, J. K. (1994). Functional assessment: Understanding and identifying the causes of challenging behaviors in students who are deaf-blind. *Deaf-Blind Perspectives*, 2(2). Retrieved August 25, 2005 from: <http://www.tr.wou.edu/tr/dbp/pdf/dec94.pdf>.

Also see: **Assessment**

Material # 1940.104

Hill, C. (Ed.) (2003). Behavior: Why do they do that? In *Deafblind Intervention Strategies for the Home (DISH)*. Ogden, UT: Utah Schools for the Deaf and the Blind.

Also see: **Parents/Families**

Books

Material # 1900.100

Carr, E.G., Levin, L., McConnachie, G., Carlson, J.I., Kemp, D.C., & Smith, C.E. (1994). *Communication-based intervention for problem behavior*. Baltimore: Paul H. Brookes.

Discusses how to uncover the communicative purpose of problem behavior and how to teach individuals alternative skills for expressing their needs and influencing their environment. This book also provides information on conducting functional assessments, methods for managing episodes of problem behavior, teaching communication, using intervention strategies, and addressing issues of maintenance and generalization.

Also see: **Assessment**

Material # 1900.101

Koegel, L. K., Koegel, R. L., & Dunlap, G. (1996). *Positive behavioral support*. Baltimore: Paul H. Brookes.

This informative book provides a wealth of positive behavioral support techniques you can use to facilitate inclusion at home, at school, and in the community.

Also see: **Parents/Families**

Manuals

Material # 1920.100

Bambara, L. M., Knoster T. (1998). Designing Positive Behavior Support Plans. *Innovations*, 13. Washington, DC: American Association on Mental Retardation.

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

Also see: **n/a**

Material # 1920.101

Demchak, M., & Bossert, K. (1996). Assessing problem behaviors. *Innovations*, 13. Washington, DC: American Association on Mental Retardation.

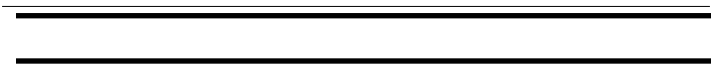
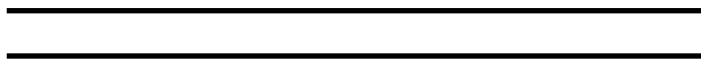
This 44 page manual has practical information for assessment, intervention when working with children with problem behaviors. Includes a practical sample.

Also see: **Assessment**

Guides

Material # 1930.100

Tilly, D. W., Knoster, T. P., Kovalski, J. D., Bambara, L., Dunlap, G.26 u2]TJ000



Magazines

Material # 2180.100

Shinnar, S., & Spivey, J. C. (Eds.) (2000). Contemporary issues in epilepsy: What families need to know about childhood seizures [Special Issue]. *Exceptional Parent*.

This special edition is a collection of articles that discuss the prognosis of epilepsy, genetics, the struggle, first aid, and talking about the future. This issue attempts to use common English instead of medical jargon and has a glossary of commonly used terms associated with epilepsy.

Also see: [Parents/Families](#)

Videos

Material # 2110.100

Epilepsy Foundation of America. (1990). *And life goes on: Severe seizures of early childhood* [Videotape]. (Available from Epilepsy Foundation, 4351 Garden City Drive, Landover, MD 20785-7223, (800) 332-1000)

Coping when a child has severe seizure disorder can be especially challenging. "And Life Goes On" explores the emotions and feelings of three families who have learned to adjust and overcome special stresses. The families discuss their feelings, the changes they have made in their lives and resources that can help. 16 minutes.

Also see: [Parents/Families](#)

Material # 2110.101

Epilepsy Foundation of America. (1992). *Because you are my friend* [Videotape]. (Available from Epilepsy Foundation, 4351 Garden City Drive, Landover, MD 20785-7223, (800) 332-1000)

Narrated by a child, this cartoon-like video provides young children with a simple and clear understanding of epilepsy. The video describes seizures, first aid, and the importance of friendship. Slides on tape with narration. 5 minutes.

Also see: [Parents/Families](#)

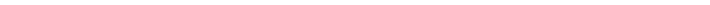
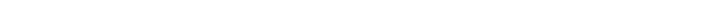
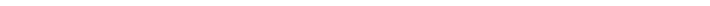
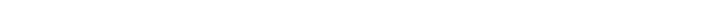
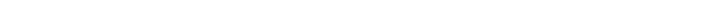
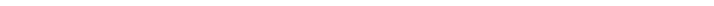
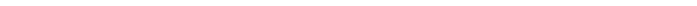
Material # 2110.102

Epilepsy Foundation of America. (1992). *Seizure first aid* [Videotape]. (Available from Epilepsy Foundation, 4351 Garden City Drive, Landover, MD 20785-7223, (800) 332-1000)

What should I do if someone is having a seizure? This is a question of concern to many parents. (Available from Epilepsy Foundation, 4351 Garden City Drive, Landover, MD 20785-7223, (800) 332-1000)

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)





Material # 2840.110

Robinson, J. (1998). ¿Qué hace usted y su familia para recreación? Retrieved November 12, 2002, from <http://www.tsbvi.edu/Outreach/seehear/spring98/fun-span.htm>.

Also see: [Parents/Families](#)

Material # 2840.111

Smith, M., & Toy, R. (1998). Sintiendo el relieve: Habilidades funcionales de tacto. *See/Hear*, 3(3), 11-18.

Also see: [Parents/Families](#)

Material # 2840.112

CADRE (El Consorcio para la Resolución Apropriadada de Disputas en la Educación Especial). 2005. *Los pasos hacia el éxito: Como comunicarse con la escuela de su hijo*. Retrieved June 20, 2005, from : <http://www.directionservice.org/cadre/successesp.cfm>.

Also see: [Parents/Families](#)

Libros

Material # 2800.100

Kumin, L. (1997). *Cómo favorecer las habilidades comunicativas de los niños con síndrome de down: Una guía para padres*. Barcelona: Paidós

Este libro, dedicado sobre todo a los padres, proporciona una rica información sobre el desarrollo del habla y del lenguaje en los niños con síndrome de Down: qué cabe esperar de la evolución de sus facultades comunicativas desde la infancia hasta la adolescencia temprana, cómo afecta el síndrome de Down a esas aptitudes, and qué pueden hacer los padres para maximizar el potencial de sus hijos en esta etapa crucial del desarrollo.

Also see: [Parents/Families](#)

Material # 2800.101

Stray-Gundersen, K. (1997). *Bebés con síndrome de down: Guía para padres* (Segunda Edición). Bethesda, MD: Woodbine House.

Revisado y actualizado, *Bebés con síndrome de Down* es el libro que miles de padres de recién nacidos, así como profesionales, han convertido en su primera fuente de información sobre el síndrome de Down. Este libro abarca todo lo que los padres necesitan saber sobre la crianza de su niño en un ambiente lleno de amor, orgullo y realización personal.

Also see: [Parents/Families](#)

Material # 2800.102

Werner, D. (1990). *El Niño campesino deshabilitado*. Palo Alto, CA: Fundación Hesperian.

Este libro intenta recopilar la información básica que ayudará a satisfacer las necesidades de los niños de las áreas rurales, con una gran variedad de deshabilitaciones.

Also see: [n/a](#)

Material # 2800.103

Anderson, W., Chitwood, S., & Hayden, D. (1999). *Guiándose por la intrincada senda de la educación especial: Una guía para padres y maestros* (Tercera Edición). Bethesda, MD: Woodbine House.

Disponible en español por primera vez, este libro será una gran ayuda para los padres de familia Latinos con hijos que tienen necesidades especiales que están buscando información y orientación en el sistema de educación especial.

Also see: [Parents/Families](#)

Material # 300.100

Dominguez, B., & Dominguez, J. (1991). *Peldanos del crecimiento: Bases para el aprendizaje de niños ciegos y disminuidos visuales*. (Traducido en español por P. I. Rosell Vera). New York: Fundacion Americana para los Ciegos.

El objeto del libro es brindar ayuda a la familia y otros responsables, así como al personal de las escuelas para enfrentarse con las necesidades particulares de los alumnos ciegos y disminuidos visuales del nivel preescolar.

Also see: [Visual Impairment](#)

Manuals

Material # 2820.100

McNulty, K. (Ed.) (2002, August). *Hojas informativas de comunicación para padres*. Monmouth, OR: The National Information Clearinghouse for Children who are Deaf-Blind.

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

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

Guías

Material # 2830.100

Brody, J. & Webber, L. (1994). *¡A Comer!: Cómo alimentar a un niño con impedimento visual*. Los Angeles, CA: Blind Children's Center.

Esperamos que este folleto ayude a las familias que se están enfrentando al reto de enseñar la forma de alimentarse solos a sus hijos con impedimentos visuales.

Also see: [Parents/Families](#)

Material # 2830.101

Chen, D., & McCann, M. E. (1993). *Eligiendo un programa*. Los Angeles: Blind Children's Center.

Una guía para los padres de infantes y pre-escolares con incapacidades visuales. El propósito de este folleto es ayudarle a usted a seleccionar el mejor programa para su hijo, y ayudarle a usted durante la transición o cambio.

Also see: [Parents/Families](#)

Material # 2830.102

Kekelis, L. & Chernus-Mansfield, N. (1995). *Hableame: Una guía de lenguaje para padres de niños ciegos*. Los Angeles, CA: Blind Children's Center.

Also see: [Parents/Families](#)

Material # 2830.103

Chernus-Mansfield, N., Hayashik, D. & Kekelis, L. (1995). *Hableame II*. Los Angeles, CA: Blind Children's Center.

Also see: [Parents/Families](#)

Material # 2830.104

Watkins, S. (n.d.) *Lenguaje por medio de señas para la familia (Sign language for the family)*. Logan, UT: HOPE, Inc.

Este libro fue escrito para ustedes, padres de familia. Después de que hayan repasado las cintas magnéticas y aprendido a usar las señas, pueden consultar este libro para practicar oraciones y actividades que han sido recopiladas para su uso. Si se les olvida alguna seña, consulten rápidamente en el libro; al ver la ilustración de la seña se les refrescará la memoria, y por consiguiente podrán usar la seña.

Also see: [Parents/Families](#)

Material # 2830.105

Aguirre-Larson, G. M. (1996). *Mi nombre es Lupita y tengo un hijo sordo*. Hillsboro, OR: Butte Publications, Inc.

Un conjunto de seis guías:

1. ¿Dónde están tus oídos Toño?
2. ¿Qué ocasionó la pérdida auditiva de Toño?
3. Los auxiliares auditivos de Toño.
4. La pérdida auditiva afecta el desarrollo normal del lenguaje de Toño.
5. ¿Qué tipo de educación necesita Toño?
6. Usted puede estimular el lenguaje de su hijo en casa.

Also see: [Parents/Families](#)

Material # 2830.106

Hug, D., Chernus-Mansfield, N., & Hayashi, D. (1996). *Muevete conmigo: Guía para los padres sobre el desarrollo de movimientos de bebés impedidos de la vista*. Los Angeles: Blind Children's Center.

Este folleto ofrece una variedad de formas en las que usted puede promover el desarrollo de movimiento de su bebé. Las sugerencias están destinadas a servirle como pautas y esperamos que las use de la manera que le sea más útil a usted y a su bebé.

Also see: [Parents/Families](#)

Videos

Material # 2810.100

Epilepsy Foundation of America. (1996). *Epilepsia ...Y Ahora Que* [Videotape]. (Available from Epilepsy Foundation, 4351 Garden City Drive, Landover, MD 20785-7223, (800) 332-1000)

Filmado completamente en español. Este video explica Epilepsia y lo que enfrenta la familia con convulsions y lo que pueden hacer. Aspectos del tratamiento y habilidades para poder llevar y enfrentarlo desde una perspectiva cultural. Vistas al doctor, evaluaciones medicas, medicamentos, temas escolares y de trabajo y mitos de misconception.

Also see: [Seizure Disorder](#)

Material # 2810.101

Epilepsy Foundation of America. (1996). *La epilepsia y la familia*. [Videotape]. (Available from Epilepsy Foundation, 4351 Garden City Drive, Landover, MD 20785-7223, (800) 332-1000)

Los padres en este video explican como con llevan los temas medicas y familiars asociados con el eracimiento de un niño en convulsions.

Also see: [Seizure Disorder](#)

Material # 2810.102

South Dakota Department of Education and Cultural Affairs (Producer). (1992). *Audando a su niño a aprender. Volume 1* [Videotape]. (Available from the producer by calling 1-800-438-9832)

Videos específicamente diseñados para ayudar los padres con niño con incapacidades de la vista y oídos y otras incapacidades. Volume 1: (29:15) Donde y Cuando Enseñar (9:45); Enseñando Auto-Control (11:00); and Habilidades de Juego (8:15).

Also see: [Parents/Families](#)

Material # 2810.103

South Dakota Department of Education and Cultural Affairs (Producer). (1992). *Audando a su niño a aprender. Volume 2* [Videotape]. (Available from the producer by calling 1-800-438-9832)

Videos específicamente diseñados para ayudar los padres con niño con incapacidades de la vista y oídos y otras incapacidades. Volume 2: (28:45) Que Enseñar (9:35); Enseñándole a Escoger (9:30); Enseñando Habilidades de Vestirse (9:30).

Also see: [Parents/Families](#)

Material # 2810.104

South Dakota Department of Education and Cultural Affairs (Producer). (1992). *Audando a su niño a aprender. Volume 3* [Videotape]. (Available from the producer by calling 1-800-438-9832)

Videos específicamente diseñados para ayudar los padres con niño con incapacidades de la vista y oídos y otras incapacidades. Volume 3: (31:55) Como Enseñar (10:50); Enseñando con Adaptaciones (13:00); Enseñando habilidades a la hora de Comer (7:40).

Also see: [Parents/Families](#)

Material # 2810.105

The Blumberg Center (Producer). (1993). *Vision funcional: Aprendiendo a ver* [Videotape]. (Available from the Blumberg Center, 1-800-438-9832)

Desarrollado con la intervención de padres, doctores, educadores y especialistas en la visión. Este video discute los seis comportamientos voluntarios de la vista que todos nosotros utilizamos para ver. Se provee con ejemplos positivos de niños con daños visuales significantes quienes aprenden a utilizar la vista. A los padres se les da fuerza a través de la enseñanza positiva y los métodos de apoyo. 18 minutos.

Also see: [Visual Impairment](#)

Material # 2810.106

Foundation for the Junior Blind (Publisher). (1993). *Que Estas Tratando De Decirme* [Videotape]. (Available from Foundation for the Junior Blind, 5300 Angeles Vista Blvd., Los Angeles, CA 90043, (213) 295-4555)

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

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

Material # 2810.107

The Blumberg Center (Producer). (1996). *Educación efectivo: Incluir todos los estudiantes* [Videotape]. (Available from the Blumberg Center, 1-800-438-9832)

This videotape was developed to help educators & parents understand inclusive practices. It shows children with severe disabilities being supported in typical classrooms. It also covers information needed to develop successful adaptations.

Also see: [Visual Impairment](#)

Material # 2810.108

Chen, D., Klein, M. D., & Haney, M. (Producers). (1999). *PLAI: Promoviendo el Aprendizaje a Través de la Interacción Activa* [Videotape]. Baltimore: Paul H. Brookes.

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

Also see: [Parents/Families](#)

Material # 2810.109

Jung, M. D. (Producer). (2003). *Newborn hearing screening* [Videotape]. (Available from A.J. Papanikou Center for Excellence in Developmental Disabilities Education, 263 Farmington Ave.--MC6222, Farmington, CT 06030-6222, (860) 679-1500).

Este video de 16 minutos esta diseñado para padres de infantes y niños pequeños con pérdida de los oídos. El video ayuda a promover un mejor entendimiento del proceso de intervención temprana, y introduce a las familias a amplificar, apoyo de padres a padres, y varias opciones de comunicación. CLOSE CAPTIONED.

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

Material # 2810.110

Jung, M. D. (Producer). (2003). *Intervención temprana para infantes y niños pequeños con pérdida de audición* [Videotape]. (Available from A.J. Papanikou Center for Excellence in Developmental Disabilities Education, 263 Farmington Ave.--MC6222, Farmington, CT 06030-6222, (860) 679-1500).

This 16-minute videotape is designed for parents of infants and young children with a hearing loss. The videotape helps promote a better understanding of the early intervention process, and introduces families to amplification, parent to parent support, and various communication options. CLOSE CAPTIONED.

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

NDSIP--Hoja de Consejos

Material # 2890.001

Sopa de Alfabeto Acrónimos Usados Comúnmente en la Educación Especial

Also see: [n/a](#)

Material # 2890.002

Las Mejores Practicas Educativas para Estudiantes con Retrazos Severos y Incapacidades Múltiples

Also see: [n/a](#)

Material # 2890.003

Planeamiento Sistemático para La Inclusión

Also see: [n/a](#)

Material # 2890.004 Tolerando El Tacto Also see: n/a	Material # 2890.022 Consideraciones en el Desarrollo de Plan Individual Educativo (PIE) para Niños que son Sordos-Ciegos Also see: n/a
Material # 2890.005 Beneficios de Instrucción Basada en La Comunidad Also see: n/a	Material # 2890.023 Para Niños con El Síndrome Usher Also see: n/a
Material # 2890.006 Sensibilidad de la Luz Also see: n/a	Material # 2890.024 Usando Apoyos Naturales en la Clase para Estudiantes con Incapacidades Also see: n/a
Material # 2890.007 Facilitando Amistades y Interacción Also see: n/a	Material # 2890.025 Datos Acerca de Ceguera de Colores Also see: n/a
Material # 2890.008 Círculo de Amistades Also see: n/a	Material # 2890.026 Un Resumen Paso a Paso de cómo Conducir una Evaluación Funcional y el Reto de Comportamiento(s) Also see: n/a
Material # 2890.009 Estrategias de Relajación Also see: n/a	Material # 2890.027 Guías para Usar Reenfozamiento Also see: n/a
Material # 2890.010 El Toque Apropiado Also see: n/a	Material # 2890.028 La Importancia de la Evaluación de Problemas Visuales en Niños con Impedimentos Auditivos Also see: n/a
Material # 2890.011 Opciones Creativas para Vivir Also see: n/a	Material # 2890.029 Cómo Crear un Video Currículo Exitoso Also see: n/a
Material # 2890.012 Educación Inclusiva Also see: n/a	Material # 2890.030 Dando Claves para Enriquecer la Comunicación Receptiva (Julio 2002). Also see:
Material # 2890.013 Cómo Relacionarse Con Individuos Que Tienen Dos Sentidos Incapacitados Also see: n/a	Material # 2890.031 Dando Claves para Enriquecer su Comunicación Expresiva (Julio 2002). Also see:
Material # 2890.014 Preguntas para Padres de Niños de Edad Escolar en El Planeamiento de Transición Hacia Nuevos Maestros Also see: n/a	Material # 2890.032 Utilizando el Sentido del Olfato en Niños y Jóvenes Sordo-Ciegos Also see:
Material # 2890.015 Preguntas para El Oculista Also see: n/a	Material # 2890.033 Calendario de Objeto Also see: n/a
Material # 2890.016 Las Estrategias Para Citas Médicas Exitosas Para Individuos Sordos y con Pérdida de la Vista Also see: n/a	Material # 2890.036 Álbumes de Fotos que Hablan (Septiembre 2004). Also see:
Material # 2890.017 La Educación Apoyada Also see: n/a	Material # 2890.20 Discapacidad Visual Cortical (Enero 2003). Also see:
Material # 2890.018 Conciencia de Temas Médicos en Relación a Los Cambios en el Comportamiento Also see: n/a	
Material # 2890.019 Otitis Media Also see: n/a	
Material # 2890.021 Adaptaciones Visuales Also see: n/a	

Guías Para Padres

Material # 2880.100
American Foundation for the Blind. (2000). *Conectando los puntos: Un recurso para padres para promover la alfabetización temprana en Braille.*

DBLINK--Hoja de Datos

Material # 2892.101

Perspectiva General sobre la Sordo-Ceguera (Diciembre de 1995)

Also see: n/a

Material # 2892.102

Primeras Interacciones con Niños Sordo-Ciegos (Mayo de 1997)

Also see: n/a

Material # 2892.103

Interacciones de Comunicación: Hacen Falta Dos (Agosto de 1995)

Also see: n/a

Material # 2892.104

Comunicación Expresiva: Cómo los niños entienden nuestros mensajes (Agosto de 1996)

Also see: n/a

Material # 2892.105

Comunicación Receptiva: Cómo los niños entienden nuestros mensajes (Agosto de 1996)

Also see: n/a

Material # 2892.108

Hablar el lenguaje de las manos hacia las manos (April de 1998)

Also see: n/a

Material # 2892.109

Alfabetización de las personas que son sordas e invidentes (Enero de 2000)

Also see: n/a

Material #

Also see:

Material #

Also see:

Material # 73

Also see: