10 Books

Material # 110.003

Also see:

Material # 110.004

Also see:

Material # 110.005

Also see:

Material # 110.006

Assessing the School-Age Student with Dual Sensory and Multiple Impairments: Ages 6-15, by June Downing, Vol. II, GLARCDB, Columbus, OH, 1996.
Also see:

Material # 110.007

Assessing the Transition Needs of Young Adults with Dual Sensory and Multiple Impairments, by Jane Everson, Vol. III, GLARCDB, Columbus, OH, 1996.
Also see:

Material # 110.008

The Callier-Azusa Scale - Scales for the Assessment of Communicative Abilities by Robert Stillman, PhD
The Callier-Azusa Scale was designed specifically for students with deaf-blindness by an interdisciplinary team who had many years of experience with this population. It is also appropriate for assessing most students with severe handicaps and is especially valuable for students with visual and/or hearing impairments because of subscales relating to visual, auditory and tactile development.
Also see:

Material # 110.009

Also see:

Material # 110.011

Also see:

Material # 110.012

The Insite Developmental Checklist: A Comprehensive Developmental Checklist for Multihandicapped Sensory Impaired Infants and Young Children, Ages 0-6, by Elizabeth Morgan, Hope, Inc., Logan, UT, 1989. (Short Version, 0 -2 Years, is also available.)
Also see:

Material # 110.013

Also see:

Material # 110.014

Auditory Assessment and Programming for Severely Handicapped and Deaf-Blind Students, by Bay Area Severely Handicapped Deaf Blind Project, Words & Pictures Corporation, Parsons, KS.
Also see:

Material # 110.018

Also see:

Material # 110.019

Also see:

Material # 110.020

Also see:

Material # 110.021

Also see:

Material # 110.022

Assessment of Vision and Hearing of Deaf-Blind Persons, by Lea Hyvärinen, Lindsey Gimble, and Martti Sorri
Also see:

Material # 110.023

Also see:

Material # 110.024

Psychoeducational Assessment of Visually Impaired and Blind Students: Infancy through High School, by Sharon Bradley-Johnson, Pro-Ed, Austin, TX, 1986.
Also see:

Material # 110.026

Also see:

Material # 110.027

Also see:

Material # 110.028

Also see:
Material # 110.029
Also see:

Material # 110.030
Also see:

Material # 110.031
Home Inventory of Problem Solving Skills for children with Multiple Disabilities by Charity Rowland and Philip Schweigert, Design to Learn Products, 2002.
Also see:

Material # 110.032
School Inventory of Problem Solving Skills for children with Multiple Disabilities by Charity Rowland and Philip Schweigert, Design to Learn Products, 2002.
Also see:

Material # 110.033
Also see:

Material # 110.034
Also see:

Material # 110.035
Also see:

Material # 110.036
Home Talk: A Family Assessment of Children who are Deafblind, Developed by the Bringing It All Back Home Project, 2003.
Also see:

Material # 110.037
Also see:

Material # 110.038
Also see:

Material # 110.039
Assessment Guidelines, Ohio Center for Deafblind Education, 2001. 2. Assessing the School-Age Student with Multiple Impairments (Ages 6-15), June Downing, Ph.D.
Also see:

Material # 110.040
Assessment Guidelines, Ohio Center for Deafblind Education, 2001. 3. Assessing the Transition needs of Young Adults with Dual Sensory and Multiple Impairments, Jane M. Everson, Ph.D.
Also see:

Material # 110.041
Also see:

Material # 110.044
Assessing Communication and Learning in Young Children Who are Deafblind or Who Have Multiple Disabilities, edited by Charity Rowland, Ph. D., Design to Learn Projects, Oregon Health & Science University, 2009
This guide is intended for all professionals who are responsible for assessing and developing interventions for young children who are deafblind. The contents should also be helpful for families of these children who seek to become actively involved in educational planning. Some families may use the information to better understand their important role in the assessment process, while other families may want to share this guide with professionals who have been asked to evaluate their children. The strategies and materials described here are applicable to many children who have multiple disabilities as well as those who are deafblind.
Also see:

Material # 110.046
Assistive technology is essential in today's world to enable people who are blind or visually impaired to participate fully in school, work, and life. But how can you keep track of all the devices and software and each one's function? And what assistive technology tools are right for your students? If you’ve asked yourself these questions or others like them, this comprehensive handbook is the resource you need. You'll find a wealth of technical information translated into clear, user-friendly terms. Essential for teachers of students with visual impairments, members of the IEP team, administrators, technology professionals, and anyone who needs to keep up with the ever-changing world of technology.
Also see: Technology

20 Videos

Material # 120.001
Sensorimotor Stages: Assessment and Intervention, Meyer Rehabilitation Institute, Omaha, NE, 1986: Part 1, 30 min.
Also see:

Material # 120.002
Sensorimotor Stages: Assessment and Intervention, Meyer Rehabilitation Institute, Omaha, NE, 1986: Part 2, 40 min.
Also see:

Material # 120.003
COACH Part 1: Family Prioritization Interview, Project LIFE, University of Vermont.
Also see:

Material # 120.004
Vision Tests for Infants, by Deborah Chen, California State University, Northridge, CA, 1997, 20 min.
Also see:

Material # 120.005
Also see:

Material # 120.006
Analyzing the Communication Environment (ACE), by Charity Rowland and Philip Schweigert, Communication Skill Builders, 1:31:00 min. Accompanying materials listed as C28 under book section.
Also see:

There are 2 tapes in this set.

Also see:

Material # 120.008
- Transdisciplinary Activity-Based Assessment For Learners With Deafblindness and Other Multiple Disabilities, hosted by Jennifer Grisham Brown, Kentucky Deafblind Project.

Also see:

Material # 120.009

Also see:

Material # 120.010

Also see:

Material # 120.011

Also see:

Material # 120.012

Also see:

Material # 120.013

Also see:

Material # 120.014

Also see:

Material # 120.015
- Testing of Vision in Preschool Years, Precision Vision.

Also see:

30 CD

Material # 110.045
- Assessment Intervention Matrix by Enid G. Wolf-Schein and Jerome Schein, Three Bridge Publishers 2009

The Assessment Intervention Matrix (AIM) is a curriculum used to teach individuals with significant communication or sensory impairments (including those with severe auditory and visual problems or autism) to develop communication and daily-living skills in realistic, meaningful contexts, at school and at home. It is designed to bridge the gap between assessment and intervention through a process of continuous assessment, structured, intensive intervention, and reassessment, and can be tailored to the needs of pupils with a wide variety of abilities and deficits. AIM is divided into 2 parts addressing 7 skill areas. Part 1: drinking, eating, dressing, and toileting. Part 2: personal care, housekeeping, and food preparation. This CD-ROM contains an updated version of AIM, which was previously released in 1995 and 2002. The CD contains separate pdf files of the AIM sections and their associated assessment and curriculum forms.

Also see:

50 Fact Sheets

Material # 110.042
- Evals Evaluation Visually Impaired Students: Using Alternate Learning Standards Emphasizing the Expanded Core Curriculum Compiled by teachers at the Texas School for the Blind & Visually Impaired

Also see:

Material # 110.043
- Brigance Diagnostic Comprehensive Inventory of Basic Skills - Revised, by Albert Brigance, Curriculum Associates, Inc. 1999

Also see:

60 Miscellaneous

Material # 160.001
- Summary of Developmental Strengths and Intervention Concerns Worksheets, Catalog Number 8-50701-01

Also see:
10 Books

Material # 210.001
Also see:

Material # 210.002
Also see:

Material # 210.003
Also see:

Material # 210.004
Also see:

Material # 210.005
Also see:

Material # 210.006
Also see:

Material # 210.007
Also see:

Material # 210.009
Building Cultural Reciprocity with Families: Case Studies in Special Education; by Beth Harry, Maya Kalyanpur, and Monimalika Day With Cultural reciprocity, administrators, teachers, and staff can work successfully with all families. In this engaging book, actual case studies take readers into the lives of eight families to show how employing a posture of cultural reciprocity to build a framework for relationships helps strengthen interactions between professionals and parents or caregivers.
Also see:

Material # 210.008
Communication Matrix, by Charity Rowland, Oregon Health Sciences University, Portland, OR, 1996.
Also see:

Material # 310.005
Also see:

Material # 310.008
Also see:

Material # 310.009
Communication Observation Schedule, by Norma Fedder and Anjoo Sikka, Mississippi State University, Mississippi State, MS, 1992.
Also see:

Material # 310.010
Also see:

Material # 310.011
Let’s “Talk”, by Charity Rowland, Philip Schwiegert, and Alexandra Dorinson, Oregon Health Sciences University, Portland, OR, 1995. Includes 3 books: 1.) Individuals Who Use Alternate Communication Systems for Staff. Also see:

Material # 310.012
Let’s “Talk”, by Charity Rowland, Philip Schwiegert, and Alexandra Dorinson, Oregon Health Sciences University, Portland, OR, 1995. 2.) Making Sure Your Child Can Communicate With People Outside Your Home for Parents Also see:

Material # 310.020
Also see:

Material # 310.022
Also see:

Material # 310.025
Also see:

Material # 310.026
Also see:
Material # 310.027

Also see:

Material # 310.028
Early Communication Games: Routine-Based Play for the First Two Years, by Deborah Casey-Harvey, Communication Skill Builders, San Antonio, TX, 1995.

Also see:

Material # 310.029

Also see:

Material # 310.030

Also see:

Material # 310.031

Also see:

Material # 310.032

Also see:

Material # 310.033

Also see:

Material # 310.034

Also see:

Material # 310.035

Also see:

Material # 310.036

Also see:

Material # 310.037

Also see:

Material # 310.038

Also see:

Material # 310.039
Every Move Counts, Clicks and Chats EMC3 - Sensory-Based Approach: Communication and Assistive Technology by J. Korsten, T. Foss and L. Berry; 2007 EMC, Inc.

Only when communication is recognized and consistently reinforced will those with severe physical, sensory-motor, communicative and developmental differences find the effort to communicate worthwhile. Without sensory input, children may not develop the communication skills necessary to support participation and interaction in their world. This program presents sensory-based activities in a framework that supports and encourages communication. As the individual moves through the program, responses are identified, defined, refined, and expanded into a more functional communication system. Assistive technology applications, from switches to voice output, are an integral part of EMC3.

Also see: Technology

20 Videos

Material # 320.001
What Are You Trying To Tell Me?: Communication Between Parents and Children, ¿Que Estas Tratando de Decirme?: Comunicacón entre Padres e Hijos, Foundation for the Junior Blind, Los Angeles, CA, 12 min.

Also see:

Material # 320.002
Communication with Preverbal Infants and Young Children, Learner Managed Designs, Lawrence, KS, 1990, 29 min. Includes booklet.

Also see:

Material # 320.003
SKI*HI Signals and Cues Series: Topics 1-4: Encouraging Child to Relate to People, 8 min., Letting Child Know Who You Are and What You Will Do, 10 min., Deciding What Signals and Cues to Use, 10 min., A Model for Using Signals and Cues, 6 min.

Also see:

Material # 320.004
SKI*HI Signals and Cues Series: Topics 5-6: Getting Up and Playing (Anticipation), 25 min., Toileting, Bathing and Brushing Teeth (Awareness of Child’s Signals), 26 min.

Also see:

Material # 320.005
SKI*HI Signals and Cues Series: Topics 7-8: Eating or Feeding (Responding), 33 min., Waking Up, Going to Bed and Dressing (Encouraging Turn-Taking), 26 min.

Also see:

Material # 320.006
SKI*HI Signals and Cues Series: Topics 9-10: Playing and Actions (Giving Your Child Choices), 24 min., Placing and Calming Your Child (Using Coactive Signs), 24 min.

Also see:

Material # 320.007
SKI*HI Signals and Cues Series: Topics 11-12: Expressing Feelings and Using Senses (Enriching Activities and Routines), 38 min., Going Somewhere (Encouraging Active Communication), 23 min.

Also see:

Material # 320.008
Tactile Sign System, Ski*Hi Institute, Utah State University.

Also see:

Material # 320.009

Also see:

Tangible symbols are an alternative means of communicating for individuals who do not speak. Most people communicate through spoken or written languages; these require an understanding of abstract symbols consisting of arbitrary sounds or characters. Tangible Symbol Systems use concrete, rather than abstract symbols. The symbols may be 3-dimensional or 2-dimensional. Many individuals who are unable to understand abstract symbols are able to use tangible symbols to communicate. Specifically, children and adults with severe and multiple disabilities including severe cognitive limitations, autism and deafblindness may learn to use these systems.

Also see:

**Material # 320.010**


<table>
<thead>
<tr>
<th>Material #</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>410.009</td>
<td>Games for People With Sensory Impairments: Strategies for Including Individuals of All Ages, by Lauren Lieberman and Jim Cowart, Human Kinetics, Champaign, IL, 1996.</td>
<td></td>
</tr>
</tbody>
</table>
Material # 410.015
Also see:

Material # 410.017
Also see:

Material # 410.021
Also see:

Material # 410.023
Behavior as Communication, by Jo Mascorro, Colorado Department of Education Summer Institute on Deafblindness, Denver, CO, 1995. Accompanying audio tape listed as CA1 under cassette section.
Also see:

Material # 410.024
Also see:

Material # 410.025
Also see:

Material # 410.026
Understanding and Developing Communication with Young Children who are Deafblind, by Deborah Chen, Colorado Department of Education Workshop, Denver, CO, 1995.
Also see:

Material # 410.029
Also see:

Material # 410.031
Also see:

Material # 410.033
Also see:

Material # 410.034
Educating Students with Dual Sensory and Intellectual Impairments in General Education Environments, by June Downing, California State University, Northridge, CA, 1996.
Also see:

Material # 410.035

Material # 410.038
Educational Programming to Meet the Vision Needs of Students with Deafblindness and Multiple Impairments, by Dixie Mercer, Colorado Department of Education Summer Institute on Deafblindness, Breckenridge, CO, 1997. Also see:

Material # 410.040
I’m Moving On: Helping Individuals with Deaf-Blindness Move Successfully into the Community, compiled by Conni Schlee, New Mexico Deaf-Blind Services, Santa Fe, NM, 1996. Also see:

Material # 410.042
Usher Syndrome in the School Setting, by Irene Miner and Joe Cioffi, Helen Keller National Center Technical Assistance Center, Sands Point, NY, 1997. Also see:

Material # 410.043
Competencies for Teachers of Learners Who Are Deafblind, by Barbara McLetchie and Marianne Riggio, Perkins National Deafblind Training Project, Watertown, MA, 1996. Also see:

Material # 410.044

Material # 410.045
Achieving Learning Goals through Play, by Anne Widerstrom, Communication Skill Builders, Tucson, AZ, 1995. Also see:

Material # 410.046
Using Observation Tools to Design Effective Instruction for Students with Deafblindness, by Robbie Blaha and Millie Smith, Colorado Department of Education Summer Institute on Deafblindness, Winter Park, CO, 1998. Also see:

Material # 410.047
A Guide for Students Who are Deaf-Blind Considering College, by JoAnn Enos and Beth Jordan, Helen Keller National Center, Sands Point, NY. In large print. Also see:

Material # 410.048
Ideas for Inclusion: The Classroom Teacher’s Guide to Integrating Students with Severe Disabilities, by Anne Beninghof, Sopris West, Longmont, CO, 1997. Also see:

Material # 410.049

Material # 410.050
Material # 410.051

Also see:

Material # 410.053

Also see:

Material # 410.054

Also see:

Material # 410.055

Also see:

Material # 410.056

Also see:

Material # 410.057

Also see:

Material # 410.058

Also see:

Material # 410.059
Communicating at Home and in the Community, NTAC. This is a booklet that was put out by NTAC to with useful strategies and suggestions from parents and families with a child with Deafblindness. Several copies are available for checkout.

Also see:

Material # 410.060
The Intervener in Early Intervention and educational Settings for Children and Youth with Deafblindness, by Linda Alsop, Robbie Blaha, and Eric Kloos.

Also see:

Material # 410.061
Delivering Effective instruction to Students with Deafblindness and/or Other Severe Disabilities, North Carolina Department of Public Instruction, Exceptional Children Support Team. This manual was prepared as a resource guide for local administrators, principals, teachers, and others who are responsible for providing services to the severely/profoundly disabled

Also see:

Material # 410.065

Also see:

Material # 410.066
Competencies for Paraprofessionals Working with Learners Who are Deafblind in Early Intervention and Educational Settings, by Marianne Riggio and Barbara A. B. McLetchie, 2001. These competencies are based upon Competencies for Teachers of Learners Who Are Deafblind (McLetchie and Riggio, 1997) and reflect different responsibilities of paraprofessionals who

Also see:

Material # 410.067
Dr. Jan Van Dijk’s Full Text Articles from 1965-2000, this is a notebook with a copy of all of the articles that Dr. Van Dijk has written over the years.

Also see:

Material # 410.068

Also see:

Material # 410.069
Time to Learn: An environmental inventory to help teachers design learning activities for children who are deafblind, by Charity Rowland, PhD, and Philip Schweigert, M.Ed., 1999. This is an environment inventory test booklet and protocol.

Also see:

Material # 410.070

Also see:

Material # 410.071
Teaching Children who are Deafblind: Contact Communication and Learning. Edited by Stuart Aitken, Marianna Buultjens, Catherine Clark, Jane T. Eyre, Laura

Also see:

Material # 410.072

Also see:

Material # 410.073

Also see:

Material # 410.074

Also see:

Material # 410.075

Also see:

Material # 410.076

Also see:

Material # 410.077

Also see:
Introduction to Sexuality Education for Individuals Who are Deaf-Blind and Significantly Developmentally Delayed, Kate Moss and Robbie Blaha, DB-Link, 2001.

Also see:

Material # 410.079
Usher Syndrome: Identification and Understanding, The Indiana Deafblind Services Project, Blumberg Center, Indiana State University, 2000.

Also see:

Material # 410.080

Also see:

Material # 410.081

Also see:

Material # 410.082
Materials in SPANISH for Families of (and Interventionists serving) Infants and Young Children Who are Blind, Visually Impaired, and Deafblind, VIISA Project, Hilton-Perkins and DB-Link, 2000.

Also see:

Material # 410.083

Also see:

Material # 410.084

Also see:

Material # 410.085

Also see:

Material # 410.086

Also see:

Material # 410.087
The Transition Process: Early Intervention to Preschool, SKI-HI Institute, 2001

Also see:

Material # 410.088
Understanding Deafblindness: Issues, Perspectives, and Strategies, Volume 1, 2002

Also see:

Material # 410.089
Understanding Deafblindness: Issues, Perspectives, and Strategies, Volume 2, 2002

Also see:

Material # 410.090

Also see:

Material # 410.092

Also see:

Material # 410.093

Also see:

Material # 410.094

Also see:

Material # 410.095
Nebraska Usher Syndrome Screening Project, Nebraska Project for Children and Youth with Deaf-Blindness, 2002.

Also see:

Material # 410.096

Also see:

Material # 410.098
Interpreting Strategies for Deaf-blind Students: An Interactive Tool for Deaf-blind Students, by Susanne Morgan, the Ohio Center for Deaf-Blind Education, 2004. (includes a CD)

Also see:

Material # 410.099

Also see:

Material # 410.100

Also see:

Material # 410.101

Also see:

Material # 410.109

Also see:

Material # 410.110

Also see:

Material # 410.112

Also see:
Material # 410.114

Communicating & Connecting with Learners Who are Deafblind, New England Center Deafblind Matchmaker Project, August, 2005.
The purpose of the Massachusetts Matchmaker Project was to enhance the communication competence of seven learners who were registered as deafblind
with the New England Center Deafblind Project by giving their communication partners in-depth information about each of the learner’s communication abilities, needs, and effective ways to communicate with the learner.
Also see:

Material # 410.115

Classroom Observation Instrument for Education Environments Serving Students with Deaf-Blindness, Taylor, Ella; Stremel, Kathleen; Steele, Nancy, NTAC, 2006
The Classroom Observation Instrument for Educational Environments for Students with Deaf-Blindness is designed to help identify model classrooms serving students with severe and profound disabilities including those with deafblindness. The COI is comprised of three main components: (1) teacher interview; (2) student cumulative folder review; and, (3) observation rubric.
Also see:

Material # 410.116

CATS: Collaboration Achieves Travel Success, Indiana Deafblind Project, 2005.
This is a multimedia resource to help service providers and families develop and promote travel opportunities for persons who are deafblind and may have additional disabilities. Materials include: worksheets, DVD, and VHS.
Also see: Orientation & Mobility

Material # 410.117

This conference was presented by the National Consortium on Deafblindness for Families and Family Specialists. The main theme of the conference is Advocacy and Leadership. This notebook has the handouts that were given to the participants.
Also see: Parent & Family

Material # 410.118

Interveners in the Classroom: Guidelines for Teams working with Students who are Deafblind, by Alsop, Linda, Robinson, Cindi, Goehl, Karen, Lace, Jenny, Belote, Maurice, and Rodriguez-Gil, Gloria, SKI-HI Institute, 2007.
Interveners in the Classroom: Guidelines for Teams Working with Students Who Are Deafblind is designed as a checklist to assist interveners, teachers, administrators, and parents in understanding the roles and responsibilities of interveners in educational settings. As the use of interveners with students who are deafblind continues to increase, so does the need for information and guidelines related to the work of interveners. This booklet provides guidelines, as well as helpful information for teams as the work with interveners in educational settings.
Also see:

Material # 410.119

Offers state and local education agencies a framework from which meaningful, appropriate programming for students who are deafblind can be developed. These guidelines identify the knowledge and skills educators need to assist their students who are deafblind reach their full potential and become successful, contributing members of our society.
Also see:

Material # 410.120

CHARGE Syndrome by Timothy Hartshore, Ph.D., Margaret Hefner, MS, Sandra Davenport, MD, CM, & James Thelin, Ph.D., Plural Publishing, Inc. 2010
This, the first known book on the subject, describes the sensory, physical, and behavioral findings in CHARGE, indicates what kinds of studies need to be done to confirm the findings, and describes how these findings affect the function and development of the individual with CHARGE.
Also see:

Material # 410.121

Deafblindness: Educational Service Guidelines by Marianne Riggio and Barbara McLetchie; Perkins School for the Blind MA 2008
Developed in cooperation with the Hilton/Perkins Program and the National Association of State Directors of Special Education, this publication is a best practice guide that educational administrators at the state, local and program levels can use to understand the implications of combined vision and hearing losses on learning; to recognize the need for specialized assessment, program planning and service delivery.
Also see: Vision / Visual Impairment

Material # 410.122

A Guidebook for Interpreters "Making Accommodations for Individuals with Dual Sensory Impairments" by Susanne Morgan, 2004, Nebraska Deafblind Project
Also see:

20 Videos

Material # 420.001

Also see:

Material # 420.002

Also see:

Material # 420.003

Also see:

Material # 420.004

Also see:

Material # 420.005

Also see:

Material # 420.006

Also see:

Material # 420.007

Also see:
Material # 420.008
Also see:

Material # 420.009
Within Reach: Getting to Know People Who Are Deaf-Blind, Technical Assistance Project (TASH), 1987, 23 min.
Also see:

Material # 420.010
Also see:

Material # 420.011
Helen Keller in Her Story, American Foundation for the Blind, New York, NY, 55:56 min.
Also see:

Material # 420.012
Also see:

Material # 420.013
Partners in Language, Helen Keller National Center, Sands Point, NY, 28 min.
Also see:

Material # 420.014
Also see:

Material # 420.015
Touch Cues, Western Oregon State College, Monmouth, OR, 11 min.
Also see:

Material # 420.016
Also see:

Material # 420.017
Introduction to Tactile Communication for Children who are Deaf Blind, SKI*HI, Home Oriented Program Essentials, Logan, UT, 32 min.
Also see:

Material # 420.018
Important Topics in Deafblind Education: A Videotape Series, by Sandra Davenport, The Blumberg Center at Indiana State University, 1997: Fetal Development.
Also see:

Material # 420.019
Important Topics in Deafblind Education: A Videotape Series, by Sandra Davenport, The Blumberg Center at Indiana State University, 1997: Genetics and Causes of Birth Defects.
Also see:

Material # 420.020
Important Topics in Deafblind Education: A Videotape Series, by Sandra Davenport, The Blumberg Center at Indiana State University, 1997: Patterns of Inheritance.
Also see:

Material # 420.021
Important Topics in Deafblind Education: A Videotape Series, by Sandra Davenport, The Blumberg Center at Indiana State University, 1997: Balance.
Also see:

Material # 420.022
Important Topics in Deafblind Education: A Videotape Series, by Sandra Davenport, The Blumberg Center at Indiana State University, 1997: CHARGE Syndrome.
Also see:

Material # 420.023
Important Topics in Deafblind Education: A Videotape Series, by Sandra Davenport, The Blumberg Center at Indiana State University, 1997: Retinitis Pigmentosa in Usher Syndrome.
Also see:

Material # 420.024
Important Topics in Deafblind Education: A Videotape Series, by Sandra Davenport, The Blumberg Center at Indiana State University, 1997: Usher Syndrome Types I, II, III.
Also see:

Material # 420.025
The Work Experiences of Jennifer Syler, by Washington High School Teleproductions, Great Lakes Area Regional Center for Deafblind Education, Columbus, OH.
Also see:

Material # 420.026
Deafblindness and the Intervener, Utah State University, HOPE, North Logan, UT, 1998, 15 min.
Also see:

Material # 420.027
Also see:

Material # 420.028
When Hearing Loss and Retinitis Pigmentosa Happen Together: Meeting Educational Needs, Distance Learning Center, Gibsonia, PA (March 5, 1996).
Also see:

Material # 420.029
Creative Expression: Opportunities for Persons Who are Deafblind. Indiana Deafblind Services Project at the Blumberg Center for Interdisciplinary Studies in Special Education, Indiana Sate University, 2001. (supplemental book)
Also see:

Material # 420.030
Also see:

Material # 420.031
Also see:

Material # 420.032
Usher Syndrome Conference, Presented by ORCLISH and GLARCDBE, April 21, 2002.
Also see:

Material # 430.033
Routines: All Dressed Up and Somewhere to Go
Also see:
Through Your Eyes; As Told by Michael Madsen and David Carradine

David Carradine and Michael Madsen tell this unique and troubling story of the only know deafblind triplets in the world. A family with limited resources struggles to hold on and cope with reality. Prepare to be inspired as these modern day Helen Kellers rise to national exposure when all hope seems lost.

Also see:

**40 DVD**

Material # 440.001

Child-guided Strategies for Assessing Children who are Deafblind or have Multiple Disabilities, by Catherine Nelson and Dr. Jan van Dijk, AapNootMuis Productions, the Netherlands, 2002.

Also see:

Material # 440.002


Usher Syndrome is a genetic condition affecting thousands and thousands of people. This little know condition causes both hearing and progressive vision loss. In this program, you will meet people of all ages who share how their lives have been affected by Ushers, and how they’ve learned to adjust and overcome challenges along the way. their stories will enlighten and inspire you. www.rit.edu/NTID

Also see:

Material # 440.004

Students Who Are Deafblind Using APH Products

This DVD features four students who are deafblind, ages 2 to 15 years, using various APH products in home and school settings. It provides the viewer with information about how students who are deafblind or who are visually impaired with additional disabilities my benefit from the use of APH products.

Also see:

Material # 440.005

Let's Talk Limbic. The Role of the Emotional Brain in the Well Being of Persons with Multiple Sensory Impairment by Jan van Dijk, Catherine Nelson, Arno de Kort, Johannus Feelinger, and Rick van Dijk

Also see:

Material # 440.006

Victory & Frangrance Kai Hsin's Story - The Hawai'i Deafblind Project, 2010

Also see:

**50 Fact Sheets**

Material # 410.113


Also see:

Material # 1550.071

Interactive Storytelling

Also see: General

Material # 1550.072

Tips for Using Sign

Also see:

**60 Miscellaneous**

Material # 460.001

Deafblindness and the Role of the Intervenor 2010 SKI-HI Institute, Utah State University

Also see:

**500 Early Childhood**

**10 Books**

Material # 510.001

Effective Practice in Early Intervention: Infants Whose Multiple Disabilities Include Both Vision and Hearing Loss, by Deborah Chen, California State University, Northridge, CA, 1997.

Also see:

Material # 510.002


Also see:

Material # 510.003


Also see:

Material # 510.004


Also see:

Material # 510.005


Also see:

Material # 510.006


Also see:

Material # 510.007


Also see:

Material # 510.008


Also see:

Material # 510.009


Also see:

Material # 510.010


Also see:

Material # 510.011

Normal Development Copybook, by Marsha Klein, Nancy Ossman, and Barbara Tracy, Therapy Skill Builders, San Antonio, TX, 1991.

Also see:

Material # 510.012


Also see:
Material # 510.043
Also see:

Material # 510.044
Also see:

Material # 510.045
Also see:

Material # 510.046
Also see:

Material # 510.047
Also see:

Material # 510.048
Also see:

Material # 510.049
Also see:

Material # 510.050
Also see:

Material # 510.051
Preschool Readers and Writers: Early Literacy Strategies for Teachers by Linda Weikel Ranweiler, High/Scope Educational Research Foundation, 2004
Also see:

Material # 510.052
Also see:

Material # 510.053
Also see:

Material # 510.054
Also see:

Material # 510.055
Also see:

Material # 510.056
Also see:

Material # 510.057
Touch and Feel Bathtime, Dk Publishing, Inc., 2003
Also see:

Material # 510.058
Also see:

Material # 510.059
Shared Storybook Reading: Building Young Children's Language & Emergent Literacy Skills; by Helen Ezell and Laura Justice
Reading storybooks with young children is one of the most important things adults can do to support early language and literacy skills. What other fun, engaging interaction can teach children so many critical concepts—including print awareness, vocabulary, grammar, sentence structure, and social and conversational skills—all at once.
Also see:

Material # 510.060
Educators can increase children's active engagement and prevent behavior problems by making some key adjustments to early learning environments. This practical, accessible book offers an evidence-based approach to promoting engagement in preschoolers with or without special needs.
Also see:

Material # 510.061
The Happiest Baby on the Block: How to Eliminate Crying and Help Your Newborn Baby Sleep Longer by Harvey Karp, MD, Bantam 2003
Teaches parents how to soothe crying babies and increase their sleep. The author's highly successful method is based on four revolutionary concepts: How to re-create the womb-like atmosphere outside the womb; How to find the off-switch which quickly soothes fussing and crying; Five easy methods to turn on a calming reflex, and; How to com even colicky babies.
Also see:

Material # 510.063
The Happiest Toddler on the Block: How to Eliminate Tantrums and Raise a Patient, Respectful, and Cooperative One- to Four-Year-Old: Revised Edition by Harvey Karp, MD; Bantam Dell, New York, 2008
Combining his trademark tools of Toddler-ese and the Fast-Food Rule with a highly effective new green light/yellow light/red light method for molding toddler behavior, Dr. Karp provides fast solutions for today’s busy and stressed parents. As you discover ways to boost your child’s good (green light) behavior, curb his annoying (yellow light) behavior, and immediately stop his unacceptable (red light) behavior you will learn how to soothe his stormy outbursts with amazing success—and better yet, prevent these outbursts before they begin! And the new thirty-item glossary of Dr. Karp’s parenting techniques will save you valuable time when you need to instantly calm an out-of-control child. The result: fewer tantrums, less yelling, and more happy, loving time for you and your child. Library Item
Also see:

Material # 510.065
Fee, Fie, Phonemic Awareness: 130 Prereading Activities for Preschoolers by Mary Hohmann, High/Scope Press 2002
Also see:

20 Videos

Material # 520.001
And You Thought They Were Just Playing: Transdisciplinary Play-Based Assessment, by Toni Linder, Paul H Brookes, Baltimore, MD, 1995, 65 min.
Also see:
Material # 610.001
Also see:

Material # 610.002
Also see:

Material # 610.003
Also see:

Material # 610.004
Also see:

Material # 610.005
Also see:

Material # 610.006
Also see:

Material # 610.007
Also see:

Material # 610.008
Also see:

Material # 610.010
Also see:

Material # 610.011
Also see:

Material # 610.012
Also see:

Material # 610.013
Third in the Connecting Student Series providing families and professionals practical strategies for meeting the diverse needs of our student populations.
Also see:

Material # 610.014
Also see:

Material # 610.015
Also see:

Material # 610.016
Also see:

Material # 610.017
Also see:

Material # 610.018
Extraordinary Play with Ordinary Things, by Barbara Sher, M. A., OTR, 1992, recycling everyday materials to build motor skills.
Also see:

Material # 610.019
Individual Education Plans Involved Effective Parents, by Alison B. Seyler and Barbara E. Buswell, 2001
Also see:

Material # 610.020
Also see:

Material # 610.022
Also see:

Material # 610.023
Also see:

Material # 610.024
Also see:

Material # 610.025
SenseAbilities: Understanding Sensory Integration, MaryAnn Colby Trott, M.A. with Marci K. Laurel, M.A., CCC-SLP, and Susan L. Windeck, M. S., OTR/L, Therapy Skill Builders, 1993
Also see:

Also see:


Also see:


Also see:


Also see:

Creative Constructions: Technologies that make adaptive design accessible, affordable, inclusive and fun, by Molly Campbell and Alex Truesdell, 2000.

Also see:


Also see:


Also see:

To Love this Life, Quotations by Helen Keller, American Federation of the Blind, 2000.

Also see:


Also see:

Learning to Read and Write (Developmentally Appropriate Practices for Young Children), by Susan B. Neuman, Carol Kopple, and Sue Bredekamp, National Association for the Education of Young Children, 2000.

Also see:


Also see:


Also see:


Also see:


Also see:

NORD: Guide to Rare Disorders, Lippincott, Williams, and Wilkins, 2003.

Also see:


Also see:


Also see:


Also see:

The Differentiated Classroom: Responding to the Needs of All Learners, by Carol Ann Tomlinson, Association for Supervision and Curriculum Development, 1999.

Also see:


Also see:


Also see:


Also see:


Also see:


Also see:
Overview  by Sue Buckley

Gillian Bird and Sue Buckley

Material # 610.052  

Also see:

Material # 610.053  

Also see:

Material # 610.054  

Also see:

Material # 610.055  

Also see:

Material # 610.056  

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Material # 610.057  

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Material # 610.058  

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Material # 610.059  

Also see:

Material # 610.060  

Also see:

Material # 610.061  

Also see:

Material # 610.062  

Also see:

Material # 610.063  

Also see:

Material # 610.064  
How Does Your Engine Run?” by Mary sue Williams and Sherry Shellenberger, Therapy Works, Inc. 1996.

Also see:

Material # 610.065  

The second edition of this activity-based program gives teaches lively, effective ways to help children at risk for reading failure.

Also see:

Material # 610.067  

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. Marshak and Prezant also describe what makes a marriage strong, such as continuing to share connections outside of parenting roles, keeping a sense of autonomy, and sharing childcare responsibilities. Parents get advice about the importance of romance and intimacy and the benefits of finding time for each other even when they feel too tired or overwhelmed. In addition, the book deals with serious marital troubles and divorce considerations. Throughout are quotes from husbands and wives, offering special insight into what was especially difficult for them, what solutions they’ve discovered, and what they wished they’d done differently.

Also see:  Parent & Family

Material # 610.068  
DO-IT Program - Creating a Transition Program for Teens: How DO-IT does it, and how you can too AND Creating an E-Mentoring Community: How DO-IT does it and how you can too

Kit contains 2 books and 9 DVDs.

Also see:

Material # 610.069  
Effective Literacy Instruction for Students with Moderate or Severe Disabilities  by Susan R. Copeland and Elizabeth B. Keefe

For students with moderate or severe disabilities, developing literacy skills is a critical component of successful education, communication, employment, and community participation. With this practical, concise guidebook, teachers will help students with disabilities meet No Child Left Behind's academic standards for literacy. Appropriate for use in all settings, including inclusive classrooms, this book is the lifeline every K-12 teacher needs address reading first, implement proven strategies, plan better lessons that get results, teach students with a wide range of disabilities, understand the latest research.

Also see:

Material # 610.070  
Reading and Writing for Infants with Down Syndrome (0-5 years) by Gillian Bird and Sue Buckley

Teaching reading to teach talking is probably the single most effective intervention for helping children with Down syndrome to overcome their learning difficulties. Reading and writing skills are important for everyday life and for access to the world of literature for all children. They are also powerful tools for teaching speech and language to children with Down syndrome and for mediating their cognitive development.

Also see:

Material # 610.071  
Reading and Writing for Individuals with Down Syndrome - An Overview  by Sue Buckley

While the published information on the reading development and reading achievements of individuals with Down syndrome is still limited, many authors now recognize the benefits of teaching children with Down syndrome to read and of involving them in literacy activities. Reading progress and being involved in supported reading and writing influences speech, language and memory skills for all children, including those with Down syndrome.

Also see:
Reading and writing for Children with Down Syndrome (5-11 years) by Gillian Bird, Jane Beadman and Sue Buckley

Reading and writing skills are important for everyday life and for access to the world of literature. They are also powerful tools for teaching speech and language to children with Down Syndrome and for mediating their cognitive development. Reading and writing can support communication, enable children to achieve greater independence and enrich education and academic attainments across the curriculum.

Also see:

Reading and Writing Development for Teenagers with Down Syndrome (11-16 years) by Gillian Bird and Sue Buckley

Reading skills are often a strength for teenagers with Down syndrome. Teenagers can often read at a higher level than would be predicted from their general cognitive and language abilities. Those who have not achieved reading success in their primary years may make significant progress during their teenage years.

Also see:


Sensory Secrets: How to "Jump-start" Learning in Children will help you to understand how children learn. Exciting information about the importance of sensory motor processing / sensory integration needs to be tied together and made practical and understandable. This book may be the "missing link" in helping you to understand the foundation skills for all learning.

Also see:


Current research increasingly highlights the role of early literacy in young children's development -and facilitates the growth of practices and policies that promote success among all learners. The Handbook of Early Literacy Research presents cutting-edge knowledge on all aspects of literacy learning in the preschool years. Volume 2 provides additional perspectives on important topics covered in Volume 1 and addresses critical new topics, making it an essential reference in this rapidly growing field.

Also see:

The Dancing Dialogue - Using the Communicative Power of Movement with Young Children by Suzi Tortora, Brookes Publishing Company, 2006

The first approach to focus exclusively on the importance of observing nonverbal expression. Shows professionals how to assess the behavior and movement of children with a wide range of issues - and use what they learn to develop appropriate interventions. Designed for use with children from birth to 7 years of age, this book reveals how to:
  - develop a keen awareness of children's nonverbal cues and the messages behind them
  - expand children's abilities in key developmental areas by engaging children with movement, dance, music and play
  - strengthen social and emotional bonds with children
  - help caregivers, educators, and mental health professionals use nonverbal interactions to connect with children and stimulate their development, both at home and in the classroom

Also see:

Activities for a Diverse Classroom: Connecting Students by Leah Katz, Caren Sax and Douglas Fisher, PEAK Parent Center, Inc. 1998

Helps begin the sometimes difficult conversation about diversity in the classroom. This book offers a variety of activities that engage students in a process of understanding the need for friendships and acceptance of others. It builds on the previous work of Beth Schaffner and Barbara Buswell of PEAK Parent Center: Connecting Students: A Guide to Thoughtful Friendship Facilitation for Educators and Families and Opening Doors: Strategies for Including All Students in Regular Education. Teachers can help create a sense of community in the classroom as they introduce students to new ways of thinking about relationships. Integrating these activities throughout the curriculum provides a more cohesive way to teach these skills and social issues in context rather than in isolation.

Also see:


The authors give parents a chronological guide for each stage from birth to adulthood. Parents will get comprehensive advice and strategies on how to address:
  - financial factors—including mortgages and other expenses, insurance policies, investments, and savings
  - legal factors—such as conducting estate planning, weighing guardianship with less restrictive alternatives, and creating a Special Needs Trust to ensure a child's future
  - government factors—identifying and supplementing government benefits, such as residential services, supported employment, and respite care
  - family and support factors—such as the family’s values, the parents’ careers, sibling considerations, and contributions of extended family members
  - emotional factors—such as dealing with both positive and negative feelings, staying connected with others, and using strong emotions to fuel advocacy

Included are all the tools families need to create an effective action plan for their child.

Also see: Parent & Family

The First Days of School: How to be an Effective Teacher by Harry K. Wong and Rosemary T. Wong, Harry K. Wong Publications Inc, 2009

The best-selling book ever on classroom management and teaching for student achievement with over 3.3 million copies sold. The book walks a teacher, either novice or veteran, through structuring and organizing a classroom for success that can be applied at any time of the year at any grade level, pre-K through college. The book is used in thousands of school districts, in over 100 countries, and in over 2,000 college classrooms. It's practical, yet inspiring. But most important, it works! The new 4th edition includes updated research, photos, and more examples of "how-to" alongside the implementation DVD, "Using THE FIRST DAYS OF SCHOOL" featuring Chelonnda Seroyer. This is the most requested book for what works in the classroom for teacher and student success.

Also see:

The Beyond Access Model: Promoting Membership, Participation, and Learning for Students with Disabilities in the General Education Classroom by Cheryl Jorgensen, Michael McSheehan, and Rae Sonnenmeier

This accessible book guides educators and administrators through every phase of the Beyond Access Model and gives readers helpful vignettes, detailed examples and a CD-ROM with more than a dozen adaptable checklists, fill-able forms, and templates. An innovative model that can transform schools and lives, this book will ensure that students with disabilities enjoy the benefits of full membership, participation, and learning within truly inclusive classroom communities.

Also see:

Provides techniques for involving parents in the education of their children. Both general and special education teachers in Grades PreK–12 can use these strategies to reach the parents of students with a wide range of learning needs, including cognitive, emotional/behavioral, social, sensory, and physical disabilities, as well as the parents of typically developing students. This practical guide not only helps teachers and parents work together to give students with special needs the necessary support to succeed in school but also anticipates the challenges to parent involvement and provides step-by-step directions, sample materials, and tips.

Also see: Parent & Family

Teaching by Design: Using Your Computer to Create Materials for Students With Learning Differences by Kimberly Voss; Woodbine House MD, 2005

Shows readers how to use the computer to design meaningful educational materials for children and adults with special needs. A synthesis of computer graphics, education, and crafting, this book represents the author’s considerable expertise in customizing educational materials for her daughter with multiple disabilities as well as teaching other parents and teachers to create them too. Full of instructions for designing and adapting materials and strategies for using them—including a time-saving CD-rom of templates—Teaching by Design is useful to parents and teachers of students of all ages with a wide range of disabilities.

Also see:

Academic Instruction for Students With Moderate and Severe Intellectual Disabilities in Inclusive Classrooms by June E. Downing, Corwin Press 2010

Packed with instructional strategies for students with significant disabilities, this research-based resource helps teachers adapt their curriculum, work collaboratively, develop accurate assessments, track student progress, and more.

Also see:

Blended Practices for Teaching Young Children in Inclusive Settings by Jennifer Grisham-Brown, Ed.D., Mary Louise Hemmeter, Ph.D., & Kristie Pretti-Frontczak, Ph.D., Brookes Publishing MD 2005

This essential text is just what teachers need to face these tough challenges in inclusive classrooms. Bridging the gap between special and general education, this resource integrates knowledge about effective practices for teaching young children with and without disabilities into one comprehensive approach. Undergraduate and graduate students will find the explicit guidance they need.

Also see:


This book is a natural follow-up to the bestselling, widely adopted Blended Practices for Teaching Young Children in Inclusive Settings. Future educators of young children will get the research and recommended practices they need.

Also see:

Seeing All Kids as Readers: A New Vision for Literacy in the Inclusive Early Childhood Classroom by Christopher Kliewer, Ph.D., Brookes Publishing Co. 2008

This motivating, forward-thinking book will help educators see all their students as literate and use an innovative social model of literacy to enrich the skills of children with and without disabilities. Relates in-depth stories from hundreds of hours spent observing inclusive preschool classrooms.

Also see:

A Different Kind of Classroom: Teaching with Dimensions of Learning by Robert Marzano, ASCD 1992

This comprehensive guide shows K–12 teachers and coaches how to establish, revamp, and sustain inclusive sports programs that benefit students with a wide range of special needs and challenges. Drawing on the most current research and best practices in education and social-emotional development, this book empowers readers to recognize their students’ unique strengths and challenges and provide appropriate encouragement and support.

Also see:

Effective Education: Adapting to Include All Students, by Alice Udvari-Solner and Brent Bailey, South Dakota Department of Public Instruction and Cultural Affairs, Utah Project for Children With Dual Sensory Impairments, and The Blumberg Center, 1996, 18:14 min. Includes guide.

Also see:


Also see:


Also see:

I'm Tyler (don't be surprised) Ability Awareness DVD; production services donated by ME&V

Tyler is a typical high school student who happens to have cerebral palsy and some other challenges. He has taken on a mission to educate the world about Ability Awareness. He believes that what a person, any person, CAN do is much more important than what he/she can't. The people in Tyler's life who have seen this and practiced Ability Awareness have made all the difference in the world to him.

Also see:
10 Books

Material # 710.008
Also see:

Material # 710.009
Also see:

Material # 710.010
Also see:

Material # 710.011
Also see:

Material # 710.012
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Material # 710.013
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Material # 710.026
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Material # 710.027
Also see:

Material # 710.028
An invaluable guide to the world of deaf education, the second edition of Choices in Deafness is expanded to cover tow additional communication options, providing an unbiased, thorough overview of the following methods: auditory-verbal approach, bilingual-bicultural approach, cued speech, oral approach, total communication.
Also see:
Meeting the Needs of Students Who are Deaf or Hard of Hearing: Educational Services Guidelines from NASDSE, VA 2006

This new book describes essential program elements and features that must be considered when designing appropriate services for students who are deaf or hard of hearing, including those students with multiple disabilities. A full continuum of options is included. The guidelines represent "best practices" from the field and the book is an outstanding resource for communication and coordination among organizations on behalf of students who are deaf or hard of hearing and their families.

Also see:

Material # 710.029
HELP for Families - Follow-Up Information and Ideas for Families for the "Ready to Read" DVD Series, Project H.E.L.P. SKI-HI Institute Utah State University
Also see: 900 Parent & Family

20 Videos

Material # 710.006
The Gift of Early Literacy: For Young Children Who are Deaf or Hard of Hearing And Their Families, by Sue Watkins, Ski*Hi Institute, Logan, UT, 1999.
Also see:

Material # 710.007
Also see:

Material # 710.008
SKI*Hi Administrators: Awareness Video
Also see:

Material # 710.009
Hearing Aid Management Skills for Families of Young Children Who Are Deaf or Hard of Hearing, Home Oriented Program Essentials, Logan, UT, 56 min.
Also see:

Material # 710.010
The Nonhearing World: Understanding Hearing Loss.
Also see:

Material # 710.011
Also see:

Material # 710.012
Also see:

Material # 720.009
Also see:

Material # 720.010
Bringing Sound to Life: Principles and Practices of Cochlear Implant Rehabilitation, by Mary Koch, York Press, Timonium, MD, 1999. 4 Video Series. 5.) Principles and Practices of Rehabilitation, 58:30 min.--HAS MANUAL
Also see:

Material # 720.011
Also see:

Material # 720.012
Also see:

40 DVD

Material # 740.001
Sensory Perspectives, by SKI-HI Institute, 2003.
Also see:

Material # 740.002
Ready to Read from SKI-HI Institute, Hope Inc., 2007
8-Unit DVD Series. Teaches family members important early visual literacy skills for young children who are deaf. Teaches families signs for the "little function words" these children will encounter in their basal reading at school. Includes delightful presentations, demonstrations, family activities, and self-paced assessments.
Also see:
<table>
<thead>
<tr>
<th>Material #</th>
<th>Title</th>
<th>Authors</th>
<th>Place</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>810.002</td>
<td>Orientation and Mobility: A Family Program for Developing Travel Skills in the Community</td>
<td>Susan Linklater</td>
<td>Region IV Education Service Center, Houston, TX.</td>
<td>2006</td>
</tr>
<tr>
<td>810.003</td>
<td>Preschool Orientation and Mobility Screening</td>
<td>Bonnie Dodson-Burk and Everett Hill</td>
<td>Division IX of AER, Nashville, TN.</td>
<td>1989</td>
</tr>
<tr>
<td>810.004</td>
<td>Standing On My Own Two Feet: a Step-by-Step Guide to Designing and Constructing Simple Individually Tailored Adaptive Mobility Devices for Preschool-age Children Who are Visually Impaired</td>
<td>Lorie Lynn LaPrelle</td>
<td>Blind Childrens Center, Los Angeles, CA.</td>
<td>1996</td>
</tr>
<tr>
<td>810.007</td>
<td>The Road To Freedom: A Parent’s Guide to Prepare the Blind Child to Travel Independently</td>
<td>Richard Webster</td>
<td>Katan Publications, Jacksonville, IL.</td>
<td>1977</td>
</tr>
<tr>
<td>810.008</td>
<td>Independence Without Sight or Sound: Suggestions for Practitioners Working with Deaf-Blind Adults</td>
<td>Donna Sauerburger</td>
<td>American Foundation for the Blind, New York, NY.</td>
<td>1993</td>
</tr>
<tr>
<td>810.009</td>
<td>Travel Tales: A Mobility Storybook</td>
<td>Julia Halpern-Gold, (et al.)</td>
<td>Mostly Mobility, Bethel, PA.</td>
<td>1988</td>
</tr>
<tr>
<td>810.010</td>
<td>Orientation and Mobility for the Visually Impaired: Resource Book</td>
<td>Lorie Lynn LaPrelle</td>
<td>Province of British Columbia, Victoria, BC.</td>
<td>1984</td>
</tr>
<tr>
<td>810.012</td>
<td>Get Up and Go!: Fun Ideas to Help Visually Impaired Children to Move Confidently</td>
<td>Mary McDonald</td>
<td>Early Years Series, Royal National Institute for the Blind, London.</td>
<td>1997</td>
</tr>
<tr>
<td>810.013</td>
<td>Street-Crossing Workshop Handouts</td>
<td>Janet Barlow, Lukas Franck, Billie Louise Bentzen, and Donna Sauerburger</td>
<td>Orientation and Mobility Specialists of Colorado Conference on May 7-8, 1999</td>
<td>1999</td>
</tr>
</tbody>
</table>

Also see:
- **Other Books**
  - Orientation and Mobility: A Family Program for Developing Travel Skills in the Community, by Susan Linklater, Region IV Education Service Center, Houston, TX.
  - Preschool Orientation and Mobility Screening, by Bonnie Dodson-Burk and Everett Hill, Division IX of AER, Nashville, TN.
  - Standing On My Own Two Feet: a Step-by-Step Guide to Designing and Constructing Simple Individually Tailored Adaptive Mobility Devices for Preschool-age Children Who are Visually Impaired, by Lorie Lynn LaPrelle, Blind Childrens Center, Los Angeles, CA.
  - The Road To Freedom: A Parent’s Guide to Prepare the Blind Child to Travel Independently, by Richard Webster, Katan Publications, Jacksonville, IL.
  - Independence Without Sight or Sound: Suggestions for Practitioners Working with Deaf-Blind Adults, by Donna Sauerburger, American Foundation for the Blind, New York, NY.
  - Travel Tales: A Mobility Storybook, by Julia Halpern-Gold, Mostly Mobility, Bethel, PA.
  - Orientation and Mobility for the Visually Impaired: Resource Book, Province of British Columbia, Victoria, BC.
  - Get Up and Go!: Fun Ideas to Help Visually Impaired Children to Move Confidently, edited by Mary McDonald, Early Years Series, Royal National Institute for the Blind, London.
  - Street-Crossing Workshop Handouts, presentations by Janet Barlow, Lukas Franck, Billie Louise Bentzen, and Donna Sauerburger, Orientation and Mobility Specialists of Colorado Conference on May 7-8, 1999.

Also see:
- **Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired**, by Diane Fazzi and Barbara L. Petersmeyer, AFB Press, 2001.
- **Practice Makes Perfect: A Family Program in Orientation and Mobility**, A Region 4 ESC Resource, Region 4 Education Service Center, Houston, TX, 2005.
- **Orientation and Mobility**: A guide to cane and AMD repair and modification using consistency, accuracy, safety and efficiency as standards for the modification. Also, the author adds the following criteria: Simple repairs for anyone; Minimal tools required; Repairs can be done easily and safely in an office or work area; Advanced degree in mechanics not necessary; Step-by-step instructional format; and Modifications need to be realistically functional but not cumbersome.
- **Street-Crossing Workshop Handouts**, presentations by Janet Barlow, Lukas Franck, Billie Louise Bentzen, and Donna Sauerburger, Orientation and Mobility Specialists of Colorado Conference on May 7-8, 1999.

The purpose of this book is to contribute to our understanding of Developmental O and M, independent movement and travel in blind children. Unlike many books and articles on orientation and mobility (O&M) for blind children, this one is not about the effect of blindness on movement. Such an inquiry is self-defeating from the start, as it often begins with misconceptions and deficit-thinking about blindness and the blind child’s early motor development. Instead, this book is about the effect of movement on development and the importance of movement experiences for the development of independent movement and travel in blind children. It has a clear premise: blind children must become "active movers" if they are to become independent "travelers."

Also see: Early Childhood

Material # 810.023
Practice Makes Perfect: A Family Program in Orientation and Mobility from Region 4 Education Solutions TX 2005
Provides information for families on developing travel skills in the community.

Also see:

Material # 810.024
Standing on My Own Two Feet by Lorie Lynn LaPrelle, M.A., Blind Children's Center 2002

A step-by-step guide to designing and constructing simple, individually tailored adaptive mobility devices for preschool-age children who are visually impaired. The guide includes individually tailored adaptive mobility devices made from low-cost polyvinylchloride (PVC) materials.

Also see:

Material # 810.050
Care and Feeding of the Long White Cane: Instructions in Cane Travel for Blind People, by Thomas Bickford, National Federation of the Blind, Baltimore, MD, 1993. 14 point type.

Also see:

Material # 810.051
This guide gives an overview of the packet contents and offers teachers some basic ideas for lesson planning using the O&M graphics (included). The graphics were developed to be used either with NOMAD or on their own. Included in this guide are suggested concepts and instructional hints for each graphic and general instructions for their use with NOMAD.

Also see:

20 Videos

Material # 820.001

Also see:

Material # 820.002
Coactive Movement, Western Oregon State College, Monmouth, OR, 33 min.

Also see:

Material # 820.003
Move and Discover: The Active Learning Approach for Children with Disabilities, by the North Dakota Deafblind Services Project, University of North Dakota TV Center, 2002

Also see:
10 Books

Material # 910.004
Also see:

Material # 910.006
Also see:

Material # 910.007
Also see:

Material # 910.008
Also see:

Material # 910.009
Also see:

Material # 910.010
Also see:

Material # 910.011
Also see:

Material # 910.012
Special Siblings: Growing up with Some One with a Disability, by Mary McHugh, Paul H. Brookes Publishing Co., 2003.
Also see:

Material # 910.013
Communication Fact Sheets for Parents, The National Technical Assistance Consortium for Children and Young Adults who are Deaf-blind, 2002.
Also see:

Material # 910.014
Also see:

Material # 910.015
Also see:

Material # 910.016
Also see:

Material # 910.017
Also see:

Material # 910.018
Essential Allies: Families as Advisors, by Elizabeth S. Jeppson and Josie Thomas, Institute for Family Centered Care, 1995. (includes Training Guide)
Also see:

Material # 910.019
The Sibling Slam Book: What it's really like to have a brother or sister with special needs, edited by Don Meyer, Woodbine House Publishing Company, 2005.
Ever wonder if there are other sibs out there like you--teens know exactly what it's like to have a brother or sister with a disability? Well, here's a chance to hear from some sibs who really know and are willing to give you an honest, non-PC look at their own lives and experiences.
Also see: General

Material # 910.020
A brother or sister is usually the first close friend a child has--and when that child has a disability, the sibling relationship takes on a new meaning and importance. In the third edition of this classic resource, professionals and families will deepen their understanding of sibling relationships and discover ways to support positive, lifelong bond between brothers and sisters.
Also see:

Material # 910.021
Sibshops is better than ever! With this revised edition of the hugely popular guide used in eight countries, it's never been easier to create effective, engaging support groups for siblings of children with special needs. Fully updated and highly practical, this user-friendly guide helps you develop workshops where 8- to 13-year-old siblings can share their stories, give and receive support, and just have fun with other children who've been there.
Also see:

Material # 910.022
Reveals specific strategies and techniques to create sustainable family engagement. Included are 101 powerful processes to ensure the cultural change necessary to make a difference in schools and communities. Many schools and districts have proclaimed their "strategies for family engagement" and set about "doing things" but they have not succeeded in engaging all families. At best, many have merely increased the engagement of the already engaged. Dr. Steve Constantino addresses the cultural revolution that must first occur, along with providing strategies and exercises that help schools begin making the tough cultural changes. Readers then learn how to build on that new cultural foundation and create the relationships that motivate family involvement, and ultimately create family engagement. This book contains 101 tested ways to create REAL family engagement.
Also see:
10 Books

Material # 210.008
Ayudar a los niños ciegos: Apoyo familiar y comunitario para niños con problemas de la vista, by Sandy Niemann and Namita Jacob, La Fundacion Hesperian, La serie de Asistencia temprana para niños con discapacidades, 2002.
Also see:

Material # 1010.001
Also see:

Material # 1010.002
Also see:

Material # 1010.004
Also see:

Material # 1010.005
Also see:

Material # 1010.006
Also see:

Material # 1010.008
Also see:

Material # 1010.009
Also see:

Material # 1010.010
Also see:

Material # 1010.011
Whitten Center Curriculum, by Erik Drasgow and Nancy Wells, Whitten Center, SC, 1999.
Also see:

Material # 1010.012
Also see:
This was an interactive training that addresses supported living, a plan, finding a place to call home, funding sources and budget variables, lessons learned and lived, (2001). 

Also see:

**Material # 1010.014**


Also see:

**Material # 1010.015**


Also see:

**Material # 1010.016**


Also see:

**Material # 1010.017**


Also see:

**Material # 1010.018**

Reclaiming Independence: Staying in the driver's Seat When you No Longer Drive, A Resource Guide, American Printing House for the Blind, Louisville, KY, 2007. This resource guide provide information that can help you maintain your independence when you can no longer drive. It is not easy to make the transition from a driver to an independent nondriver. You may have driven for 30, 40, 50 or more years-and now you may be wondering how you can maintain your independence as you loose some of your visual abilities. Though we don't have a magic pill for you to take, we do offer some strategies and resources that can help you adjust to life without a driver's license. Comes with DVD and cassette tapes.

Also see:

**20 Videos**

**Material # 940.001**

The First IEP: Parent Perspectives, by Deborah Chen and Annie Cox A must for early childhood programs and for practitioners in training, this encouraging, informative DVD answers common questions about individualized education programs (IEPs) and helps parents and new professionals come together to ensure children's smooth transition from early intervention to preschool.

Also see:

**Material # 1020.001**


Also see:

**Material # 1020.002**

Routines: All Dressed Up and Somewhere to Go, by the Outreach Program, Texas School for the Blind and Visually Impaired, Austin, TX, 1999.

Also see:

**Material # 1020.003**

A Place Called Home: Creative Living Options for Individuals who are Deaf-Blind and / or have Severe Disabilities, California Deaf-Blind Services. This was an interactive training that addresses supported living, a plan, finding a place to call home, funding sources and budget variables, lessons learned and lived, (2001).

Also see:
This desktop reference addresses issues surrounding assistive technology (AT) devices, services, accessible instructional materials (NIMAS/NIMAC) and how the use of these devices and services can positively impact accountability results.

### 20 Videos

**Material # 1120.001**


Also see:

**Material # 1120.002**


Also see:

**Material # 1120.003**

Use of Assistive Technology with Deaf-Blind, from the California Deaf-Blind Services. 5 Video Series: 3. Your Third Ear: When a Hearing Aid is not Enough (FM Systems) by Charles Kuratko, Phonak

Also see:

**Material # 1120.004**

Use of Assistive Technology with Deaf-Blind, from the California Deaf-Blind Services. 5 Video Series: 4. Overview of Non-Computer Technology for Deaf-Blind Children by Megan Jones, Doctoral Candidate and Consumer

Also see:

**Material # 1120.005**


Also see:

**Material # 1120.006**


Also see:

**Material # 1120.007**


Also see:

**Material # 1120.008**

Assistive Technology for Children who are Deaf-Blind” training videos, California Deaf-Blind Services, 2001. 5 Video Series: 3) FM Systems: Personal and Sound Field Presenter: Rick Steigner, Audiologist, Phonic Ear.

Also see:

**Material # 1120.009**

Assistive Technology for Children who are Deaf-Blind” training videos, California Deaf-Blind Services, 2001. 5 Video Series: 4) Demonstration of Computer Technology for Children who are Deaf-Blind Presenter: Jim Carreon, Technology Coordinator for California School for the Blind

Also see:

### 40 DVD

**Material # 1140.001**

Use of Assistive Technology with Deaf-Blind Series, Department of Special Education, San Francisco State. 4 CD Series: 1. No tech/Low Tech? Beginning at the Beginning

Also see:

**Material # 1140.002**

Use of Assistive Technology with Deaf-Blind Series, Department of Special Education, San Francisco State. 4 CD Series: 2. Newborn hearing Screening and Follow Up

Also see:

**Material # 1140.003**

Use of Assistive Technology with Deaf-Blind Series, Department of Special Education, San Francisco State. 4 CD Series: 3. Computer Usage Update

Also see:

**Material # 1140.004**

Use of Assistive Technology with Deaf-Blind Series, Department of Special Education, San Francisco State. 4 CD Series: 4. Assistive Technology for Access in the School

Also see:
10 Books

Material # 1210.001
Also see:

Material # 1210.002
Also see:

Material # 1210.003
Also see:

Material # 1210.004
Also see:

Material # 1210.005
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Material # 1210.006
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Material # 1210.024
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Material # 1210.025
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Also see:


Also see:


Also see:


Also see:

Starting Points: Instructional Practices for Young Children whose Multiple Disabilities include Visual Impairment, by Deborah Chen and Jamie Dote-Kwan, Blind Childrens Center, Los Angeles, CA, 1995.

Also see:


Also see:


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Material # 1210.050
Also see:

Material # 1210.051
Also see:

Material # 1210.052
Also see:

Material # 1210.053
Also see:

Material # 1210.054
Functional and Instruction Scheme: The Visually Impaired Child’s Early Abilities, Behavior, and Learning, by Lilli Nielson, SIKON, Copenhagen, Denmark, 1990.
Also see:

Material # 1210.055
Also see:

Material # 1210.056
A Comprehensive Plan for Delivery of Educational and Related Services for Blind and Visually Impaired Children, edited by James Mann, Governor’s Office of Federal-State Programs, Jackson, MS, 1985.
Also see:

Material # 1210.057
Also see:

Material # 1210.058
Also see:

Material # 1210.059
Patterns Scope and Sequence Chart for Patterns, Patterns, Patterns: The Primary Braille Reading Program, by Hilda Caton, Eleanor Pester, and Eddy Jo Bradley, American Printing House for the Blind, Louisville, KY.
Also see:

Material # 1210.060
Science Activities for the Visually Impaired (SAVI): Environmental Energy and Measurement Modules, developed at Lawrence Hall of Science, University of California, Berkeley, CA, 1978.V50
Also see:

Material # 1210.061
Also see:

Material # 1210.062
Also see:

Material # 1210.063
Anyone can learn Braille! This video features instruction in the Braille alphabet and numbers, introduction to the use of contractions in Braille, and training in the use of the slate and stylus and Braille writer. It is a great tutorial for parents and teachers to get started in using Braille with their children who are blind and to pursue self-instruction at their own pace. Package includes a slate and stylus along with print materials, including "The Alphabetical Index of Braille Signs" and a print copy of each graphic used in the video.
Also see:

Material # 1210.064
Also see:

Material # 1210.065
Also see:

Material # 1210.066
Also see:

Material # 1210.067
Also see:

Material # 1210.068
Also see:

Material # 1210.069
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Material # 1210.070
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Material # 1210.071
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Material # 1210.074
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Material # 1210.075
Also see:

Material # 1210.076
Also see:

Material # 1210.077
Also see:

Material # 1210.078
Language Assessment and Intervention with Children who have Visual Impairments: A Guide for Speech-Language Pathologists, by Maria Muñoz, Texas School for the Blind and Visually Impaired, Austin, TX, 1998.
Also see:

Material # 1210.079
Also see:

Material # 1210.080
Also see:

Material # 1210.081
Also see:

Material # 1210.082
Also see:

Material # 1210.084
Also see:

Material # 1210.085
Also see:

Material # 1210.086
Blindness and Disorders of the Eye, NFB, 1989.
Also see:

Material # 1210.087
Also see:

Material # 1210.088
Small Victories: Conversations about Prematurity, Disability, Vision Loss, and Success, by Mary Lou Dickerson, AFB Press, 2000
Also see:

Material # 1210.089
Early Focus: Working with Young Children Who are Blind or Visually Impaired and Their Families; 2nd ed. Rona L. Pogrund and Diane L. Fazzi (2 copies)
Also see

Material # 1210.090
Also see:

Material # 1210.091
Creating Educational Toys and Activities for children who are blind or Visually Impaired, by Jennifer Regier and Lee-Anne Cross, presented at AER International Conference, July 2002.
Also see:

Material # 1210.092
Also see:

Material # 1210.093
Teaching the Student with a Visual Impairment: A Primer for the Classroom Teacher (Includes Student/Parent Interview) by Gevers, Marcia and Murphy Robert, American Printing House for the Blind, 2002.
Also see:

Material # 1210.095
Eye Conditions in infants and young children that result in visual impairment and Syndromes and other conditions that may accompany visual disorders, Project VIISA / SHI-HI Institute, 2003.
Also see:

Material # 1210.096
Also see:

Material # 1210.097
Also see:

Material # 1210.098
Also see:

Also see:

Material # 1210.100


Also see:

Material # 1210.101


Also see:

Material # 1210.102


Also see:

Material # 1210.103


Also see:

Material # 1210.104

Braille is Beautiful, A Braille Awareness Project of the National Federation of the Blind (Video Options 1&2) NFB. (Kit includes 2 video tapes, slate and stylus, book, alphabet card, and card stock.)

Also see:

Material # 1210.105


Also see:

Material # 1210.106


Also see:

Material # 1210.107


Also see:

Material # 1210.108

My Friend Jodi is Blind, by Lighthouse International.

Also see:

Material # 1210.109


Also see:

Material # 1210.110


Also see:

Material # 1210.111


Also see:

Material # 1210.112


Also see:

Material # 1210.113

Jobs to be Proud of: Profiles of Workers who are Blind or Visually Impaired, by Deborah Kendrick, AFB Press, 1993.

Also see:

Material # 1210.114


Also see:

Material # 1210.115


Also see:

Material # 1210.116


Also see:

Material # 1210.117


Also see:

Material # 1210.118

When You have a Visually Impaired Student with Multiple Disabilities in Your Classroom: A Guide for Teachers, AFB Press, 2004. (several copies available)

Also see:

Material # 1210.119

Teachers who are Blind or Visually Impaired, by Deborah Kendrick, AFB Press, 1998.

Also see:

Material # 1210.120


Also see:

Material # 1210.121


Also see:

Material # 1210.122


Also see:

Material # 1210.123

Visual Impairment in Young children: Information for Early Childhood Specialists, CEC.

Also see:

Material # 1210.124

Blind and Visually Impaired Students: Educational Service Guidelines, by Perkins School for the Blind

Also see:
Material # 1210.125


Also see:

Material # 1210.126


Also see:

Material # 1210.127


Also see:

Material # 1210.128


Also see:

Material # 1210.129

A unique way of learning: Teaching Young children with Optic Nerve Hypoplasia, Blind Children’s Center, 2005.

Also see:

Material # 1210.130


Also see:

Material # 1210.131


Also see:

Material # 1210.132


Also see:

Material # 1210.134


Providing the appropriate services to infants and toddlers with visual impairments is like putting together a puzzle. The ViSioN Program is an early intervention (E.I.) guide to assist teachers of the visually impaired (TVIs) in assuring that all the pieces of the puzzle are taken into consideration when providing services to young children birth to three years of age with vision impairment and their families in the natural environment.

Also see:

Material # 1210.135

Welcoming Students with Visual Impairment to Your School: A Guide for training public school personnel and families about the needs of students with vision loss

Welcoming Students with Visual Impairment to Your School...provides TVIs and certified orientation and mobility specialists (COMS) with the resource tool to train others about the unique aspects of students with visual impairments. We can use parts or all of this tool as need and even expand on sections as needed. As stated in the manual, this resource is not meant to replace direct work or consultation with a certified teacher of the visually impaired or certified orientation and mobility specialist.

Also see:

Material # 1210.136


The transition from high school to college is a significant turning point in any student’s life. For a student who is blind or visually impaired, preparing for this transition, developing useful skills, and negotiating for and coordinating appropriate services will help ensure a successful journey into college....this book is intended to provide students who are blind or visually impaired, families, educators and counselors with a comprehensive guide to skills needed by visually impaired students to succeed in applying for an attending college.

Also see:

Material # 1210.137


Children develop more and faster in the first 5 years of life than at any other time. Children who can see learn to move around, to communicate, and to understand the world “naturally” as they interact with people and things they see. The simple activities in this book can help parents, caregivers, teachers, health workers, rehabilitation workers and others help a child with vision problems develop all his or her capabilities.

Also see:

Material # 1210.138


Also see:

Material # 1210.139


All the ophthalmology necessary for the non-opthamologist.

Also see:

Material # 1210.140


This thoroughly revised and expanded edition of Children with Visual Impairments is an essential 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 children from birth through age 7, making it the most useful resource of its kind.

Also see:

Material # 1210.141

Conectando Los Puntos: Un Recurso para Padres para Promover la Alfabetización Teprana en Braille

Connecting the Dots: A Resource for Parents to Promote Early Braille Literacy, American Federation for the Blind, 2001

Packet available for families that is written in Spanish for promoting Early Braille Literacy.

Also see:

Material # 1210.142

Functional Vision: A practitioner's Guide to Evaluation and Intervention by Amanda Hall Lucek

This book deals with the education and rehabilitation needs of people with visual impairments. Its goal is to help professionals from the fields of education, rehabilitation, and health care gain a better understanding of methods used to evaluate and work with functional vision as they provide services for their clients with low vision.

Also see:

Material # 1210.144

Beyond Pegboards: A guide for Teaching Adolescent Students with Multiple Disabilities by Cynthia O'Connell

Beyond Pegboards not only offers activities that make it so much easier to align activities with standard curriculums; it offers interesting and fun projects that staff and students will both enjoy.

Also see:
Material # 1210.145

Adventures in Darkness

Blind since birth, author and well-known entertainer Tom Sullivan recounts with wicked wit and captivating clarity the hair-raising adventures of his eleventh year in 1950s New England...escaping from his blind school, relief pitching in the neighborhood league, and boxing in a backyard bout with the neighborhood bully. This book is a classic tale of boyhood adventure through a formative season, a summer of hilarity and heart, tears and triumph. Armed with a daring dream, and the fearlessness and mischief of youth. Tom refused to settle for the conventional confines of his blindness, and set in motion a chain of events that dynamically changed his life forever.

Also see: Parent & Family

Material # 1210.146


Traveling Blind will bring you a deeper understanding of the struggles, perils and unexpected wonders of learning to negotiate this world without vision. Laura’s students reveal that blindness is a difficult and inconvenient condition, but one that does not have to rob people of their humanity, their intelligence or their zest for living. Parents, teachers, caregivers, all who love a child with a visual impairment or multiple handicaps, as well as those who have never even thought about blindness, will find stories that resonate in Traveling Blind.

Also see: Parent & Family

Material # 1210.147


Making It Work is destined to be the definitive guide for years to come on how to make the regular school education a successful experience for blind / visually impaired children. With chapters flowing logically and full of detailed, useful information, it will be an essential handbook for school staff, specialized service providers, and parents of blind / visually impaired children. This is an exquisite, enlightened guide for the education of blind / visually impaired children in the new millennium.

Also see:

Material # 1210.148


Beautifully written and thrillingly told, Crashing Through is a journey of suspense, daring, romance, and insight into the mysteries of vision and the brain. Robert Kurson gives us a fascinating account of one man’s choice to explore what it means to see—and to truly live.

Also see: Orientation & Mobility

Material # 1210.149


The goal of this manual is to provide practical suggestions for teachers and parents who want to build important foundational relationships and teach social skills to children with visual impairment and autism or other types of atypical social development.

Also see:

Material # 1210.150

Functional Vision and Learning Media Assessment for Students who are Pre-Academic or Academic and Visually Impaired in Grades K-12; American Printing House for the Blind, Inc., Louisville, KY, 2008

The Functional Vision and Learning Media Assessment (FVLMA) was developed by practicing teachers of students who are visually impaired. There was a need for a user friendly instrument that would provide a user-friendly framework for systematic and thorough assessment of a student’s visual functioning and the need for adapted educational media to access information available in print. Although this instrument is not a standardized, nor-referenced test, it has been peer-reviewed by experts in the field of vision and field tested by teachers of students with visual impairments. (with DVD)

Also see:

Material # 1210.152

Strategies for Developing Mathematics Skills in Students Who Use Braille by Gaylen Kapperman, Tony Heinze, Jodi Sticken, AER, 1997

Covers topics such as Basic Number Facts and Operations, Tactile Displays and Graphics, Calculation Tools and Aids, and Spoken Mathematics among many others.

Also see:

Material # 1210.153

All Children Have Different Eyes: Learn to Play and Make Friends by Edie Glaser and Maria Burgio, Vidi Press, 2007

A beautifully illustrated storybook that models for children with vision impairment how to confidently and competently play and make friends, even while facing difficult social challenges. This long-overdue picture book includes over 20 examples and 18 activities that transform the engaging stories into an interactive workbook. With these exercises, parents and caregivers now have the tools to help kids with low vision.

Also see:

Material # 1210.155

Drawing With Your Perkins Brailler Kim Charlson, Perkins School for the Blind, 2009

Written by by Perkins Braille & Talking Book Library Director Kim Charlson. Contains step-by-step directions for creating 36 different drawings including basic shapes, various animals, and pictures with holiday and transportation themes. Actual braille pictures are included to show what the drawings will look like when completed. Shows both sighted and blind readers that braille can be used to create visual pictures that range from quite simple to highly intricate.

Print edition: 84 pages - 14 point type, Braille edition: 158 pages - one volume

Also see:

Material # 1210.166


Most infants and toddlers who are visually impaired have some functional vision that they will be able to use for everyday activities and that can be used to support their learning and development. Early intervention services are essential for these children, not only to ensure their early development but also to help them learn to use their vision with maximum effectiveness, right from the start. Everyday Activities to Promote Visual Efficiency offers guidelines for early intervention with very young children who are visually impaired and who may also have additional disabilities. This important new resource then provides simple activities that can be incorporated easily by families and service providers into the everyday routines of a baby or child to facilitate early visual development and use of functional vision.

Also see:

Material # 1210.167


Print guidebook for reinforcing beginning mathematical concepts such as one-to-one correspondence, counting, place value, addition and subtraction using the abacus. Introduces basic abacus terms such as set and clear.

Also see:
Material # 1210.168

Nemeth Reference Sheets (Print Copy) by Thora F. Dumont and Janet L. Malone, National Braille Press
This handy reference chart logically organizes the myriad symbols that make up the Nemeth braille code for math. Three columns across each page show the print, braille, and ASCII symbols for each character. It covers braille indicators, basic arithmetic, geometry, algebra, advanced math alphabets, and miscellaneous symbols. Page-by-page examples further explain how to use the code. The calendar format can be hung on a wall or laid flat on a desk for easy reference. It's perfect for anyone who has learned the Nemeth code but hasn't memorized all the symbols.
Also see:

Material # 1210.169

Nemeth Reference Sheets (Braille Copy) by Thora F. Dumont and Janet L. Malone, National Braille Press
This handy reference chart logically organizes the myriad symbols that make up the Nemeth braille code for math. Three columns across each page show the print, braille, and ASCII symbols for each character. It covers braille indicators, basic arithmetic, geometry, algebra, advanced math alphabets, and miscellaneous symbols. Page-by-page examples further explain how to use the code. The calendar format can be hung on a wall or laid flat on a desk for easy reference. It's perfect for anyone who has learned the Nemeth code but hasn't memorized all the symbols.
Also see:

Material # 1210.171

Making Evaluation Meaningful by Marnee Loftin, Texas School for the Blind and Visually Impaired, 2005
This book is intended to provide guidance to evaluation personnel, teachers of the visually impaired, and families in making the best possible decisions regarding student evaluation. The beginning chapters include basic information about the characteristics of students with visual impairment, as well as information about preparing for evaluation, including helpful observation and interview protocols.
Also see: Assessment

Material # 1210.172

Foundations of Low Vision: Clinical and Functional Perspectives, Second Edition, edited by Anne L. Corn and Jane N. Erin and written by experts in every area, low vision, has been updated and expanded! The revised second edition was edited by Anne L. Corn and Jane N. Erin and written by experts in every area, with information about the latest research, best practices and state-of-the-art technology. It includes five new chapters and has been reorganized to better examine the needs of individuals in different age categories.
Also see:

Material # 1210.173

A Unique Way of Learning: Teaching young children with Optic Nerve Hypoplasia by Rosalinda Mendiola B.A., Cheryl Bahar Ph.D., Jill Brody MA, O.T.R./L, & Gayle L. Slott MA, CCC/SLP; Blind Childrens Center, Los Angeles, CA 2005
Inspired by the needs of educators and therapists of preschool students who are blind and visually impaired with Optic Nerve Hypoplasia and the therapies found to be helpful when working with these children. Straightforward and as easy to understand with helpful appendixes, definitions, Web sites and organizations.
Also see: Early Childhood

Material # 1210.174

Selecting a Program: A guide for parents of infants and preschoolers with visual impairments by Deborah Chen, Ph.D. & Mary Ellen McCann, M.A.; Blind Childrens Center, Los Angeles CA, 1993
The aim of this booklet is to help you select the program you think is best for your child, and to help you during transitions. This booklet focuses on how you select a program rather than on ways of locating a program in your particular community. How you find and use resources will depend on where you live.
Also see: Early Childhood

Material # 1210.175

An introduction to braille for those who are sighted. Learn the alphabet and numbers to complete a variety of games and activities.
Also see:

Material # 1210.176

Ben & Buzzy's Busy Days by Suzanne Scannell; Region 4 Education Service Center TX, 2008
Follow the adventures of Ben and Buzzy as they learn about eye examinations and low vision devices. This colorful read aloud book offers numerous opportunities for students with low vision to practice the use of magnifiers and closed circuit television (CCTV) systems and will assist students with normally developing vision to understanding the devices used by students with visual impairments.
Also see: Early Childhood

Material # 1210.177

Ben and Buzzy's Busy Book by Karen Crone; Region 4 Education Service Center TX 2008
A companion book to Ben and Buzzy's Busy Days, this activity-filled book includes mazes, dot-to-dots, picture completion activities, and more. Each activity in this consumable resource is strategically designed to provide practical experiences in the use of low-vision devices.
Also see: Early Childhood

Material # 1210.178

This book, written in the Indian context, provides a comprehensive guide to understanding the needs of learners with visual impairment and additional disabilities. Some topics included are the assessment of sensory impairment and communication; early intervention and working with families. It also covers program management topics of curriculum development, IEPs, training strategies and resources; program development, and management. Internationally developed publication.
Also see: Dual Sensory Impairment

Material # 1210.179

Making It Work! Technology Tips for Teachers of Students with Visual Impairments from The Region 4 Education Service Center
This handy, desktop guide consists of reference sheets and quick tips on software and hardware used by students with visual impairments. The information is written to assist teachers who support students who use technology so that they can quickly locate commands and execute tasks.
Also see: Technology
Clean to the Touch: Housekeeping for Young People with Visual Impairments by Kathy Bull, Susan Lind-Sinanian, and Eleanor Martin; Perkins School for the Blind MA 2008
A manual designed to present easy-to-use, step-by-step techniques that enable people with visual impairments to undertake housecleaning tasks with ease and effectiveness. This systematic approach designed specifically for students who are blind and visually impaired ensures success in these very important independent living skills. Areas of the home included are: the bedroom, bathroom, kitchen and floors along with information on room arrangement, cleaner safety and storage and other useful tips. Though designed for adolescents, these techniques are helpful for people of all ages, including adults experiencing vision loss.
Also see: Self-Help & Daily Living

Material # 1210.181
Braille Requisite Skills Inventory: Assessment and Planning Tool from Region 4 Educated Solutions TX 2003
Provides a tool to determine if Braille is an appropriate literacy medium for students with visual impairments. Includes teacher manual and student workbook. The development and production of this product was funded in whole or in part by state or federal grants. The pricing for this product is calculated to recover storage, advertising, packing and shipping and/or handling costs.
Also see:

Material # 1210.182
Assessment of Braille Literacy Skills (A HLS) from Region 4 Educated Solutions TX 2004
Provides educators with a meaningful assessment of Braille literacy skills. The development and production of this product was funded in whole or in part by state or federal grants. The pricing for this product is calculated to recover storage, advertising, packing and shipping and/or handling costs.
Also see:

Material # 1210.183
Program in Low Vision Therapy CD and Textbook from Region 4 Educated Solutions TX 2004
Assists teachers and orientation and mobility specialists in becoming effective members of the multidisciplinary team for students receiving low vision devices from a qualified low vision examiner.
Also see:

Material # 1210.184
Label It! Braille & Audio Strategies for Identifying Items at Home & Work by Judy Dixon; National Braille Press, Boston MA 2008
In Label It!, author Judy Dixon sorts through the labeling strategies that she and her friends have used through the years and identifies the very best ideas and tips. Focusing primarily on labeling with braille, Judy covers all the bases: clothing and accessories, medications, food containers, appliances, and a hodgepodge of other items, from postage stamps to chargers and cables. She also discusses what to do when you can't label something, and tricks to employ when you're out and about and nothing is labeled. An extensive resource list at the back covers labeling materials and products. This is the most useful book you'll buy all year!
Also see:

Material # 1210.185
Blind and Visually Impaired Students - Educational Service Guidelines Print Edition from Editors: Dr. Gaylen S. Pugh and Dr. Jane Erin, NASDSE MA 1999
Developed in cooperation with the Hilton/Perkins Program and the National Association of State Directors of Special Education, this publication describes essential program elements and features which must be considered when designing appropriate services for students who are blind or visually impaired, including those students with additional disabilities. It is intended to provide assistance to state and local education agencies, service providers, and parents.
Also see:

Material # 1210.186
Also see:

Material # 1210.187
Getting Ready for College Begins in the Third Grade: Working Toward an Independent Future for Your Blind/VI Child Prek to Middle School by Carol Castellano, IAP Inc., 2010
The purpose of this book is to guide parents and teachers in fostering the blind/visually impaired child's skill development in such critical areas as academics, independent movement and travel, social interaction, daily living, and self-advocacy, so that he or she will truly be on the road to an independent future. A practical, easy to use guide, written in plain English, the book warns about common problem areas and provides ideas for getting and keeping the child's education and development on track. It highlights the interplay between skills and competence, confidence, self-respect, and the respect of others.
Also see: 800 Orientation & Mobility

Material # 1210.188
The current leading cause of visual impairment among children is not a disease or condition of the eyes, but cortical visual impairment (CVI)—also known as cerebral visual impairment—in which visual dysfunction is caused by damage or injury to the brain. The definition, nature, and treatment of CVI are the focus of great concern and widespread debate, and this complex condition poses challenges to professionals and families seeking to support the growth and development of visually impaired children. On the basis of more than 30 years' experience in working with hundreds of children of all ages with CVI, Christine Roman-Lantzy has developed a set of unique assessment tools and systematic, targeted principles whose use has helped children learn to use their vision more effectively. This one-of-a-kind resource provides readers with both a conceptual framework with which to understand working with CVI and concrete strategies to apply directly in their work.
Also see:

Material # 1210.189
PATTER is appropriate for use with children with varying degrees of visual impairment as well as those with additional impairments. This curriculum and assessment tool is designed to facilitate skill development by children who are visually impaired in the areas that preschoolers are expected to master through involvement in typical household routines. Based on simple task analysis, PATTER breaks down an everyday activity into its component parts and allows for measurement of a child's level of participation during each step.
Also see: 500 Early Childhood
Also see: 500 Early Childhood

Material # 1210.190


This thoroughly-researched manual describes what is known about the development of infants with visual impairments. Contains a wealth of information based on recent research and empirically-based observations. This guidebook is helpful to professionals who work with infants with visual impairments. Professionals and caregivers will learn the sequence in which many skills develop.

Also see: 600 General

Material # 1210.191


Patrick Henry and his father share their incredible journey in this book. Simply and candidly written, this book is not only the story of Patrick Henry’s remarkable life, but of the bond between father and son. It is also a guide for those who seek to live their own life more meaningfully each day—demonstrating how with faith, perseverance, and unconditional love, almost anything is possible to achieve.

Also see: 1210.191

Material # 1210.192


The increased awareness of cerebral visual impairment in children, combined with improved recognition of its wide ranging manifestations, has led to its recognition as the most common cause of visual impairment in children in the developed world. Yet the subject is in its infancy, with very little published to date. Information on this complex topic has been needed by all disciplines working with disabled children for many years. This ambitious book links the work of authors from many of the major research teams in this field, who have made significant contributions to the literature on the subject of cerebral visual impairment and provide a structured amalgam of the viewpoints of different specialists. The book contains some very novel concepts, which will be of great practical value to those who care for children with visual impairment due to brain injury. Summaries of the more specialist chapters as well as clear diagrams and a glossary have been provided to increase the book’s accessibility to a broader readership. This is an exciting and important field, to which this book makes a major contribution.

Also see:

Material # 1210.193

Adapting Science for Students with Visual Impairments: A Handbook for the Classroom Teacher and Teacher of the Visually Impaired Assists teachers in making operational science activities accessible to students who are visually impaired or blind. Adapting Science is especially helpful for teachers with minimal science background and/or VI experience.

Also see:

Material # 1210.194

Vision Program: Vision Skills in the Natural Environment, An Intervention Guide with Children Birth to Three with Blindness or Visual Impairment compiled by Barbara Petersen and Judi Nielsen, Vision Program 2005

The Vision Program is a 300-page comprehensive early intervention guide that assists parents and family members to meet the specific and unique needs of infants and young children with blindness or visual impairment. The program includes 4 basic sections: (1) a comprehensive list of developmental skills affected by vision loss including sensory, literacy, independence, and visual motor skills; (2) daily routines which are ideal to practice skills; (3) over 50 lessons for parents and family members to teach specific skills unique to the child with blindness or vision impairment; and (4) a vision transition checklist to assess skills the child is developing for use in preschool settings. The program also includes a CD with reproducible pages and laminated Vision Skills Sheets.

Also see:

Material # 1210.195

Making Science Accessible: A Guide for Teaching Introductory Physics to Students who are Blind or Visually Impaired by Michele Engelbrecht and Kate Fraser, Perkins School for the Blind 2010

This book is designed for the science teacher in the mainstream science classroom working with a student with visual impairments. The book offers a variety of multisensory activities, suggestions for easy adaptations and readily available equipment that can help all students learn basic physics concepts.

Also see:

Material # 1210.196

Tactile Learning Strategies: Interacting with Children Who Have Visual Impairments and Multiple Disabilities by Deborah Chen and June Downing, AFB Press, 2006

An engaging and informative video that illustrates effective interactions with children. Used alone or in conjunction with the upcoming manual Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities: Promoting Communication and Learning Skills, Tactile Learning Strategies provides a wealth of techniques to help you successfully teach communication skills. English and Spanish versions are featured in one invaluable resource.

Also see:

Material # 1210.197


This classic book explores the development of self-esteem, attitudes toward blindness, and adaptability illustrated by biographies and autobiographies of people who are blind. It provides a clear and concise introduction for those entering the field of blindness, and also offers an excellent review and update for experienced practitioners. It will also provide the opportunity for those who are blind to examine their reactions, coping skills, and personal attitudes in order to live a positive and independent life.

Also see:

Material # 1210.198


14 Point Type. This classic book explores the development of self-esteem, attitudes toward blindness, and adaptability illustrated by biographies and autobiographies of people who are blind. It provides a clear and concise introduction for those entering the field of blindness, and also offers an excellent review and update for experienced practitioners. It will also provide the opportunity for those who are blind to examine their reactions, coping skills, and personal attitudes in order to live a positive and independent life.

Also see:
Quick Check: Index of Literary Braille Signs from APH, Updated in 2010 by Loana Mason

A handy reference for anyone learning, teaching, or transcribing braille.

Also see:

20 Videos

Material # 1220.001
A Lifetime of Patience, by Dale Rudin and Annie Wade, Texas School for the Blind and Visually Impaired, Austin, TX, 1987, 45 min.

Also see:

Material # 1220.002
Can Do! Video Series, Visually Impaired Preschool Services, Louisville, KY.: Seeing Things In a New Way: What Happens When You Have a Blind Baby

Also see:

Material # 1220.003
Can Do! Video Series, Visually Impaired Preschool Services, Louisville, KY.: Learning About The World: Concept Development

Also see:

Material # 1220.004

Also see:

Material # 1220.005
Can Do! Video Series, Visually Impaired Preschool Services, Louisville, KY.: Making Friends: Social Skills and Play

Also see:

Material # 1220.006
Can Do! Video Series, Visually Impaired Preschool Services, Louisville, KY.: Going Places: Orientation and Mobility

Also see:

Material # 1220.007

Also see:

Material # 1220.008

Also see:

Material # 1220.009

Also see:

Material # 1220.010

Also see:

Material # 1220.011
Can Do! Video Series, Visually Impaired Preschool Services, Louisville, KY.: Power At Your Fingertips: An Introduction to Learning Braille. Accompanying materials to 7-10 listed as V53 under book section.

Anyone can learn Braille! This video features instruction in the Braille alphabet and numbers, introduction to the use of contractions in Braille, and training in the use of the slate and stylus and Braille writer. It is a great tutorial for parents and teachers to get started in using Braille with their children who are blind and to pursue self-instruction at their own pace. Package includes a slate and stylus along with print materials, including "The Alphabetical Index of Braille Signs" and a print copy of each graphic used in the video.

Also see:

Material # 1220.012
Brothers and Sisters: Growing Up With a Blind Sibling, Institute for Families of Blind Children, Los Angeles, CA.

Also see:

Material # 1220.013
Heart to Heart: Conversations with the Parents of Blind Children and Dom DeLouise, 1988, 19:04 min.

Also see:

Material # 1220.014
Breaking the News, Institute for Families of Blind Children, Los Angeles, CA, 18 Min.

Also see:

Material # 1220.015

Also see:

Material # 1220.016
Playing the Crucial Role In Your Child’s Development, American Printing House for the Blind, Louisville, KY, 10 min.

Also see:

Material # 1220.017
We Can Do It Together, American Foundation for the Blind, New York, NY, 13 min.

Also see:

Material # 1220.018

Also see:

Material # 1220.019

Also see:

Material # 1220.020
Consider Me Seeing

Also see:

Material # 1220.021
Vision Stimulation: A Program for Evaluating and Training the Vision of Children Functioning at Lower Levels of Development.

Also see:

Material # 1220.022
Low Vision Enhancement: Field Report #1, by Visionics.

Also see:

Material # 1220.023

Also see:
Material # 1220.024
Functional Vision Learning to LOOK, by June Downing and Brent Bailey, South Dakota Department of Education and Cultural Affairs, The Blumberg Center, and North Dakota Department of Public Instruction, 1993, 18 min. Includes Helping Young Children With Visual Impairments Make Use of Their Vision booklet.
Also see:

Material # 1220.025
Also see:

Material # 1220.026
Also see:

Material # 1220.027
Also see:

Material # 1220.028
Also see:

Material # 1220.029
Also see:

Material # 1220.030
Also see:

Material # 1220.031
Also see:

Material # 1220.032
Free Standing Canes, Missouri School for the Blind, St. Louis, Missouri
Also see:

Material # 1220.033
Full of HOPE – Visually Impaired Preschool Services
Also see:

Material # 1220.034
Also see:

Material # 1220.035
Also see:

Material # 1220.036
Cerebral Visual Impairment in Pre-School Age, Lea Hyvarinen, Ulla Hirvonen, Susan Laine, Mikko Kemppinen, University of Helsinki, Finland, Vision Associates.
Also see:

Material # 1220.037
Connecting to the World: Early Intervention for Young Children Who are Blind and Visually Impaired, The Canadian Institute for the Blind.
Also see:

Material # 1220.038
Look How far We’ve Come, Can Do! Kids and their Can Do! Teachers Visually Impaired Preschool Services, 1996
Also see:

Material # 1220.039
Also see:

Material # 1220.040
Tactile Learning Strategies by Deborah Chen and June e. Downing, AFB Press, 2006
Also see:

Material # 1220.041
Writing with Alternative Pencils!
Braille & Print Alphabet Flip Chart, Braille & Tactual Alphabet IntelliKeys Overlay, Color Coded Eye Gaze Frame, Scanning Setups in Intellitalk II
Also see:

30 CD

Material # 1210.170
Writing With Alternative Pencils CD-ROM developed by Gretchen Hanser Ph.D. Created by the Center for Literacy & Disability Studies, updated 02/2009
Now updated with over 30 alternative pencils!! Writing is typically a challenge for students with speech, sensory and motor difficulties, resulting in limited, if any opportunities to write. For professionals, it can be an overwhelming task to find a way for these students to write when they can’t hold the common pencil or pen. To help address this problem, the Center for Literacy & Disability Studies has developed a range of “alternative” pencils that give students access to the full alphabet. These pencils can be used by students who are simply “scribbling” or by students who are beginning to write words. Each pencil has a brief guide with teaching strategies, sample goals, writing activities and actual student writing samples. Printable files and directions for making each of these pencils are included.
Also see:

Material # 1230.01
Writing with Alternative Pencils
CD Includes Kits for: Braille Alphabet Flip Chart, IntelliKeys Overlay, Color coded Eye Gaze Frame, Print Alphabet Flip Chart, Tactual Alphabet IntelliKeys Overlay, Scanning Set Ups in Intellitalk II
Also see:

40 DVD

Material # 1210.154
Can Do! Video 1: Seeing Things in a New Way - What Happens When You Have a Blind Baby, Visually Impaired Preschool Services, Louisville, KY, 2006
Parents can be devastated when they learn that their child is blind. This video is designed to help parents with their sense of loss and develop a positive outlook for their child's capabilities and potentials.
Also see:

Material # 1210.155
Can Do! Video 2: Learning About the World - Concept Development, Visually Impaired Preschool Services, Louisville, KY, 2006
Lack of vision can cause children who are visually impaired to miss much of what is going on around them, inhibiting their understanding of the world. This video helps parents appreciate the importance of early concept development and what they can do to help their child.
Also see:
Children who are visually impaired can be successful in the typical preschool classroom. This video demonstrates a variety of adaptations that easily and effectively can be introduced to accommodate the special needs of students who are visually impaired.

Also see:

Material # 1210.163
Can Do! Video 11: Full of Hope, Visually Impaired Preschool Services, Louisville, KY, 2006
"Full of Hope" shares the experiences of diverse children and young adults with visual impairments. It offers hope and encouragement to families and professionals who work with them. It is especially helpful to families of newly diagnosed infants and preschoolers with visual and multiple impairments.

Also see:

Material # 1210.164
Teen Scene: Portraits of Success, American Printing House for the Blind, 2002

Also see:

Material # 1240.001

Also see:

Material # 1240.002
Tactile Learning Strategies: Interacting with Children Who Have Visual Impairments and Multiple Disabilities by Deborah Chen and June Downing, AFB Press, 2006

An engaging and informative video that illustrates effective interactions with children. Used alone or in conjunction with the upcoming manual Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities: Promoting Communication and Learning Skills, Tactile Learning Strategies provides a wealth of techniques to help you successfully teach communication skills. English and Spanish versions are featured in one invaluable resource.

Also see:

Material # 1240.004

Teen Scene: Portraits of Success follows four Kentucky teens with visual impairments as they experience success as students, athletes, self-advocates, friends and employees. The video inspires student viewers to seek success in their own lives.

Also see:

Material # 1240.005
Teaching the Braille Slate and Stylus: A Manual for Mastery, by Mangold, Philip N., Exceptional Teaching, Inc. 1993;

This DVD with support textbook guides the reader through learning to use and teach the Braille Slate and Stylus.

Also see:

Material # 1240.02
CVI Perspectives, American Printing House for the Blind, Inc. 2006

In this multi-part DVD, Dr. Christine Roman, APH Project Leader for Cortical Visual Impairment, and Infant Developmentalist in the neonatal Intensive Care Unit & Follow-Up Program at the Western Pennsylvania Hospital, guides the viewer through three perspectives of CVI.

Also see:

A new video series for parents of children who are visually impaired and the professionals who work with them. Follow the five babies and their parents as we track the babies' development at 3-month intervals - beginning at 3 months of age and ending at 18 months of age - an intimate look at them as they progress through their first year and a half of life. The children include a typically developing baby, two babies with low-vision conditions, and two babies who were born very prematurely and are seriously visually impaired. The series highlights what adaptations children and parents make to deal with visual impairments at different ages and developmental stages.

Also see: Early Childhood

50 Fact Sheets

Material # 1210.133

Also see:

60 Miscellaneous

Material # 1210.143
Independent Life skills Trays By Denise Bishop
An independent life skills tray can be an exciting learning adventure for children. Our purpose for these trays is to give each child the opportunity to initiate, practice, and complete a skill independently. These skills are necessary for the development of independence in children.

Also see:

Material # 1210.151
The Computerized Nemeth Code Tutor (3 floppy disks), Research & Development Institute 1997, Association for Education and Rehabilitation of the Blind and Visually Impaired

Also see:

Material # 1260.001
Pop-A-Cell 4 Pack from APH
A fun and NOISY way to learn about braille! The Pop-A-Cell provides a fun way to play with and learn about braille characters. It is a large-scale braille cell presented on a card measuring 2 5/8 x 4 1/4 inches. Pop the durable plastic cell dots up or down to create various braille characters.

Also see:

Material # 1260.002
Lots of Dots: Learning My ABCs from APH
An exciting set of three raised-line coloring books designed for future large print and braille readers. Designed for sequential use; character recognition, pre-literacy, and pre-math skills, and eventually picture building and daily living skills.

Also see:

Material # 1260.003
CVI Complexity Sequences Kit: Image sequences on cards for use by students with Cortical Visual Impairment who have had success with 2-dimensional materials from APH
This Kit includes cards that present sequences of images designed to refine the ability to identify a target in the presence of increasing amounts of background information. These cards may be used individually or as a sequence and should be presented against a black or plain, light-absorbing background.

Also see:

1500 Colorado Project Materials

50 Fact Sheets

Material # 1550.001
Alphabet Soup: Acronyms Commonly Used in Special Education (S)

Also see:

Material # 1550.002
Appropriate Touch (S)

Also see:

Material # 1550.003
Assessment Considerations (S)

Also see:

Material # 1550.004
Awareness of Medical Issues in Relation to Changes in Behavior (S)

Also see:

Material # 1550.005
Behavior Management Guidelines (S)

Also see:

Material # 1550.006
Benefits of Community-Based Instruction(S)

Also see:

Material # 1550.007
Best Educational Practices for Students with Deafblindness (S)

Also see:

Material # 1550.008
Brothers and Sisters: Strategies for Supporting Siblings of Children who are Deaf-Blind (S)

Also see:

Material # 1550.009
Circle of Friends (S)

Also see:

Material # 1550.010
Colorado Services to Children with Deafblindness (S)

Also see:

Material # 1550.011
Communication (S)

Also see:

Material # 1550.012
Considerations when Assessing Children and Youth Spanish Speaking Families (S)

Also see:

Material # 1550.013
Creating a Need to Communicate (S)

Also see:

Material # 1550.014
Dandy Walker Syndrome

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Material # 1550.015
Deafblindness (S)

Also see:

Material # 1550.016
Developing Independence (S)

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Also see:

Material # 1650.008
Overview on Deaf-Blindness
Also see:

Material # 1650.009
Personnel Prep Packet
Also see:

Material # 1650.010
Psychological Evaluation of Children who are Deaf-Blind: An Overview with Recommendations for Practice
Also see:

Material # 1650.011
Receptive Communication.
Also see:

Material # 1650.012
Recreation and Leisure
Also see:

Material # 1650.013
Research to Real Life
Also see:

Material # 1650.014
Sexuality Education for Individuals Who Are Deaf-Blind and Significantly Developmentally Delayed.
Also see:

Material # 1650.015
Spanish/English Glossary of Terms
Also see:

Material # 1650.016
Talking the Language of the Hands to the Hands
Also see:

Material # 1650.017
Teacher Packet
Also see: