

# Deafblind Library Collection Assessment

## ***Assessing Children Who Are DeafBlind***

Mar, H. and Sall, N.

St. Luke's Roosevelt Hospital & Blumberg Center

1999                      Video

Handbook, 27pp. and 3 videos.

1. Conducting a Contextual Evaluation (Time 51:30)
2. The Parent Point of View (Time 13:45)
3. The Role of the Psychologist (Time 19:10)

## ***Assessing the School Age Student with Dual Sensory and Multiple Impairments (ages 6 - 15)***

Downing, J.

1996                      Book

Assessment Guidelines; Volume 2. The purpose of this manual is to present an assessment process that is individually determined, contextually based, and leads directly to intervention. Suggest collaborative efforts of the education team. 28pp.

## ***Assessing the Transition Needs of Young Adults with Dual Sensory and Multiple Impairments***

Everson, J.

1996                      Book

Assessment Guidelines; Volume 3. The examples and resources in this manual are designed to enhance transitional services to dual-vision and hearing impairments and additional disability labels, including mental retardation, cerebral palsy and other developmental and medical disabilities. 25pp.

## ***Assessing Young Children with Dual Sensory & Multiple Impairments (ages birth to five)***

Seigel-Causey, E.

1996                      Book

Assessment Guidelines; Vol. 1. The focus of this volume is on assessment of children with dual sensory or severe impairments between birth and age 5. Assessment guidelines, use of assessment to develop intervention, and intervention guidelines are discussed. Appendices include selected assessment tools, evaluation and selection criteria rating form for prescriptive developmental assessment measures, glossary of terms, infant toddler characteristic profile, example of objectives embedded in routines for activity-based intervention, and mealtime/snack routine. 80 pp.

## ***Assessment and Treatment of Traumatic Brain Injury with School Age Children and Adults.***

Ylvisaker, M.

Educom Associates, Inc.

1992.                      Audiotape

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## ***Assessment Instrument For Families, An: Evaluating Employment For Individuals With Deaf-Blindness***

Helen Keller National Center

1995 Book

This was created to assist parents in looking at different aspects of employment for their family member who is DeafBlind. It is an evaluative list of considerations that parents may wish to keep in mind when looking at possible employment programs and specific jobs for their son or daughter. 9pp.

## ***Assessment of Developmental Skills for Young Multihandicapped Sensory Impaired Children. "An Instruction Manual for the INSITE checklist."***

Morgan, E., & Watkins, S.

SKI-HI Institute

1989 Book

This booklet contains information about the INSITE Development Checklist which is a comprehensive development skill assessment for young multihandicapped sensory impaired children. 103pp.

## ***Augmentative Communication for Children with Deafblindness: Guidelines for Decision Making***

Angelo, J., Cress, C., & Mathy-Laikko, P.

1988 Book

This manual outlines issues affecting decision-making processes for augmentative communication intervention, highlights points of particular concern for deafblindness and recommends possible courses of action or additional resources. 60pp.

## ***Choosing Options and Accommodations for Children(COACH): A Guide to Planning Inclusive Education***

Giangreco, M., Cloninger, C., and Iverson, V.

Paul H. Brookes Publishing Co.

1993 Book

COACH is an assessment and planning tool designed to identify the content of a student's educational program for implementation in general education settings and activities based on individually determined valued life outcomes. COACH is divided into 3 major parts. Part I: Family Prioritization Interviews; Part II: Defining the Educational Program Components; Part III: Addressing Educational Program Components in inclusive settings. 184 pages.

## ***Developmental Profile for Use With the Deaf-Blind, A***

McInnes, J.

1990 Book

This booklet is designed to gather all of the information that a programmer must have in order to design an individual program that will meet the needs of a specific deafblind infant or child. It should not be used to evaluate a child's ability to benefit from a program. 50 pp.

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## ***Dimensions of Communication, Assessing the Communication Skills of Individuals With Disabilities Manual, Part I: Developing a Communication Profile Part II: Designing an Intervention Plan***

Mar, H., & Sall, N

2000                      Video

An instrument to assess the communication skills and behaviors of individuals with disabilities. (closed captioned) Video, 13 min. and book 80pp.

## ***Every Move Counts-Sensory Based Communication Techniques***

Korsten J., Bunn D., Foss T. & Francke M.

Therapy Skills Builder

1993                      Video

Every child is a communicator. Building communication with any child means looking for activities & events that a particular child enjoys, then providing a method for requesting these pleasurable events. Book, 162pp. and video, 10min.

## ***Focused On Social Skills Assessment Techniques***

Sacks, S. & Wolffe, K.

AFB Press

2000                      Video

This is the second in a series of five modules. This module focuses on the importance of social skills assessment and it identifies tools and techniques that can be used for evaluation. Video, 21 min. and study guide, 49 pp.

## ***Hawaii Early Learning Profile (HELP) Activity Guide***

Furuno S., O'Reilly K.A., Hosaka C.M., Inatsuka T., Allman T. & Zeisloft B.

VORT Corporation

1985                      Book

An instrument to provide developmental sequences in small incremental steps & suggestions for activities to teach developmental skills. 190 pp.

## ***Identification of Hearing and Vision Problems: A Comprehensive Overview .***

Smith Lang, J.

No date listed              Video

CA Deafblind Services    2 hours

## ***Independent Living: A Curriculum with Adaptations for Students with Visual Impairments***

Loumiet, R & Levack, N

Texas School for the Blind & Visually Impaired

1999                      Book

A Curriculum with Adaptations for Students with Visual Impairments  
Master Evaluation Forms, Do Not Complete. To be used with Volume I, II, III.  
148 pp. For reference only.

# Assessment

## ***Independent Living: Assessment and Ongoing Evaluation booklet***

Texas School For The Blind

1993 Book

Reproducible forms to be used with, Independent Living, A Curriculum for Adaptations for Students with Visual Impairments; Volume 1: Social Competence, Volume 2: Self Care and Maintenance of Personal Environment, and Volume 3: Play and Leisure. (Master evaluation forms, Please do not write on these forms.) 148pp.

## ***INSITE Developmental Checklist; 0-2 years***

Morgan, E.

HOPE, Inc. SKI-HI Institute

1989 Book

A comprehensive developmental checklist for multihandicapped sensory impaired infants and young children - short version 0-2 years (for reference, please do not complete). Detailed instructions found in "Assessment of Developmental Skills for Young Multihandicapped Sensory Impaired Children."

## ***INSITE Developmental Checklist; 0-6 years***

Morgan, E.

HOPE, Inc SKI-HI Institute

1989 Book

A comprehensive developmental checklist for multihandicapped sensory impaired infants and young children ages 0 - 6. (For reference, please do not complete) Detailed instructions found in "Assessment of Developmental Skills for Young Multihandicapped Sensory Impaired Children."

## ***Minnesota Department of Education Comprehensive System of Personnel Development: Needs Assessment Survey***

MN Department Of Education

MN Dept. of Education Learner Improvement Team

1993 Book

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## *Minnesota Self-Determination Scales*

Abery, B, Ilkin, S, Smith, J, Springborg, H, Stancliffe, R

Institute on Community Integration, U of MN

2000 Book

Designed to assess how adults with developmental disabilities would like to make decisions.  
5 books & 5 booklets

**Book 1:** Decision-Making Preference Scale - Adult Self-Report / Picture Edition

**Book 2:** Exercise of Control Scale - Adult Self-Report / Picture Edition

**Book 3:** Importance of Control Scale - Adult Self-Report / Picture Edition

**Book 4:** Skills, Attitudes and Knowledge Scale - Female Self-Report / Picture Edition

**Book 5:** Skills, Attitudes and Knowledge Scale - Male Self-Report / Picture Edition

**Booklets:** Self-Determination Scales - Interview Record Edition

1- Decision-Making Preference Scale Edition 2- Importance of Control Scale - Importance of Control Scale

3- Exercise of Control Scale 4- Female Self-Report Edition 5- Male Self-Report Edition

## *Oregon Project for Visually Impaired & Blind Preschool Children, 3rd edition*

Brown D., Simmons V. & Methvin J.

Jackson Co. Education Service District

1978 Book

This large binder will provide assessment and curriculum guidance to educators of young children (0-6yrs.) with visual deficits. Skills inventory also available.

## *Psychoeducational Assessment: Critical Issues and Strategies for the Assessment of Students with Severe or Multiple Disabilities*

Mar, H.

St. Lukes Roosevelt

2000 Book

From a presentation by Dr. Harvey Mar, 3-24-00, which includes "Psychological Evaluation of Children who are Deaf-Blind: An overview with Recommendations for Practice." This publication provides answers to frequently asked questions about psychological evaluations for infants, children and adults who are deaf-blind. By discussing quality indicators and desired outcomes, it presents ways to view and use the evaluation process so it will benefit the student to the greatest degree possible. Also includes: An Assessment Tools Manual (49 assessments described), Dimensions of Communication: An instrument to assess the communication skills and behaviors of individuals with disabilities, Parent Perspectives, and a sample completed evaluation.

## *Time To Learn, It's Always A*

Rowland C. & Schweigert P.

Design to Learn

1999 Book

An environmental inventory to help teachers design learning activities for children who are deafblind. 54 pp.

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## ***Transdisciplinary Activity-Based Assessment for Learners with DeafBlindness and Other Multiple Disabilities***

Brown, J.

Kentucky Deafblind Project

1998

Video

Description of a process for gathering information for a functional assessment.

Five-year-old Sholynn & her family participated in a transdisciplinary activity-based assessment to demonstrate the process. 20 minutes

## ***Transition: Identifying Individual Transition Needs***

Dept. of Education

1993

Book