

Deafblind Library Collection

Communication

Assessing and Adapting Technology for Use by Deaf-Blind Children. Day Five

Franklin, B.

2000

Video

One of five tapes from the Assistive Technology for Deaf-Blind Children and Young Adults Teleconference of June 5-9, 2000 held at San Francisco State University. This teleconference was planned and facilitated by Dr. Barbara Franklin, Project Director of California Deaf-Blind Services.

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.

Boardmaker For Macintosh

Mayer-Johnson

Video

A video about Boardmaker including the VCR counter index.

Bringing Out the Best, Encouraging Expressive Communication in Children with Multiple Disabilities

Research Press

1989

Video

Focuses on interrupted routines, touch and object cues and other communication strategies with children who are deafblind. 24 minute video and manual, 14pp.

Building Communicative Competence with Individuals Who Use Augmentative and Alternative Communication

Binger, C. & Light, J.

Paul H. Brookes Publishing Co.

1998

Book

A manual containing strategies, evaluation tools, and activities for building communication. 312pp.

Calendars for Students with Multiple Impairments Including Deafblindness

Blaha, R.

Texas School for the Blind and Visually Impaired

2001

Book

One of the typical modifications recommended for many children with deafblindness is the use of some type of calendar system. Using a calendar program with a child also supports the development of communication, provides emotional support, and teaches abstract time concepts and vocabulary. 128 pp.

Communication

Communicating and Connecting with Learners Who Are Deaf-Blind

New Enland Center DeafBlind Project & MA Department of Education

2003 Video

This video highlights seven learners who are deafblind and diverse in their hearing and vision abilities, their ways or forms of communicating, their ethnic backgrounds and settings where they are educated. 28 min.

Communicating with Learners who are DeafBlind

McLetchie, B.

9/22/00 Video

From a conference in Minneapolis, MN 6hrs.

Communication, A Guide for Teaching Students with Visual and Multiple Impairments

Hagood, L.

Texas School for the Blind and Visually Impaired

1997 Book

A hands-on resource guide that provides a map to assist professionals in planning the route to effective communication for students who are deafblind. A complete resource guide which provides detailed information about the nature of communication for students with visual and multiple disabilities. Appendix includes tactual symbol system, assessment forms, etc. 382 pp.

Communication Technology for Children who are Deaf-Blind

Franklin, B.

2000 Video

One of five tapes from the Assistive Technology for Deaf-Blind Children and Young Adults Teleconference of June 5-9, 2000 held at San Francisco State University. This teleconference features Megan Jones, Ph.D.

1. Assistive Listening Devices and Hearing Aids
2. Tactile and Visual Communication
3. Alerting Systems
4. Telecommunications

Component 01: Curriculum Guide for Deaf-Blind and Severely Multi-Handicapped Students: Communication Skills

Stoelting Company

1985 Book

This curriculum guide is designed specifically for those deaf-blind children whose additional handicapping conditions are so multiple and severe that they cannot usually benefit from existing approaches that assume the presence of one or more alternate learning channels. Subjects addressed include tactile communication, signing, fingerspelling, communication level described. 55pp.

Communication

Deaf-Blind: Communication and Community, Getting Involved: A Conversation

Smith, T.

Sign Media, Inc.

1992 Video

This ninety minute tape offers two presentations of a forty-five minute conversation with Pat Cave and Janice Adams, two DeafBlind individuals. Moderated by Theresa Smith, this tape presents a fascinating discussion of topics such as general perceptions and experiences as DeafBlind adults and their communication frustrations and needs.

Deaf-Blind Education-Book A: Developing Individually Appropriate Communication and Language Environments

Robbins, N. (Ed)

New England Regional Center for Services to Deaf-Blind Children & Perkins School for the Blind

1991 Book

Set #1-Orientation to Deaf-Blindness and Crucial Concepts From Related Fields; Set #2-The Congenital Combinations of Auditory and Visual Disabilities 470 pp.

Deaf-Blind Education-Book B: Developing Individually Appropriate Communication and Language Environments

Robbins, N. (Ed.)

New England Regional Center for Services to Deaf-Blind Children & Perkins School for the Blind

1991 Book

Set #3- The Totally DeafBlind Child

Set #4 Usher Syndrome-Changing Educational, Communication and Language Needs in Deafness, with Later Onset of Visual Impairment. 470 pp.

DeafBlind: Communication and Community: Overview and Introduction

Smith, T.

Sign Media, Inc.

1992 Video

This open-captioned tape features Theresa Smith discussing a number of topics that provide a glimpse into the mutli-faceted Deaf-Blind communitiy. Among the topics discussed are a definition and description of the community, individual communicative differences and preferences, becoming involved in the community, and setting limits. 40 min.

Communication

DeafBlindness and the Intervener

SKI-HI Institute

1998

Video

An intervener is a person who works 1:1 with an individual who is deafblind. This videotape discusses the effective use of interveners with children and youth who are deafblind.

Deafblindness is described, along with the impact of combined vision and hearing loss on learning and interaction with the world. Interveners are shown working with individuals who are deafblind in home, school, and community settings. Interviews are presented which give perspectives from parents, teachers, educational administrators, and interveners themselves.

17 min. (closed captioned)

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.

Educating Children with Multiple Disabilities: A Transdisciplinary Approach

Orelove, F. & Sobsey, D.

Paul H. Brookes Publishing Co.

1996

Book

This resource offers valuable information on meeting the health care needs of learners who have sensorimotor difficulties, vision and/or hearing impairments, mental retardation, and other disabilities. 494pp.

Educational Management: Pupils With Severe Communication Disorders. 3rd Edition

Schein E. & J.

Enid G. Wolf-Schein, 3rd Edition

1999

Book

The authors describe structures and activities that aim not only to interest pupils, but also to help them gain feelings of security and to accomplish specific academic achievements. 118pp.

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.

Communication

Getting in Touch, Communicating with a child who is DeafBlind

Cooley, E.

Research Press

1987

Video

This videotape lesson is designed to introduce parents and others working with sensory-impaired children to some basic principles to help make communication go more smoothly. 19 minutes

Hand in Hand Curriculum: Selected Reprints and Annotated Bibliography on Working with Students Who are DeafBlind

Prickett, J.G., Joffee, E., Welch, T.R., & Huebner, K.M., Eds.

AFB Press

1995

Book

There are 4 major components of the Hand in Hand materials. The 27 articles reprinted in this volume were selected because of their value to classroom teachers. They focus on the topics of communication and orientation and mobility. 281pp.

Hand in Hand Curriculum: Trainer's manual: Essentials of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind.

Huebner, Prickett, Welch & Joffee, Eds.

AFB Press

1995

Book

There are 4 major components of the Hand in Hand materials. This manual is a complete guide to in-service training using the Hand in Hand materials. Includes suggested structure and training considerations. 134pp.

Hand in Hand Curriculum: Volume 01: Essentials of Communication and Orientation and Mobility for Your Students Who are DeafBlind.

Huebner, Prickett, Welch & Joffee, Eds.

AFB Press

1995

Book

There are 4 major components of the Hand in Hand materials, beginning with this volume. Designed primarily as a self-study guide, this book is divided into three units-key concepts, communication and orientation & mobility. 687pp.

Hand in Hand Curriculum: Volume 02: Essentials of Communication and Orientation and Mobility for Your Students Who Are DeafBlind. Glossary, Resources, Index

Huebner, Prickett, Welch & Joffee, Eds.

AFB Press

1995

Book

There are 4 major components of the Hand in Hand materials. This contains: A. Medical & Related Information on Vision & Hearing, B. Amplifications Systems, C. Assessment Instruments 136pp.

Communication

Helping Your Child Learn Choices

Baker St. Productions, Changes in Paces in South Dakota

1991 Video

A video for parents. Every child has likes & dislikes, and every parent knows what they are. Being able to express preferences is necessary to enjoy life. As a parent, you are in an excellent position to ensure your child is allowed to make choices. This program is about the value of choicemaking for children with hearing/vision and other impairments and how you can make choices a part of their life. 9 min.

Making the Most of Early Communication

Chen D. & Schachter H.

AFB

1995 Video

Strategies for supporting communication with infants, toddlers and preschoolers whose multiple disabilities include vision and hearing loss. Emphasis is placed on ways to improve communication through activities that are natural, meaningful and motivating. 34 min. and Guide, 28pp.

PixWriter for Macintosh

Slater J. & J.

Macintosh

1998-2002 Software

Pix Writer is a talking picture and work processing program specifically designed for students who have cognitive delays, severe language delays or disorders, and physical disabilities. Pix Writer benefits students who have poor fine motor control, need visual vocabulary supports, have limited word recognition skills and experience fatigue during writing activities. 3,000 high resolution pictures.

Play Activities and Emergent Language: Intervention Procedures for Young Children with Deaf-Blindness

Rich J. & E.

University of Washington, Seattle

1986 Book

This booklet contains specific practical play activities and modification suggestions for use with young children who are blind and visually impaired, Deaf or hard of hearing and DeafBlind. These activities are to encourage language development for the young child. 31 pages.

Promoting Learning Through Active Interaction (Project PLAI)

Chen, Klein & Haney

2000 Video

This training video depicts real interactions between young children with multiple disabilities and their families in their homes. It demonstrates techniques to encourage communication. 27 minutes. Video, Viewing Guide and Manual.

Communication

Remarkable Conversations

Miles, B. & Riggio, M., (eds)

Perkins School for the Blind

1999 Book

A guide to developing meaningful communication with children and young adults who are deafblind. *"Reading Remarkable Conversations is like having a series of engaging conversations with experienced teachers. The personal style makes this book highly understandable and useful to families, teachers, and anyone who wants to learn more about communication and deafblindness."* 308 pp.

Research On The Communication Development Of Young Children With Deaf-Blindness

Bullis, M.

1989 Book

A dozen professionals researched communication development.

Selection and Use of Simple Technology in Home, School, Work and Community Settings

Levin, J.

1987 Book

Overview of simple technology, functional applications & where to begin. 88pp.

Tangible Symbol Systems, Making the Right to Communicate a Reality for Individuals with Severe Disabilities

Rowland, C. & Schweigert, P.

Design to Learn

2000 Video

For teachers, speech-language pathologists, other support staff, and parents. Any individual who is not capable of making the transition from pre-symbolic (gestures) to abstract symbol communication (formal language) might be a candidate for tangible symbols. 75 min. video and 2nd Edition Manual, 47pp.

Tangible Symbol Systems: Symbolic Communication for Individuals with Multisensory Impairments

Rowland, C. & Schweigert, P.

Design to Learn

1996 Video

For teachers, speech-language pathologists, other support staff, and parents. Any individual who is not capable of making the transition from pre-symbolic (gestures) to abstract symbol communication (formal language) might be a candidate for tangible symbols. 75 min. video and Manual, 61pp.

Communication

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.

Understanding DeafBlindness: Issues, Perspectives and Strategies

Volume I (500 pages) and Volume II (418 pages)

Alsop, L. (ed.)

SKI-HI Institute

2002 Book

A comprehensive 2 volume curriculum for parents, interveners and service providers working with children and adults who are deafblind. Topics covered include communication, concept development, vision, hearing, touch, sensory integration, intervention, family issues, physical education, additional disabilities, orientation and mobility, community support and evaluation. Individual chapters were written by professionals with expertise in their respective subject areas.

You And Me: Volume I

Teaching Research Division, Western Oregon University

1994 Video

This is the first of a six part video series that describes the education of a child who is deafblind. This series portrays Riley Ford who is totally blind and has a profound hearing loss as he attends his neighborhood school.

You And Me: Volume II (Interpreter-Tutor)

Teaching Research Division, Western Oregon University

1995 Video

This is the second of a 6 part series that describe the education of a child who is deaf-blind. This video portrays Riley Ford, who is totally blind and has a profound hearing loss, as he attends his neighborhood school. The focus here is on his interpreter-tutor: the roles she plays, the knowledge and skills she needs, and the support system needed to be successful.

You And Me: Volume III (Communication)

Greenfield, R., Ford J. & Fredricks, B.

Teaching Research Division, Western Oregon University

1997 Video

This is the third of a six part video series that describes the education of a child who is deaf-blind. This video portrays Riley Ford, who is totally blind and has a profound hearing loss. It examines the concepts, skills and supports that are necessary for building an effective communication system for children who are deaf-blind. In the video, some of the techniques Riley's interpreter-tutor uses with him at school are discussed. Manual, 15pp.