

Deafblind Library Collection

DeafBlind Specific

ABC News: 20/20

Walters, Barbara

10/25/98

Video

Barbara Walters interviews Robert Smithdas, who is deafblind. This is her most memorable interview.

Ain't Misbehavin': Strategies for Improving the Lives of Individuals Who are DeafBlind and Present Challenging Behavior

Axelrod, C., Condon, R., Durkel, J. & Wiley, D.

Texas School for the Blind and Visually Impaired

1993

Video

This video discusses strategies for interacting and dealing with challenging behaviors of students who are deafblind. Practical strategies for proactively avoiding interactions which challenge relationships. Designed for anyone who regularly interacts with a student who is deafblind. Examines crucial links between behavior and the issues of communication, control and quality of life. Includes script. 16 minutes (open captioned)

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.

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)

DeafBlind Specific

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 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.

DeafBlind Specific

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.

Basic Skills Activity Routines

Texas School For The Blind And Visually Impaired

1994 Book

A companion book to "Basic Skills for Community Living". 210 different Activity Routines listed with an Activity Routine Discrepancy Analysis Forms for each. Included are personal hygiene, eating and drinking, preparing food, dressing, housekeeping, recreation and leisure and vocational domains. Provides basic steps that an activity can be broken into for consistent performance. 230 pp.

Basic Skills for Community Living/ A Curriculum for Students with Visual Impairments and Multiple Disabilities

Texas School for the Blind and Visually Impaired

1996 Book

Designed for students who are between 6-22 years. It is particularly designed for students who learn best with highly structured routines and who have great difficulty generalizing what they learn to new situations. Includes functional activities and assessment procedures. Companion book is: "Basic Skills Activity Routines". 400 pp.

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.

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.

DeafBlind Specific

Child-guided Strategies for Assisting Children who are Deafblind or have Multiple Disabilities

Dr. Jan van Dijk & Catherine Nelson

AapNootMuis

CD Rom

The information is for parents, teachers and/or professionals who work with children who are deafblind with severe multiple disabilities and may be labeled as "untestable". This CD describes an alternative approach developed by Dr. van Dijk and his colleagues in the Netherlands that builds upon theories developed by Piaget (1964). The assessment process looks at individuals with deafblindness and multiple disabilities from an interactive, holistic perspective in which intervention and assessment are seen as one entity rather than discrete activities. This is a CD Rom which is for Windows 95, 2000, Me or Windows NT or later Pentium processor.

Children with Motor Impairments, SKI-HI Institute and INSITE Outreach

1987

Video

Descriptions of children with various types of motor impairments and demonstrations of handling, positioning, feeding and use of adaptive equipment.

Tape I: Cerebral Palsy: Relaxing, ranging, picking-up, sitting, carrying, playing in a corner chair, feeding, bathing, etc...

Tape II: Dressing, approximation/walking: Low tone, crawling, working with therapy ball, undressing/relaxing, pushing up to sit, straddling/leg carry, playing in a corner chair, bouncing on a ball. 60 min.

Communicating and Connecting with Learners Who Are Deaf-Blind

New England 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.

DeafBlind Specific

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

Competencies for Teachers of Learners Who are Deaf-Blind

McLetchie, B. & Riggio, M.

Perkins School for the Blind

1997

Book

31 pp.

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.

Component 02: Curriculum Guide for Deaf-Blind and Severely Multi-Handicapped Students: Techniques of Daily Living

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. Teaching daily living skills can be used to work on many language concepts, gross and fine motor skills, and interaction skills. Four categories of assistance---total physical manipulation, assistance, prompts, independent---are broken into ten levels that are then charted to allow for assessment and daily recording. 30pp.

DeafBlind Specific

Component 03: Curriculum Guide for Deaf-Blind and Severely Multi-Handicapped Students: Orientation & Mobility

Stoelting Company

1985 Book

This orientation and mobility curriculum guide is designed specifically for use with deaf-blind, severely handicapped students. The purpose is to devise a curriculum guide that would help to develop the prerequisite skills needed by a student prior to being able to participate in a formal orientation and mobility program. Seven areas include: Perceptual development, gross motor development, fine motor development, body image development, cognitive development, interaction with adults, peers and the environment, and travel skills. 267pp.

Component 04: Curriculum Guide for DeafBlind and Severely Multi-Handicapped Students: Sensory Stimulation

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. This guide is divided into five sections: tactile, gustatory, olfactory, visual, auditory. The goal of this guide is to foster active involvement in a well balanced program of sensory stimulation and to encourage increasingly more active, specific and functional kinds of responses to stimulation. 79pp.

Creative Expression: Opportunities for Persons Who are DeafBlind

Pieters Mayfield, N.

Indiana State University

2001 Book

This book discusses many forms of art and provides suggestions on how to assist students who are deafblind in expressing their creativity through various mediums. The book is intended for anyone interested in promoting access to the arts and creative expression in students who are DeafBlind and who have multiple disabilities. Includes video. 32pp.

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.

DeafBlind Specific

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.

Deaf-Blind Infants and Children: A developmental guide

Treffry, J. & McInnes, J.

University of Ontario Press

1984 Book

The contents of this book include: the multi-sensory deprived child; organizing a program, social and emotional development, communication, motor development, orientation & mobility, and life skills. 284 pp.

Deaf-Blind "Rubella" Child, The

Robbins, N. & Stenquist, G.

Perkins School for the Blind

1967 Book

Descriptive characteristics of children with audio-visual impairments resulting from maternal Rubella during pregnancy. For educational planning. 111pp.

Deaf-Blindness: A Functional Approach-Draft Copy

Advisory Council to the Minnesota Deaf-Blind Technical Assistance Project

1990 Book

Resource and materials prepared by members of the Advisory Council to the MN DeafBlind Technical Assistance Project. 86 pp.

DeafBlind Specific

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 multi-faceted Deaf-Blind community. 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.

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. Intervenors 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 intervenors themselves. 17 min. (closed captioned)

Delivering Effective Instruction to Students with Deaf-Blindness and/or Other Severe Disabilities

North Carolina Department of Public Instruction

1995 Book

Resource guide for teachers and administrators. 206 pp.

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.

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.

DeafBlind Specific

Dimensions: Visually Impaired Persons With Multiple Disabilities

Erin, J.

American Foundation for the Blind

1989 Book

Selected papers from the Journal of Visual Impairment & Blindness covering O&M for DeafBlind, assessment techniques, functional vision simulation studies and reports on group homes. 107pp.

Dr. Jan vanDijk Conference-February 2001

2001 Video

4 videos. Two day conference on DeafBlindness.
Audio on these tapes are of poor quality.

Early Learning Step by Step: Children with Vision Impairment and Multiple Disabilities

Nielsen, L.

SIKON

1993 Book

The purpose of this book is to review certain sequences of learning, thus making it easier for parents and teachers to verify what "the next step" might be, and to discover whether a child is missing any links in sequence of learning. It will also suggest approaches and intervention that may facilitate a child's learning. 168pp.

Educating Students who have Visual Impairments with other Disabilities

Sacks & Silberman, eds.

1998 Book

Contains information on visual impairments and additional disabilities, including emotional, neurological, learning disabilities and orthopedic problems. 519pp.

Educational Approaches for Visually Impaired Children

Nielsen, L.

SIKON

1992 Book

For parents, teachers and psychologists. Includes information on multiple disorders. 176pp.

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.

DeafBlind Specific

Elementary Concepts for Students with Visual Impairments, Description and Use

O'Sail, B., Levack, N., Donovan, L., Sewell, D.

Texas School for the Blind and Visually Impaired

2001 Book

The primary goal of this curriculum is to provide a foundation for students to function at their highest potential. 814pp.

Etiologies and Characteristics of Deaf-Blind

Wolff, K. & Heller, R.N., & Kennedy, C.

TRACES Project

1994 Book

Basic information relating to definitions, anatomy and common disorders as well as specific conditions and syndromes. 72 pp.

Faces Of Success

Minnesota DeafBlind Technical Assistance Project

2001 Video

A video montage of four students with combined vision & hearing loss. Miles-7 years/meningitis; Kevin-12 years/CHARGE Syndrome; Jamie-19 years/Usher Syndrome II; Andrew-18 years/CHARGE Syndrome. 10 min.

FM Systems Use and Troubleshooting, with Children who are Deaf-Blind

Martin, M.

U.S. Department of Education & California Deaf-Blind Project

1999 Video

A video to help explain the use of FM systems with children who are Deaf-Blind. Looks at what a child can do, rather than what a child can't do. A 23 Minute Video and Book, 147pp.

Games for People with Sensory Impairment: Strategies for Including Individuals for All Ages

Lieberman, L. & Cowart, J.

Human Kinetics

1996 Book

This practical reference provides teachers and recreation specialists with 70 ready-to-use activities and games that people with sensory impairments, both visual and auditory, can play. 146 pp.

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

DeafBlind Specific

Green Bean Program, the Self Feeding Curriculum for Students Who Are Deaf and Blind

Inman D. & Black C.

Oregon Research Institute

1987 Book

This program is designed to communicate to those who come in contact with students who are classified as deaf and blind and have some degree of residual vision but do not use this vision efficiently. The goal of the program is to increase the extent to which these students use their residual vision skills while eating. 68pp.

Guide for Students Who are Deafblind Considering College, A

Helen Keller National Center

1997 Book

This guide is a survey-style checklist to assist in assessing their own learning style and to help students measure the strengths and weaknesses of potential post secondary settings. In 18-pt. font. 84pp.

Guide to Planning and Support for Individuals Who are DeafBlind, A

McInnes, J., ed.

University of Toronto Press

1999 Book

In this ground-breaking collection, the contributors, who are leading experts in the field, address identification of deafblindness, planning and intervention development, family support and education. 554 pages.

Guidelines: Practical Tips for Working and Socializing with DeafBlind People

Smith, T.

Sign Media, Inc.

1994 Book

This book is written for people who know sign language, who are already experienced in "deafness" and interacting with Deaf people, and who want to know more about "deafblindness" and people who are deafblind. 186 pp.

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.

DeafBlind Specific

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

Huebner, Prickett, Welch & Joffe, 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 & Joffe, 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 & Joffe, 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.

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.

DeafBlind Specific

Helping Your Child Learn Self Control

Baker St. Productions, Changes in Paces in South Dakota

1991 Video

A video for parents. As a parent, you make the difference in your child's life. Parents help their children grow, physically, intellectually & emotionally. Yet, knowing what children need is not always easy. Parents must deal with tough questions & demanding situations. Rarely are there simple answers. Of all these issues that parents face, teaching self-control is often the most challenging. This video will offer parents some facts and ideas about raising a child with vision, hearing & other impairments. 11 min.

Horticulture Program: Perkins School for the Blind

Perkins School for the Blind

1994 Book

20 page booklet with color photos. It provides a brief overview of the program as well as the program in action. It highlights adaptive equipment & creative teaching methods that make the program work so well. 20 pp.

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."

Journal of Visual Impairment and Blindness: Special Issue on Deaf-Blindness

Brookshire, D.

H. W. Wilson Co.

1995 Book

The entire May-June edition of JVI is devoted to deafblindness. Nine articles are written by parents and professionals, 312 pp.

DeafBlind Specific

Life at My Fingertips

Smithdas, R.

Doubleday & Company, Inc.

1958 Book

This is an autobiography of Robert Smithdas who was born on June 7, 1925. He became deafblind after contracting spinal meningitis at age 5. He is the first deaf-blind person in America to receive a Master's degree. Smithdas is currently the Director of Community Education at the Helen Keller National Center in New York. He is also an accomplished poet. 260 pp.

Lifetime of Patience, A: Parenting Teenagers who are DeafBlind with Multiple Disabilities

Texas School for the Blind and Visually Impaired

2001 Video

A Panel of 5 parents: fears, their attitudes, needs and realities of everyday life.
44 minutes

Look At Me: A Resource Manual for the Development of Vision in Multiply Impaired Children

Smith, A.J. & Cote, K.S.

Pennsylvania College of Optometry Press

1982 Book

This comprehensive resource provides basic, clearly written information on the structure & function of the eye. By using a case-study approach, sensory integration is emphasized, clearly defined and viewed as essential to a well planned, effective program of vision stimulation. Presents a step-by-step sequence of functional vision evaluation and stimulation activities. 157pp.

Madness of Usher's, Coping with Vision and Hearing Loss (Usher Syndrome Type II)

Steifel, D.

1991 Book

The author says, "This book has a direct, two-fold purpose: First, to alert early in life, those persons who have hearing loss combined with R.P. and who may have Usher Syndrome Type II; and second, to all who desire to be informed. I draw intimate attention to a pervading kind of anguish and confusion that disrupts normal behavior." 78pp.

Making Connections with Students who are DeafBlind

MN Deaf-Blind T.A. Project

1995 Video

Strategies for typical students who have classmates with deafblindness. 10 min.

DeafBlind Specific

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.

Motor Activities Manual for the Multi-Impaired Blind, A

Perkins School for the Blind

1982 Book

A reference book containing exercises and activities. Organized by goals, spatial awareness, balance, motor skills, etc. 222 pp.

Move and Discover: The active learning approach for children with disabilities.

North Dakota DeafBlind Services Project

2002 Video

This video is based on Lilli Nielsen's active learning philosophy. Through movement, children can discover texture, shape, weight, quantity, temperature and spacial relationship. You will learn how to create a fun environment for a child & then be able to quietly watch the child play, learn and grow. 25 minutes. Closed Captioned.

Movement and Fundamental Motor Skills for Sensory Deprived Children

Kratz L., Tutt L. & Black D.

Charles Thomas Publisher

1987 Book

This text focuses on physical activity and fundamental motor skills for deaf-blind and visually impaired children. It covers early movement training for infants and young children, the role of the physical education teacher, developmental theories, motor skills development, evaluation scales for fundamental motor skills and a guide for an individual educational program. 81pp.

DeafBlind Specific

National Curriculum: An Introduction to Working & Socializing with People who are DeafBlind, The

Myers, M., Taft-Watson M., Morgan S., Faccinto J. (Editors)

Dawn Sign Press

2001 Video

Designed as a training curriculum for interpreters. This resource can be used for workshops & inservice training. Three modules include:

1. An Introduction to working & socializing.
2. Communication Methods and sighted guide techniques.
3. Causes of deafblindness and implications for interpreting.

Videotape I: (cc)

1. DB Community (22 minutes)
2. Understanding Technology (30 minutes)
3. Sighted Guide Techniques (20 minutes)

Videotape II: (cc)

1. Tactile Communication Methods (20 minutes)
2. Interpreting Adjustments (30 minutes).

Includes Books, (Regular or Large Print Copy)

One Step At A Time: A Manual for Families and Children with Hearing and Vision Impairments

Bolton, S.

TASH

1989 Book

This manual shares tried and true practices from families of children who are deafblind. It offers practical suggestions for helping a child learn basic skills. Includes photos. 38 pp.

Orchid of The Bayou-A Deaf Woman Faces Blindness

Carroll C. & Fischer C.

Gallaudet University Press

2001 Book

This story is about the life of Kitty Fischer from the state of Louisiana. She discovered a high incidence of Usher Syndrome among Cajun people. Her lively story will entertain and speak to anyone who recognizes the arduous journey toward claiming an identity. 253pp.

Paraprofessional's Handbook for Working with Students Who Are Visually Impaired

Miller C. & Levack N.

Texas School for the Blind and Visually Impaired

1997 Book

A helpful guide that provides basic information needed to work with students who are visually impaired or deafblind. This is useful to a wider community including parents, school staff and community members. Chapters can be used as needed to support short inservice sessions. 176 pp.

DeafBlind Specific

Perkins Activity and Resource Guide, Volume One

Perkins School for the Blind
1992 Book

This book is intended to be used as a resource for a range of professionals, parents, and other caregivers who are working with children with visual and multiple disabilities.

Perkins Activity and Resource Guide, Volume Two

Perkins School for the Blind
1992 Book

A handbook for teachers and parents of students with visual and multiple disabilities.

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.

Power Of The Heart

Texas School for the Blind and Visually Impaired
No date listed Video

A parent involvement story: The Wade family and others talk about Laurie Wade, who is DeafBlind. The challenges and triumphs. 42 min. (open captioned)

Profiles: Individuals with Deaf-Blindness

Edwards L.E., Goehl K.S., & Gordon L.A.

College Press
1978 Book

Profiles is a monograph based on the etiologies of deafblindness. Some of the etiologies are accompanied by biographical sketches. 118 pp.

DeafBlind Specific

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.

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.

Resource Manual for Understanding and Interacting with Infants, Toddlers & Preschol Age Children Who Are DeafBlind, A

Alsop, L. Ed.

SKI-HI Institute

1993 Book

This manual will provide insights, information and intervention strategies to those who work with infants, toddlers, and preschool aged children who are deafblind. This comprehensive resource is divided into 14 categories - Learning, Communication, Hearing, Vision, Touch, Daily Care, Massage, Motor/Positioning, Orientation & Mobility, Behavior, Special Needs and Play & Toys. 575 pp.

SKI-HI Interactive(tactile) Conversational Signing Series-Tape 5

Hope Inc.

1992 Video

Topic 13-Perspectives from Individuals who are DeafBlind. Including Kim Powers, the star of "Kim's World".

Length: 1 hour 11 minutes. Closed Captioned.

DeafBlind Specific

Space and Self

Nielsen L.

SIKON

1992 Book

This book deals with the development of early spacial relations and how the visually impaired child can achieve spacial relations through the use of the "Little Room". 112pp.

Speech Beginnings for the Deaf Blind Child: A Guide for Parents

Robbins N.

Perkins School for the Blind

1963 Book

57 pp.

Suggestions for Modifying the Home and School Environment, A Handbook for Parents and Teachers of Children with Dual Sensory Impairments

Perkins School for the Blind

1992 Book

This book contains practical, affordable and easily implemented suggestions for enhancing your child's environment-home/school. 16 pp.

Tactile Interpreting for Students Who Are DeafBlind

Pennsylvania DeafBlind Project

1995 Video

Taped presentations in PSE and spoken English discussing adaptations necessary for consumers who are DeafBlind.

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.

DeafBlind Specific

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.

Texas Waiver for People Who Are Deafblind with Multiple Disabilities

Texas School for the Blind and Visually Impaired

1996 Book

Training modules developed in Texas. 600 pp.

Their Future Is In Our Hands: A Resource Manual For Parents of Children with Multiple Disabilities

Leister, Hollingshead, Stremel, Bennett, Busbea, Wilson, Molden, Holston

University of South Mississippi

1992 Book

A comprehensive guide which answers many questions parents of young children with deafblindness may have. 174pp.

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.

To Love This Life

Keller, H.

AFB Press

2000 Book

A Book of Quotations by Helen Keller. 118 pp.

Touching Lives: Portraits of DeafBlind People

Gordon, M. and Hajjar, S.

2002 Video

Depicts the remarkable lives, trials and triumphs of adults who are DeafBlind. Co-produced and narrated by Susan Hajjar, who has three siblings with Usher Syndrome. Close Captioned 56 min.

DeafBlind Specific

Trailblazing Teachers

MN Deaf-Blind Technical Assistance Project

2001 Video

Perspectives of new and experienced professionals working with students who are DeafBlind: First impressions, Effective teaming, Families as team members, Advice for teachers. 10 min.

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

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.

Vision & Hearing Loss Presentation

Davenport, Dr. Sandra

1992 Book

This is a presentation packet including audiotape and overhead transparencies to describe the combined effects of dual loss quickly and simply.

Visual Impairment in Young Children: Information for Early Childhood Specialists

Chen, D.

ERIC Clearinghouse

2003 Book

Highlights the significance of visual experiences in early learning and development, identifies key issues in providing early childhood, special education services to young children who are visually impaired & discusses implications of working with families of culturally & linguistically diverse backgrounds.

DeafBlind Specific

Within Reach; Getting To Know People Who Are Deaf-Blind

TASH and the Oregon DeafBlind Project

1987 Video

This videotape will introduce you to a variety of students who are DeafBlind, from toddler to young adult. You will learn about their special needs and the wide range of their abilities. 30 minutes

Work Experience of Jennifer Syler

Washington H.S. Teleproductions

1996 Video

Jennifer is 21 years old and DeafBlind. She attends Washington High School in Maston, Ohio. In order to prepare Jennifer for the world of work, she will spend the last two years participating in community based training, or job sampling. This video follows Jennifer through a variety of jobs and show interviews of the professionals working with her. 9 minutes

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.

DeafBlind Specific

You And Me: Volume IV & V (Social Connections)

Teaching Research Division, Western Oregon University

1997

Video

This is the fourth of a six part video series that describes the education of a child who is Deaf-Blind. This video continues to portray Riley Ford, who is totally blind and has a profound hearing loss. Volume 4: Mobility: This volume describes the importance of movement and mobility in building social connections for a child who is deaf-blind. Being taught both small and large motor mobility helps to achieve as much independence as possible. Volume 5: Social Networks: Acquaintances, friends, and relationships constitute the most important part of our lives. Includes volume 4 & 5.

You And Me: Volume VI (Transition)

Idaho Project for children and youth who are Deaf-Blind.

U of Idaho, Idaho State Department of Ed.

2002

Video

This is the last of a six part video series about educating a child who is Deaf-Blind. This volume focuses on skills that Riley Ford is learning as he transitions from high school into the adult world. The video includes information about his communication system, his orientation and mobility skills, his vocational program, and his daily routine at the YMCA.