

Deafblind Library Collection

Inclusion-integrated activities-collaborative teaming

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.

Collabrative Teams for Students with Severe Disabilities: Integrating Therapy and Educational Services

Rainforth, B & York-Barr, J.

Paul H. Brookes Publishing Co.

1997 Book

This text addresses issues that many team members encounter as they work to collaborate with one another. The book outlines principles, practices and suggested procedures for providing related services as integral components of special education programs for students with severe disabilities. 348 pp

Effective Education: Adapting to Include all Students

Bloomberg Center, Indiana Dept. of Education

1996 Video

Adapting class arrangements, adapting the lesson, adapting for the student with disabilities, adapting the support. 18 minutes

Including Students with Severe and Multiple Disabilities in Typical Classrooms: Practical Strategies for Teachers

Downing, J.

Paul H. Brookes

1996 Book

Learners who have one or more sensory impairments in addition to cognitive and/or physical disabilities present a unique challenge. This guide book provides specific and practical strategies needed at the preschool, elementary and secondary levels. 196pp.

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Purposeful Integration.....Inherently Equal

Warren, E.

1987 Book

Short work describing least restrictive environment according to P.L. 94-142.
55 pp.

Regular Lives

State of the Art Productions, Syracuse University

1988 Video

Shifting attitudes toward special education and inclusion in the 1980's. 29 min.

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.

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.

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.

Vermont Interdependent Services Team Approach; VISTA, A Guide to Coordinating Educational Support Services

Giangreco, M.

Paul H. Brookes Publishing Co.

1996 Book

Issues in related services, ten guidelines of VISTA and information and directions about using VISTA . 158 pp.

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Way To Go, The

Goetz, L.

San Francisco State University

1980's Video

Integration offers exciting possibilities to parents, teachers and students. It means placing students with severe disabilities on campuses with non-disabled students of their own age in self-contained classrooms that are part of the school environment. There they have opportunities to interact with their non-disabled peers. 18 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.

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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.