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Deafness and Hearing Impairments & Blindness and Visual Impairments

This month we are featuring library resources on two subject areas: deafness and hearing impairments and blindness and visual impairments.

Check out the new additions to the collection on pages 8-9!

Deafness and Hearing Impairments - Books

Choices in Deafness: A Parents' Guide to Communication Options.

Sue Schwartz, 1996. (219.23 Sch95 ECI).

This book covers communication options, providing an unbiased, thorough overview of various methods. The methods detailed in the book are the auditory-verbal approach; bilingual-bicultural approach; cued speech; oral approach; and total communication.

Cochlear Implant Rehabilitation in Children and Adults.

Dianne J. Allum, 1996. (219.29 A442 1996 RHB).

This book provides a global non-device-specific overview of service delivery and rehabilitation strategies for cochlear implant users. The contributors, from 17 different clinics representing four continents, 13 different countries and eight different languages, have experience with most of the commercially available devices and several experimental ones.

The Encyclopedia of Deafness and Hearing Disorders.

Carol Turkington, 1992. (219.2 T939e 1992 RHB).
This encyclopedia presents information on every facet of deafness and hearing disorders. It includes cross-references, numerous charts, suggested reading lists, and a comprehensive index.

Essential Elements in Early Intervention: Visual Impairment and Multiple Disabilities.

Deborah Chen, 1999. (325 C518 1999 ECI).
This book is a resource for early intervention service providers, diagnosticians, and service program administrators. It is appropriate for training programs in education, physical and occupational therapy, speech and language pathology, audiology, and psychology.

The Gift of Early Literacy for Young Children Who are Deaf or Hard of Hearing and Their Families.

Sue Watkins, 1999. (219.23 W335 1999 ECI).
This program contains information, ideas, and activities for parents, family members, parent advisors, early interventionists, and others interested in promoting the early literacy development of young children who are deaf or hard of hearing.

Deafness and Hearing Impairments - Books (continued)

Haga un Ruido Alegre. 2000. (219.23 O63sp 2000 ECI). This is the Spanish language translation of Make a Joyful Noise (see below for description).

IDEA Advocacy for Children who are Deaf or Hard of Hearing. Bonnie Poitras Tucker, 1997. (219.2 T888 1997). Written primarily for parents who have children who are deaf or hard of hearing, this text offers clear guidance to assist parents in obtaining the necessary educational benefits appropriate for their children.

Innovative Program Design for Individuals with Dual Sensory Impairments. Lori Goetz, Doug Guess, and Kathleen Stremel-Campbell, 1987. (219 G555 1987).

To reach students isolated by sensory impairments, teachers will want to apply the approaches, strategies, and techniques of this volume. The authors present a broad range of practices designed for use with students with minimal sight and hearing.

Keys to Raising a Deaf Child. Virginia Frazier-Maiwald and Lenore M. Williams, 1999. (219.23 F848 1999 ECI). This book presents positive advice and encouragement on helping children adapt to deafness. The authors emphasize ways to overcome challenges related to deafness so that children who are deaf interact as social and intellectual equals with children who can hear.

Kid-Friendly Parenting with Deaf and Hard of Hearing Children. Daria Medwid, 1995. (219.23 M469 ECI). For the parents of children who are deaf or hard of hearing, this step-by-step guide offers ideas and methods that work with children ages 3 to 12. It provides play activities to help parents enhance communication, solve problems, and strengthen relationships in skillful, fun ways. It also covers parenting techniques to help parents set limits while avoiding power struggles.

Language and Deafness. Peter V. Paul, 2001. (219.21 P324 2001 RHB).

This comprehensive book is useful to anyone seeking an understanding of language development in children who are deaf, but particularly to teachers and clinicians. Chapters include an introduction to language and deafness, language functions, structures, acquisition; primary language development; orality; signed systems, American Sign Language; script literacy; bilingualism; language instruction and assessment.

Language Learning Practices with Deaf Children. Patricia McAnally, Susan Rose, and Stephen P. Quigley, 1994. (219.23 M117 ECI).

This book presents an unbiased look at the variety of language development theories and practices used with children who are deaf. The authors focus primarily on children and youth who are likely to use vision as their major channel for receiving communication.

Make a Joyful Noise: A Handbook for Parents of Children Who Are Deaf and Hard of Hearing. 2000. (219.23 O63 2000 ECI).

This handbook contains answers and ideas for parents who have just learned their child is deaf or hard of hearing. It offers suggestions and advice on how to be of help to their child. This handbook promotes oral deaf education methods.

Mi Nombre es Lupita y Tengo un Hijo Sordo. Gina M Aguirre-Larson, 1996. (219.2 A284 1996 ECI).

This set contains six booklets, in Spanish, about hearing impairments. Booklet 1 - *¿Dónde Están Tus Oídos Toño?*; Booklet 2 - *¿Qué Ocasiónó la Pérdida Auditiva de Toño?*; Booklet 3 - *Los Auxiliares Auditivos de Toño*; Booklet 4 - *La Pérdida Auditiva Afecta el Desarrollo Normal del Lenguaje de Toño*; Booklet 5 - *¿Qué Tipo de Educación Necesita Toño?*; Booklet 6 - *Usted Puede Estimular el Lenguaje de su Hijo en Casa*.

Parents and Teachers: Partners in Language Development. Audrey Ann Simmons-Martin, 1990. (219.23 S48 ECI).

This book, in which the author's goal is the development of spoken communication in all children, explores the phenomenon of language development beginning with bonding at birth and continuing through growth in the classroom.

Deafness and Hearing Impairments - Books (continued)

The Parents' Guide to Cochlear Implants. Patricia M. Chute, 2002. (219.29 C564 2002 ECI).

This book explains each stage of cochlear implantation. It contains the information parents need to learn about implant options, how to choose an implant center, and every detail of the surgical procedure. Parents will learn their roles in helping their child adjust to and successfully use the cochlear implant.

Psychological Development of Deaf Children. Marc Marschark, 1993. (219.23 M351 ECI).

The author provides a psychological perspective on children who are deaf and on deafness. He examines the social, linguistic and cognitive development of children who are deaf.

Raising and Educating a Deaf Child. Marc Marschark, 1997. (219.23 M354 1997 ECI).

This book provides a comprehensive guide to the educational and parenting issues facing parents of children who are deaf. The author examines the practical aspects of being deaf, communication issues and language development. He also explores the issues of literacy, creativity and social-emotional development.

Rehabilitative Audiology: Children and Adults. Jerome G. Alpiner, 2000. (219.2 A457 2000 RHB).

This book, which balances theory with practical applications to demonstrate how rehabilitative principles work in the clinical setting, contains five sections: Philosophy and Service Provision; Audiologic Rehabilitation: Children; Audiologic Rehabilitation: Adults; Technology in Audiologic Rehabilitation; and Future Directions.

Say that Again, Please! Insights in Dealing with a Hearing Loss. Tom Bradford, 1991. (219.2 B799 1991)

This book, which is written for the layperson, presents information about hearing loss primarily from the perspective of a person who is deaf. The author interviews adults, teachers and parents and asks them about their experiences. Topics covered include language development, parent child interaction and sibling relationships.

The Signing Family: What Every Parent Should Know About Sign Communication. David A. Stewart and Barbara Luetke-Stahlman, 1998. (153.11 S849 1998 RHB).

This reader-friendly guide advocates the importance of teaching language fundamentals as early as possible. The authors believe signing is generally the best mode for children who are deaf because of its visual-gestural nature.

Speak to Me. Marcia C. Forecki, 1985. (800.1 F697 1985 RHB).

This book tells the story of how a single mother gained the understanding to help her son, who is deaf, continue to develop as any other child.

When Your Child Is Deaf: A Guide for Parents. David Luterman, 1991. (219.23 L976 ECI).

This book provides information for parents about the emotional and educational processes of coming to grips with a hearing impairment in their child. It includes a balanced description of communication methodologies and a comprehensive review of audiological procedures and amplifying systems. The author advocates a combined aural/total communication approach for educating children who are deaf.

You And Your Deaf Child: A Self-Help Guide for Parents of Deaf and Hard of Hearing Children. John W. Adams, 1997. (219.23 Ad18 ECI).

This book helps parents deal with their emotions in learning that their child is deaf or hard of hearing. The authors urge families to examine how they interact as a family and focus on such topics as: feelings about hearing loss, the importance of communication in the family, and effective behavior management. Many chapters contain practice activities and questions to help parents retain new skills. Appendices include references, general resources, checklists, and guidelines for evaluating educational programs.

The Young Deaf Child. David Luterman, Ellen Kurtzer-White, and Richard C. Seewald, 1999. (219.23 L973 1999 ECI).

This book contains a review of how children who are deaf have been treated historically, the importance of early intervention, the use of technology, and the importance of family involvement.

Deafness and Hearing Impairments - Books (continued)

The Young Deaf or Hard of Hearing Child: A Family-Centered Approach to Early Education. Barbara Bodner-Johnson. (219.2 B668 2003 ECI).

This book, which provides a solid foundation of research, key concepts, and practical suggestions, contains the information professionals need to expand their knowledge about early intervention and education for young children who have been identified as deaf or hard of hearing at an early age.

Deafness and Hearing Impairments - Videos

Deafblind: A World Without Sight and Sound. 60 min. (219.3 F487 2003).

In this video, originally a BBC broadcast, we explore the world of two 12 year-old boys who were born deaf and blind and their families. We also meet two adults who lost the ability to see and hear after childhood. This video uses special effects to simulate sensory deprivation and compensation while also providing examples of adults who are deaf and blind and who lead fulfilled even adventurous lives.

Dreams Spoken Here (closed captioned). 60 min. (219.23 D771f 1998).

This video presents the oral education process used to help children who are deaf learn to speak. The technology used to encourage these children to listen and learn to speak is presented.

Making the Most of Early Communication (closed captioned). 34 min. (VT0098).

This video and the companion viewer's guide demonstrate selected interventions to assist infants and toddlers with multiple disabilities, including vision and hearing loss, in developing early communication and other skills. Emphasizing the critical importance of early intervention, this program is designed to help service providers and families create effective communication strategies. These strategies encourage cognitive development and functional abilities in young children with visual impairment and multiple disabilities and those who are deaf-blind.

Mom and Dad Your Deaf Child Is OK! Significant Steps in Communicating with Your Child (closed captioned). 45 min. (219.23 F848 1998).

In this video parents, professors and researchers discuss, through interviews, how they deal or have dealt with issues related to their children who are deaf. The consensus seems to be that learning and using sign language is the best way to communicate for children who are deaf. They will always be visual learners. Hearing aids and cochlear implants may work only if the child has a memory of spoken language. All who were interviewed felt sign language was the best form of communication for children who are deaf.

Sarah's Mom. 8 min. (219.29 S243).

In this video Sarah's mother gives an overview of Sarah's background. Sarah was born deaf and is able to only hear extremely loud sounds like an airplane close to the ground. She also shares information about Sarah's characteristics, abilities, and explains why Sarah will be raised in a hearing world instead of a deaf world.

See What I'm Saying (closed captioned). 31 min. (219.2 K21).

This documentary, which follows a four-year-old girl who is deaf through her first year at an elementary school, dramatically demonstrates how children who are deaf or hard of hearing communicate.

Sound and Fury: A Film About the Communication Wars of the Deaf (closed captioned). 55 min. (219.29 A769 2000).

In this documentary, parents who are deaf try to understand why their young daughter wants to have a cochlear implant even though she knows sign language very well. The film-makers explore the conflict over cochlear implants and the nature of deaf culture and identity.

Technology and Deaf Culture. (DD0020).

This program was originally broadcast as part of the PBS news program The NewsHour. It takes a frank and balanced look at the divisive topic of the cochlear implant. Is it a miracle assistive technology device, or is it the demise of America's deaf culture in an attempt by the hearing majority to "fix" people who are deaf? This program can serve as an awareness and exploration video training tool. It features input from the Johns Hopkins Listening Center, Gallaudet University and others interviewed by correspondent Betty Ann Bowser.

Deafness and Hearing Impairments - Children's Books

Dad and Me in the Morning. Patricia Lakin, 1994. (805.1 L192 1994 ECI).

In a special morning interlude, a young boy awakens his father, and they go down to the beach to watch the sunrise. The young boy is deaf, but he and his father have many ways of communicating. Dealt with simply, as part of the reality of their relationship, the boy's deafness is unobtrusively woven into this story about a father and child sharing a moment in time.

Dina the Deaf Dinosaur. Carole Addabbo, 1998. (805.1 A222d 1998 ECI).

In this children's story, Dina, a dinosaur who is deaf, runs away from home because her parents did not want her to learn sign language, even though it would allow her to communicate more complicated ideas. In the woods, she is befriended by an owl who learned some sign language years before, a chipmunk, and a mole. Through colorful illustrations, the book introduces the sign language alphabet and a few words. In the end, Dina is reunited with her parents who seek their daughter's assistance in learning to sign.

I Have a Sister My Sister Is Deaf. Jeanne W. Peterson, 1977. (805.1 P485 1977 ECI).

In this story for children, a young girl describes how her sister who is deaf, experiences everyday things. This is a Reading Rainbow Book.

I'm Deaf and It's Okay. Lorraine Aseltine, 1986. (805.1 C655 1986 ECI).

A young boy describes the frustrations caused by his deafness. He receives encouragement from a teenager who is also deaf who explains to him that he is able to lead an active life.

Blindness and Visual Impairments - Books

Blindness and Children: An Individual Differences Approach. David H. Warren, 1994. (219.1 W251 ECI).

This book, a summary and interpretation of the research literature on infants and children with visual impairments, suggests that many aspects of delayed development are the result not of visual impairment itself, but of environmental variables that tend to accompany visual impairment.

Building Blocks: Foundations for Learning for Young Blind and Visually Impaired Children. Betty Dominguez and Joe Dominguez, 1991. (219.13 D713 ECI).

The purpose of this book is to help families, other caregivers, and staffs of schools to meet the unique needs of preschool children who are blind and visually impaired. It includes techniques and activities that have been used successfully at the New Mexico School for the Blind and Visually Impaired Preschool.

Can't Your Child See? A Guide for Parents and Professionals About Young Children Who Are Visually Impaired. Eileen P. Scott, 1995. (219.13 Sc84 ECI).

This book provides basic information and a supportive function for parents of children who are blind or visually impaired. It contains practical, concrete advice and factual information.

Children with Visual Impairments: A Parents' Guide. M. Cay Holbrook, 1996. (219.13 H715 1996 ECI).

This book, which is written by parents and professionals, provides the support and guidance families of children with mild to severe visual impairments need. The contents cover these crucial areas: diagnosis and treatment, family life and adjustment, child development, early intervention and special education, literacy, orientation and mobility, legal issues, and more.

Developmental Visual Dysfunction: Models for Assessment and Management. Rhoda Erhardt, 1990. (219.1 Er35 1990 ECI).

This book includes the *Erhardt Developmental Vision Assessment* which allows professionals to identify the presence or absence of certain skills so that they may determine appropriate interventions for developmental visual impairments.

Blindness and Visual Impairments - Books (continued)

Early Focus: Working with Young Blind and Visually Impaired Children and Their Families. Rona L. Pogrud, Diane L. Fazzi, Jessica S. Lampert, 1992. (219.13 P753 ECI).

This book contains articles from experts in multidisciplinary fields who present their knowledge and experience working with young children who are blind or visually impaired. Not only does the information in this book cross the boundaries of many disciplines, but it also crosses the boundaries of culture and ethnic identity.

Essential Elements in Early Intervention: Visual Impairment and Multiple Disabilities. Deborah Chen, 1999. (325 C518 1999 ECI).

This book is a resource for early intervention service providers, diagnosticians, and service program administrators. It has an interdisciplinary focus and a range of information appropriate to training programs in education, physical and occupational therapy, speech and language pathology, audiology, and psychology.

Fathers: A Common Ground. Paul Schmitt and Fernanda Armenta-Schmitt, 1999. (271.52 S355 1999 ECI).

This book is for fathers of young children who are blind or visually impaired. It emphasizes how important the father is to his family and the impact fathers have on the growth and adaptation of the family.

First Steps: A Handbook for Teaching Young Children Who Are Visually Impaired. 1993. (219.13 R646 ECI).

This book, which contains articles written by experts in various fields, presents information parents and families need to know to gain empowerment over their own situation with a child who has a visual impairment. The authors believe that independence for the child and empowerment for the family should be the goals of every professional caregiver, and each chapter presents information and ideas that can aid a service provider's efforts.

Hablame / Hablame II. Linda Kekelis, 1990. (219.13 K269sp ECI).

This is the Spanish translation of Talk to Me (see below for description).

Innovative Program Design for Individuals with Dual Sensory Impairments. Lori Goetz, 1987. (219 G555 1987 ECI).

This volume will help teachers reach students isolated by sensory impairments. It is filled with ideas, approaches, strategies, and techniques. It offers a broad range of practices especially designed for use with students with minimal sight and hearing.

Infant and Toddler Strabismus and Amblyopia: Behavioral Aspects of Vision Care. Anne R. Barber, 2000. (219.13 B234 2000 ECI).

This book contains articles written by different specialists explaining why it is important for a vision team to examine infants and toddlers and to treat the problems of strabismus and amblyopia.

An Orientation and Mobility Primer for Families and Young Children. Bonnie Dodson-Burk, 1989. (219.13 D416 ECI).

This book offers suggestions and answers to questions frequently asked by family members and provides a starting point from which to begin preparing children to be independent members of society who can travel on their own.

Peldaños del Crecimiento: Bases para el Aprendizaje de Niños Ciegos y Disminuidos Visuales. Betty Dominguez and Joe Dominguez, 1991. (219.13 D713 ECI).

This is the Spanish translation of Building Blocks: Foundations for Learning for Young Blind and Visually Impaired Children (see above for description).

Preschool Vision Stimulation: It's More Than a Flashlight. Lois Harrell, 1987. (219.13 H236 ECI).

This book emphasizes the dynamic aspects of visual development and makes an attempt to delineate how development is affected in the visually impaired infant. It uses this information in the construction and application of various strategies to stimulate these children.

Blindness and Visual Impairments - Books (continued)

Show Me How: A Manual for Parents of Preschool Visually Impaired and Blind Children. Mary Brennan, 1982. (219.13 B751 ECI).

This manual is filled with activities for parents to carry out with their visually impaired preschool child to help him or her attain age-related goals.

Standing on My Own Two Feet. Lorie L. LaPrelle, 1996. (219.13 B620 ECI).

This booklet contains the step-by-step information needed to design and construct simple, individually tailored adaptive mobility devices for preschool age children who are visually impaired.

Talk to me / Talk to me II. Linda Kekelis, 1990. (219.13 K269 ECI).

These two short publications provide a language guide for parents of children who are blind. Parents can use the guide to help children who are blind understand the world around them.

Visual Impairment in Young Children: A Review of the Literature with Implications for Working with Families of Diverse Cultural and Linguistic Backgrounds. Deborah Chen, 2001. (219.13 C518v 2001 ECI).

This report identifies key issues in providing early childhood special education services to young children who are visually impaired, and for working with families of culturally and linguistically diverse backgrounds.

Blindness and Visual Impairments - Videos

Getting There: A Look at the Early Mobility Skills of Four Young Blind Children. 27 min. (219.1 F532 1990).

This video demonstrates the progress four young children, Maria, Nicolas, Rebecca, and Samantha, make as they learn to crawl, stand, walk with aids, and eventually walk unassisted.

Heart to Heart: Conversations with the Parents of Blind Children. 19 min. (219.1 D388).

Parents discuss what it means to have a child who is blind.

Juvenile Cataracts. 40 min. (219.1 C281).

Dr. William Good, in a question and answer format, discusses cataracts in children, including their causes and treatment, options for rehabilitation, nystagmus and patching protocol.

Let's Eat. 16 min. (219.1 L567).

Infants and children who are blind have different ways of exploring the world than children who can see. Teaching children who are blind to eat and to feed themselves is different than teaching children who can see. This video presents parents as they discuss feeding their children. The video also outlines the steps and procedures to teach a child to eat and to feed himself.

Normal Visual Development, Birth to Six Months. 30 min. (VT0106).

Rhoda Erhardt describes what is typical in the visual development of infants up to age six months. She demonstrates how she assesses the visual development of infants using lights, movements, sounds, and touch. An assessment instrument (EDVA) accompanies the video. Refer to Erhardt's book, *Developmental Visual Dysfunction: Models for Assessment & Management*, for additional information.

Retinal Diseases. 45 min. (219.1 R315).

Dr. William Good lectures to and responds to the questions of home counselors and teaching professionals about retinal diseases. Topics include factors in the prevention of retinal disease, transplantation, characteristics of rod/cone dystrophies, cause of retinal infections, effects of colobomas on vision and behavior signs of retinal disease.

Vision Screening for Infants and Toddlers with Visual Impairments. 60 min. (VT0107).

Texas educators discuss screening young children for visual impairments. This training program includes news and calendars for the period that it was broadcast as well as tips for screening infants.

Blindness and Visual Impairments - Videos (continued)

Vision Tests for Infants (closed captioned). 20 min. (VT0105).

This tape demonstrates the full range of vision tests used by pediatric ophthalmologists and optometrists in evaluating visual impairment in infants and very young children. It is designed as a resource for early interventionists with a variety of backgrounds and for certified teachers of students with impaired vision. This video gives a comprehensive overview and explanation of assessment tools ranging from those used to evaluate fixation and eye alignment to those measuring visual abilities, neurological function and ocular health.

Deafness and Hearing Impairments & Blindness and Visual Impairments - Websites

This website contains links to many reliable sources of information about hearing problems in children:

<http://www.nlm.nih.gov/medlineplus/hearingproblemsinchildren.html>

Take a free American Sign Language course on the Internet, and find other resources about sign language at:

<http://www.lifeprint.com/asl101/index.htm>

Consumer guides from the American Academy of Audiology are located at:

<http://www.audiology.org/consumer/>

American Foundation for the Blind's website is found at <http://www.afb.org/>

Early detection and treatment of eye problems are essential to a child's visual health. See:

<http://kidshealth.org/parent/general/eyes/vision.html>

Questions from kids about blindness along with the answers are located at: <http://www.nfb.org/kids.htm>

New Additions - Books

Brianna Breathes Easy: a Story about Asthma. Virginia L. Kroll and Jayoung Cho, 2005. (805.1 K93b 2005 ECI)

Brianna is excited about playing the lead in the school play, but when a terrible coughing fit sends her to the emergency room a few days before the show, Brianna learns that she has asthma and how to control it.

Hamster Camp: How Harry Got Fit. Teresa Bateman and Nancy Cote, 2005. (805.1 B328h 2005 ECI)

Concerned about Harry's weight gain and lack of exercise, his pet hamster arranges for Harry to spend a month at a unique camp, where Harry is transformed into someone who understands that eating right and staying in shape can be fun.

I Can't Stop!: A Story About Tourette Syndrome. Holly L. Niner and Meryl Treatner, 2005. (805.1 N714i 2005 ECI)

A boy is diagnosed with Tourette syndrome and learns about constructive ways he can manage his condition. The book includes one page of nonfiction information from a physician.

The Little Elephant with the Big Earache. Charlotte Cowan, 2004. (805.1 C874e 2004 ECI)

This book uses charming illustrations to describe what happens when a small elephant has an earache and goes to the doctor. Also included is a laminated parent's guide containing a concise, easy to read summary on earaches.

New Additions - Books (continued)

The Making of My Special Hand: Madison's Story. Jamee Riggio Heelan and Nicola Simmonds, 1998. (805.1 H458m 1998 ECI)

A child who was born with one hand tells the story of how people at the hospital made a helper hand for her, how the new hand operates, how it feels, and how she can use it.

My Grampy Can't Walk. Vanita Oelschlager, 2006. (805.1 O29m 2006 ECI)

Grampy cannot walk anymore because he has multiple sclerosis. This book uses colorful illustrations to show that using a wheelchair does not slow him down, nor his grandchildren. Together, they go places, do things and learn about life.

My Pal, Victor/Mi Amigo, Victor. Diane Gonzales Bertrand, Robert Sweetland and Eida de la Vega, 2004. (805.1 B548m 2004 ECI)

Two boys experience carefree camaraderie despite one boy's disability. Fun and friendship overpower physical limitations.

Nathan's Wish: a Story about Cerebral Palsy. Laurie Lears and Stacey Schuett, 2005. (805.1 L438n 2005 ECI)

A boy with cerebral palsy helps out at a raptor rehabilitation center and is inspired himself when an owl that cannot fly finds another purpose in life.

Oh, Brother!: Growing Up with a Special Needs Sibling. Natalie Hale and Kate Sternberg, 2004. (805.1 H163 2004 ECI)

An eleven-year-old girl finds ways to handle the unique challenges presented by her thirteen-year-old brother who has special needs by looking for his good qualities and taking the rest in stride.

Preventive Management of Children with Congenital Anomalies and Syndromes. Golder Wilson and W. Carl Cooley, 2000. (201 W748p 2000 ECI)

This resource provides health professionals with a structured approach to the preventive care of children with congenital anomalies. Over 120 disorders are discussed. For each, there is an introductory summary of key information, followed by a more detailed listing of general pediatric and specialty concerns.

Relationship Development Intervention with Young Children: Social and Emotional Development Activities for Asperger Syndrome, Autism, PDD, and NLD. Steven E. Gutstein and Rachelle K. Sheely, 2002. (203.6 G984 2002 ECI)

Friendship is a difficult skill for children with autism spectrum conditions to learn. This comprehensive set of activities for children between the ages of two and eight emphasizes foundation skills such as social referencing, regulating behavior, conversational reciprocity and synchronized actions. The authors include objectives to help plan and evaluate a child's progress. Parents, counselors and teachers will find the activities helpful to use with children.

What Happened to My World: Helping Children Cope with Natural Disaster and Catastrophe. Jim Greenman, 2005. (284 G814w 2005 ECI)

This book is a resource for parents, teachers and anyone working with children who have been through stressful events such as a natural disaster. This book helps adults peer into the minds of children to understand their confusion, fears, grief and struggles to understand why the forces of nature can suddenly disrupt or destroy their world as they knew it.

When the Brain Can't Hear: Unraveling the Mystery of Auditory Processing Disorder. Teri James Bellis, 2002. (219 B444 2002 ECI)

This book uses case studies to demonstrate the complexity of auditory processing disorder. The book also describes how it manifests itself in adults and in children; discusses diagnosis and treatment and gives suggestions for living with the condition.

If you would like to receive copies of articles, please contact the library staff at (512) 458-7260, toll-free: 1-888-963-7111 ext. 7260, fax: (512) 458-7474, e-mail: avlibrary@dshs.state.tx.us.

Journal of Early Intervention - Spring 2006

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Volume 28, Number 3

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FEATURED ARTICLE

- 155 Early Intervention Service Coordination Models and Service Coordinator Practices
Carl J. Dunst & Mary Beth Bruder

INVITED COMMENTARIES

- 166 What Happened to Service Coordination?
R. A. McWilliam
- 169 Wow! Models of Service Coordination Do Make a Difference
Richard N. Roberts
- 172 Service Coordination Models: Implications for Effective State Part C Early Intervention Systems
Andy Gomm

AUTHOR REPLY

- 175 Advancing the Agenda of Service Coordination
Mary Beth Bruder & Carl J. Dunst

REGULAR ARTICLES

- 178 Preliminary Investigations of the Application of the Early Communication Indicator (ECI) for Infants and Toddlers
Charles R. Greenwood, Judith J. Carta, Dale Walker, Kere Hughes, & Mary Weathers
- 197 Building Social Communication Skills in Head Start Children Using Storybooks: The Effects of Prompting on Social Interactions
Tina L. Stanton-Chapman, Ann P. Kaiser, & Mark Wolery
- 213 Adaptation of the 36-Month Ages and Stages Questionnaire in Taiwan: Results From a Preliminary Study
Huei-Ling Agnes Tsai, Megan M. McClelland, Clara Pratt, & Jane Squires

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Zero to Three - May 2006

CONTENTS

May 2006
Volume 26 No.5

Focus On:

| | |
|--|----|
| Only, Not Lonely — <i>By Libby Zimmerman</i> | 4 |
| What Can We Learn From Studying Twins?: Exploring Genetic and Environmental Contributions to Human Development — <i>By Stefanie Powers</i> | 9 |
| Multiple Perspective: When Child Development Professionals Raise Twins — <i>By Deborah Roderick Stark, Brenda Jones Harden, Rachel Chazan-Cohen and Daniel J. Cohen, Kathleen Fitzgerald Rice</i> | 15 |
| Triplet Birth and Infant Development: The Impact of Intrauterine Growth and Maternal-Infant Interaction on the Infant's Emotional and Cognitive Development — <i>By Arthur I. Eidleman and Ruth Feldman</i> | 23 |

| | |
|--|----|
| A Disorganized Toddler in Foster Care: Healing and Change from an Attachment Theory Perspective — <i>By Janet Mann and Molly D. Kretchmar</i> | 29 |
|--|----|

| | |
|---|----|
| The Keys to Interactive Parenting Scale: A Window into Many Facets of Parenting — <i>By Marilee Comfort, Philip R. Gordon, and Donald G. Unger</i> | 37 |
|---|----|

| | |
|---|----|
| Voiced and Unvoiced Concerns of Mothers: Psychodynamic Principles Address the Challenges of Early Parenthood — <i>Leon Hoffman, Patricia Nachman, and Alice Rosenman</i> | 45 |
|---|----|

Departments

| | |
|------------------------------------|----|
| Publications | 52 |
| Videos and DVDs | 53 |
| On-Line Resources | 54 |