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Deafness and Hearing Impairments & Blindness and Visual Impairments (updated)

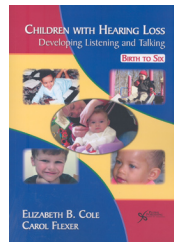
This month we are featuring library resources on two subject areas: deafness and hearing impairments and blindness and visual impairments.

Check out the new additions to the collection on page 13-14!

Deafness and Hearing Impairments - Books

NEW! Children with Hearing Loss: A Family Guide. David Luterman, 2006. (219.2 C536 2006 ECI).

This book contains a series of essays on hearing loss in children. It discusses the emotional impact of hearing loss. Hearing aids and cochlear implants are described. The effects of hearing loss on family relationships are mentioned. Essays on learning and what parents should know about the educational system are also included.



NEW! Children with Hearing Loss: Developing Listening and Talking Birth to Six. Elizabeth Bingham Cole, 2007. (219.2 C689c 2007 ECI).

This book is dedicated to training professionals to work knowledgeably and skillfully with infants and young children who have hearing loss and their families. Neurological development and discussions of ear anatomy and physiology, pathologies that cause hearing loss,

audiologic testing of infants and children, and amplification technologies are all discussed in the first section. The second section focuses on intervention; listening, talking and communicating through the utilization of a developmental and preventative model.

NEW! Choices in Deafness: A Parents' Guide to Communication Options. Sue Schwartz, 2007. (219.23 C545 2007 ECI).

This book provides parents of children who are deaf with comprehensive information about assessment, diagnosis, medical and audiological treatments, cochlear implants, education and technology devices, and more. Five major communication options are presented: auditory-verbal; ASL-English bilingual; cued speech, auditory-oral; and total communication. The accompanying CD-ROM gives hearing listeners an idea of what speech sounds like to children who have different types of hearing loss.

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.

Deafness and Hearing Impairments - Books (continued)

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.

Haga un Ruido Alegre. 2000. (219.23 O63sp 2000 ECI). This is the Spanish language translation of *Make a Joyful Noise* (see description on page 3).

Hearing Impaired Infants: Support in the First Eighteen Months. Jacqueline Stokes, 1999. (219.2 S874 1999 ECI).

The purpose of this book is to convey to parents what professionals do, the language they use, what influences their decision-making and to convey to professionals what it is like to discover your child has a hearing impairment.

IDEA Advocacy for Children Who are Deaf or Hard of Hearing. Bonnie Poitras Tucker, 1997. (219.2 T888 1997 ECI). 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 ECI).

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.

NEW! El Jardín Silencioso: Criando a su Hijo Sordo. Paul W. Ogden, 2002. (219.23 Og2 2002 ECI).

This is the Spanish language translation of *The Silent Garden: Raising Your Deaf Child* (see description on page 4).

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 1995 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.

Deafness and Hearing Impairments - Books (continued)

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

NEW! Making Connections: Support for Families of Newborns and Infants with Hearing Loss. Valerie Sitnick Schuyler, 2006. (219.2 S397m 2006 ECI).

This book focuses on how parents and professionals can promote acquisition of age-appropriate listening and communication skills in infants with hearing loss in their first twelve months of life. It describes three types of connections that enable newborns and infants to reach their full potential. These connections are parent and infant relationship; early identification plus early intervention equals improved outcomes; and families plus early intervention.

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

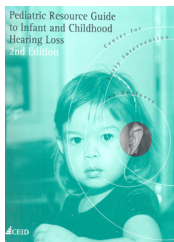
This set contains six booklets, in Spanish, about hearing impairments. Booklet 1 - *¿Dónde Están Tus Oídos Toño?*; Booklet 2 - *¿Qué Ocasiónó la Pérdida Auditiva de Toño?*; Booklet 3 - *Los Auxiliares Auditivos de Toño*; Booklet 4 - *La Pérdida Auditiva Afecta el Desarrollo Normal del Lenguaje de Toño*; 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 1990 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.

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.



NEW! Pediatric Resource Guide to Infant and Childhood Hearing Loss. 2006. (219.23 P371 2006 ECI).

This guide helps unravel some of the complex issues associated with infant and childhood hearing loss for pediatric providers and encourages early screening for hearing loss. It includes information about laws on newborn hearing screening; descriptions of amplification, diagnostic tools and surgical devices; research findings; and much more.

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

NEW! Raising and Educating a Deaf Child. Marc Marschark, 2007. (219.23 M354 2007 ECI).

This book presents an overview of what a parent or a teacher of a child needs to know about growing up deaf. The author covers such topics as what it means to be deaf and the uniqueness of deaf culture to the medical causes of early hearing loss; from technological aids for the deaf such as cochlear implants to the many ways that the environment of home and school can influence a child's chances for success in both academic and social circles.

Deafness and Hearing Impairments - Books (continued)

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 RHB).

This book is written for the layperson and 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.

NEW! The Silent Garden: Raising Your Deaf Child. Paul W. Ogden, 1996. (219.23 Og2 1996 ECI).

Written by an author and educator who is deaf since birth, this book helps parents address critical concerns such as how to communicate with their child, what type of school their child can attend, what kinds of professional help are beneficial to the family, and what technological alternatives are available. It also includes case studies and interviews with parents of deaf children.

NEW! Understanding Childhood Deafness: A Word in Your Ear. Wilhma Rae Quin, 1996. (219.23 Q42 1996 ECI).

This book is about babies and young children who are deaf and what it is like not to be able to hear when no one else realizes or understands. It explains how to spot hearing problems and how, with the right help and attention, a child has the opportunity to develop his or her own potential. Issues such as the use of sign language or the need for speech correction are also discussed, while parents are urged to make informed choices.

When Your Child Is Deaf: A Guide for Parents. David Luterman, 1991. (219.23 L976 1991 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 1997 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.

The Young Deaf or Hard of Hearing Child: A Family-Centered Approach to Early Education. Barbara Bodner-Johnson, 2003. (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 - Audiovisuals

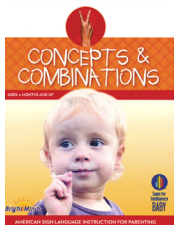
NEW! Art and Science of Home Visits. 15 min. 2004. (DD0222).

This DVD shows early intervention specialists how to establish trusting, caring relationships between themselves and families of infants and toddlers with hearing loss. Best practices in this family-centered approach are demonstrated in actual home visits.

NEW! Communication Options for Deaf Children: A Family Decision. 18 min. 2002. (DD0186).

Experts and parents who have made choices about communication options discuss four alternatives: auditory/verbal, American Sign Language, auditory/oral lip reading and aggressive hearing amplification, total communication combining methods to help a child develop natural language skills. This DVD helps parents, service providers, and students understand that there is no "one right way" of communicating with deaf children that will meet the needs of all families. The emphasis is on researching the various communication options, choosing what is best for a family, and starting the communication process early.

TEACHING SIGNS FOR BABY MINDS™



NEW! Concepts and Combinations. 25 min. 2006. (DD0220).

Missy Keast, a mother who is deaf, teaches concepts and combinations of basic words. Parents will learn how to ask their children to perform complex tasks and behaviors at an early age. Words learned in this DVD include small, big, short, tall, left, right, go and stop. Words combinations taught are blue water, good morning, good night, green grass, look down, look up, black bear, red dog, yellow flower, white bear and numbers one through four.

Deafblind: A World without Sight and Sound. 60 min. 2003. (VT1400).

In this VHS 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. 60 min. 1998. (VT1375).

This VHS 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.

NEW! ECI Teleconference: Eligibility Guidance for Infants and Toddlers with Hearing Loss. 180 min. 2008. (DD0214).

Alicia Favila, Deaf and Hard of Hearing Services, ESC 10; Brent Pitt, Deaf and Hard of Hearing Services, Division of IDEA Coordination, Texas Education Agency and Christ Watkins, Lead Program Consultant, Early Childhood Intervention State Office explain eligibility guidelines for infants and toddlers with hearing loss. This teleconference was held on February 6, 2008. The DVD only plays with Windows Media Player or Real Player software.

NEW! ECI Teleconference: Introduction to the New ECI Screenings. 115 min. 2006. (DD0245).

This ECI presentation was made on April 5, 2006 by Rachel Moyer Trimyer. She explains why newborns should be screened for deafness or hearing loss. She also tells of risk factors for hearing loss. A draft of the February 2006 screening packet is included with the DVD.

ECI Teleconference: Working with Children with Vision or Hearing Loss. 109 min. 2002. (DD0234).

In this teleconference on DVD, Gigi Newton and Stacy Shafer from the Texas School for the Blind and Visually Impaired discuss information about working with children with vision or hearing loss. Shayne and Jennifer Holweger provide the parent perspective.

NEW! Everyday Signs. 25 min. 2006. (DD0220).

This DVD introduces signing for babies. Missy Keast, a mother who is deaf, gives guidance to parents on how to begin the process of teaching young children sign language. Viewers will learn words for creatures, family members, mealtime, needs and objects. There is also a simple guessing game.

Deafness and Hearing Impairments - Audiovisuals (continued)

NEW! Home Team. 15 min. 2003. (DD0221).

This DVD presents strategies and techniques that can help establish trusting, caring relationships between interventionists and families using the highly successful family-centered approach. Best practices are demonstrated in actual home visits. Parents and professionals share their expertise on how to create true collaboration as a team.

NEW! Language Partners: Building a Strong Foundation. 20 min. 2006. (DD0223).

Creating a language-rich environment gives babies who are deaf and hard-of-hearing the tools they need to think, communicate, and learn. This DVD shows several families using a variety of communication approaches.

Making the Most of Early Communication. 34 min. 1997. (VT0098).

This VHS 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. 45 min. 1998. (VT1378).

In this VHS 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. 1996. (VT1398).

Sarah's mother gives an overview of Sarah's background in this VHS video. 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. 31 min. 1992. (VT1362).

This VHS 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. 55 min. 2000. (VT1391).

In this VHS video 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 filmmakers explore the conflict over cochlear implants and the nature of deaf culture and identity.

NEW! Sound and Fury: Six Years Later. 29 min. 2006. (DD0089).

This DVD is a sequel to the documentary *Sound & Fury*. The previous film chronicled the Artinian family's struggle concerning whether or not to give their daughter who is deaf a cochlear implant that would enable her to hear. In the end, they decided that they would rather move to Frederick, Maryland to bring their children up in the signing world. This sequel takes a new look at the family as it follows them in the next six years of their life. Eventually, they move back to Long Island to be closer to their extended family where they can get the support they need.

Technology and Deaf Culture. 13 min. 2006. (DD0020).

This DVD 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? It features input from the Johns Hopkins Listening Center, Gallaudet University and others.

NEW! Through Deaf Eyes. 120 min. 2007. (DD0126).

This DVD documentary explores nearly 200 years of deaf life in America. Interviews include community leaders, historians, and Americans who are deaf with diverse views on language use, technology and identity.

Deafness and Hearing Impairments - Audiovisuals (continued)

Understanding and Appreciating Deafness. 17 min. 1999. (DD0238 and VT1361).

This video, in both the DVD and VHS formats, presents three sets of parents responding to questions about having a child that is deaf. They describe their reactions to this situation and how they have created satisfying lives for themselves and their children.

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.

Hooray for Harold: Dealing with Hearing Loss. Patricia Lakin, 1994. (805.1 H789 1997 ECI).

This is the illustrated children's story of Harold, the mouse, who gets to wear hearing aids after his hearing loss is detected by the doctor. Harold's friends tease him about the hearing aids, but when he used them to discover his friend nearly drowning and saved his life, Harold becomes a hero.

Moses Goes to a Concert. Isaac Millman, 1998. (805.1 M655 1998 ECI).

In this story, Moses and his schoolmates, all deaf, attend a concert where the orchestra's percussionist is also deaf. It includes illustrations in sign language and a page showing the manual alphabet.

Deafness and Hearing Impairments - Children's Audiovisuals

If I Ran the Zoo: Stories for Your Deaf Child. 32 min. 1998. (VT2497).

This VHS video presentation of a book written by Dr. Seuss is narrated in English, and at the same time is signed by Thomas K. Holcomb using American Sign Language for children who are deaf.

Sharing the Joy of Storytelling with Your Deaf Toddler. 23 min. 1995. (VT2498).

In this VHS video, fluent signers tell stories that will help you learn and provide stimulating entertainment for your children. Using a variety of popular children's books, this video will demonstrate how to use your face and body to animate the story, how to simplify the language and sign concepts in a clear, visual manner, and how to position the book and sign to your child.

Show 'n' Tell Stories: A Bilingual Storytelling Series for Deaf Children and Their Families. 30 min. 1993. (VT1119).

In this VHS video, two children's stories: *Brown Bear, Brown Bear, What Do You See?* and *This is Me* are told in American Sign Language and Signing Exact English with the books' illustrations visible in the upper right corner of the screen.

Where the Wild Things Are and More Bunny Trouble. 32 min. 1996. (VT2499).

In this VHS video, two stories are narrated in English and signed in ASL by Thomas K. Holcomb and Franky Ramont to entertain preschoolers who are deaf and to help improve the viewer's storytelling skills.

Blindness and Visual Impairments - Books

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

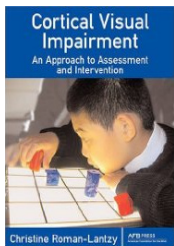
This book, a summary and interpretation of the research literature on infants and children with visual impairments, suggests that many aspects of delayed development are the result not of visual impairment itself, but of environmental variables that tend to accompany visual impairment.

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

The purpose of this bilingual 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. The book contains both the English language and Spanish language versions in one book. The techniques and activities described in the book 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 1995 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.

NEW! Cortical Visual Impairment: An Approach to Assessment and Intervention. Christine Roman-Lantzy, 2007. (219.13 R758c 2007 ECI).

The current leading cause of visual impairment among children is not a disease or condition of the eyes, but cortical visual impairment (CVI), also known as cerebral visual impairment, in which visual dysfunction is caused by damage or injury to the brain. The author has developed a set of unique assessment tools and systematic, targeted principles whose use has helped children learn to use their vision more effectively. This resource provides readers with both a conceptual framework with which to understand working with CVI and concrete strategies to apply directly in their work.

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.

Early Focus: Working with Young Blind and Visually Impaired Children and Their Families. Rona L. Poggrund, Diane L. Fazzi, Jessica S. Lampert, 1992. (219.13 P753 1992 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 is appropriate for 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.

Blindness and Visual Impairments - Books (continued)

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

This book contains articles written by experts in various fields. It 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 1990 ECI).

This is the Spanish translation of *Talk to Me* (see description on page 10).

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 1989 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.

NEW! A Parents' Guide to Special Education for Children with Visual Impairments. Susan LaVenture, 2007. (219.13 P228 2007 ECI).

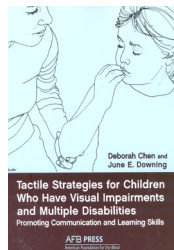
This handbook for parents, family members, and caregivers of children with visual impairments explains special education services that these children are likely to need and to which they are entitled and how to make sure that they receive them. This resource addresses the effect of visual impairment on a child's ability to learn and the services and educational programming that are essential for optimal learning. It is intended to help parents ensure that their children receive the best education possible.

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

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

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



NEW! Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities: Promoting Communication and Learning Skills. Deborah Chen, 2006. (219.13 C518t 2006 ECI).

In order to promote their growth, development, and ability to communicate, young children who are visually impaired and have additional disabilities need to learn to use their sense of touch effectively and develop skills that are not necessarily based on the use of vision. This new manual provides essential information about alternative communication and countless practical strategies and insights to create effective solutions for working with children. Teachers, early interventionists, and parents will find valuable techniques on topics ranging from how to assess a child's tactile skills to how to interact effectively with children and plan interventions.

Blindness and Visual Impairments - Books (continued)

Talk to Me / Talk to Me II. Linda Kekelis, 1990. (219.13 K269 1990 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.

NEW! Teaching Social Skills to Students with Visual Impairments: From Theory to Practice. Sharon Sacks, Karen E. Wolffe, 2006. (219.13 T253 2006 ECI).

When a child is unable to observe visually and imitate how other people react, this complex developmental process can become fragmented and incomplete. As a result, providing specific information, direct instruction, and opportunities for social interaction to children who are blind or visually impaired is critical to their growth and education. This book explores what theory says about how children who are visually impaired become socially skilled individuals. It presents a compendium of techniques and strategies for helping youngsters, from preschoolers through young adults, including those with additional disabilities, develop and refine social skills.

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 - Audiovisuals

NEW! Can Do Series:

Becoming a Can Do Kid: Self-Help Skills. 14 min. 1991. (DD0198).

It is tempting for parents to do too much for children who are blind. This DVD encourages parents to teach their children how to feed, dress and care for themselves.

Full of Hope. 18 min. 2002. (DD0206).

Viewers share in the experiences of children and young adults with visual impairments. This DVD offers hope and encouragement to families and professionals who work with them. It is especially helpful to families of newly diagnosed infants and preschoolers with visual and multiple impairments.

Going Places: Orientation and Mobility. 14 min. 1991. (DD0200).

Two very important skills for a child with visual impairments are orientation and mobility. This DVD teaches parents about these skills and what they can do from the time their child is very young to encourage independent and safe movement. Families and their children model a progression of skills from infancy through preschool age.

Growing My Way Part 1. 12 min. 2005. (DD0195).

This DVD follows five babies and their parents as their development is tracked at 3-month intervals, beginning at 3 months of age and ending at 18 months of age. It provides an intimate look at them as they progress through their first year and a half of life. The children include a typically developing baby, two babies with low vision conditions, and two babies who were born blind.

Learning about the World: Concept Development. 16 min. 1991. (DD0197).

Lack of vision can cause children who are visually impaired to miss much of what is going on around them, inhibiting their understanding of the world. This DVD helps parents appreciate the importance of early concept development and what they can do to help their child.

Making Friends: Social Skills and Play. 11 min. 1991. (DD0199).

Blindness can significantly impact a child's understanding of how to behave with others. This DVD explores potential social difficulties and shows parents how to help their child build the social skills that are crucial to successful living in a sighted world.

Moving through the World: Gross Motor Skills and Play. 10 min. 1996. (DD0202).

Visual impairment can significantly impact the development of the gross motor skills needed for young children to move beyond their environment and learn about the world. Parents and teachers can play a major role in fostering the development of gross motor skills. This DVD discusses key gross motor skills and demonstrates simple and fun play activities that parents and teachers can use to encourage a progression of skills from infancy through preschool age.

Blindness and Visual Impairments - Audiovisuals (continued)

Power at Your Fingertips: An Introduction to Learning Braille. 22 min. 1996. (DD0205).

This DVD features instruction in the Braille alphabet and numbers, introduction to the use of contractions in Braille, and training in the use of the slate and stylus and Braille writer. It is a tutorial for parents and teachers to get started in using Braille with their children who are blind and to pursue self-instruction at their own pace.

Seeing Things in a New Way: What Happens When You Have a Blind Baby. 16 min. 1991. (DD0196).

Parents can be devastated when they learn that their child is blind. This DVD is designed to help parents with their sense of loss and develop a positive outlook for their child's capabilities and potentials.

Successfully Adapting the Preschool Environment. 12 min. 1996. (DD0204).

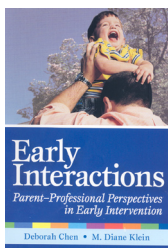
Children who are visually impaired can be successful in the typical preschool classroom. This DVD demonstrates a variety of adaptations that easily and effectively can be introduced to accommodate the special needs of students who are visually impaired.

Through Their Eyes: An Introduction to Low Vision. 15 min. 1996. (DD0201).

It can be difficult to understand low vision conditions and to determine how they affect a young child's visual functioning. However, with some special adaptations in the home and preschool environment, children with low vision will be able to use their sight to their best advantage. This DVD discusses several common causes of low vision, how they affect visual function, and adaptations that can be simply incorporated into home and classroom to meet these special needs.

Cortical Visual Impairment. 55 min. 1994. (VT1341).

In this VHS video, Dr. William Good lectures to and answers the questions of home counselors and professionals about cortical visual impairment in children. Topics include causes of cortical visual impairment, techniques used in diagnosis, visual prognosis, and rehabilitation strategies.



NEW! Early Interactions. 25 min. 2007. (DD0150).

In this DVD, two young children with disabilities play as parents and professionals conduct observations during typical home activities. In the first segment, Ryan, an infant with visual impairment and cerebral palsy, carries out a range of developmental activities with the expert guidance of his mother and a physical therapist. In the second segment, Michael, a toddler with visual impairment and hearing loss, engages in play by himself and with his parents and sibling.

NEW ON DVD! ECI Teleconference: Working with Children with Vision or Hearing Loss.

109 min. 2002. (DD0234).

In this teleconference, Gigi Newton and Stacy Shafer from the Texas School for the Blind and Visually Impaired discuss information about working with children with vision or hearing loss. Shayne and Jennifer Holweger provide the parent perspective.

Getting There: A Look at the Early Mobility Skills of Four Young Blind Children. 27 min. 1990. (VT1345).

This VHS 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. 1997. (VT1344).

In this VHS video, parents discuss what it means to have a child who is blind.

Juvenile Cataracts. 40 min. 1994. (VT1340).

In this VHS video, Dr. William Good discusses cataracts in children, including their causes and treatment, options for rehabilitation, nystagmus, and patching protocol.

Let's Eat. 16 min. 1994. (VT1347).

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 VHS 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.

Blindness and Visual Impairments - Audiovisuals (continued)

Normal Visual Development, Birth to Six Months. 30 min. 1989. (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 VHS video. Refer to Erhardt's book, *Developmental Visual Dysfunction: Models for Assessment & Management*, for additional information.

Retinal Diseases. 45 min. 1995. (VT1349).

Dr. William Good lectures to and responds to the questions of home counselors and teaching professionals about retinal diseases. Topics in this VHS video 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.

NEW! Tactile Learning Strategies: Interacting with Children Who have Visual Impairments and Multiple Disabilities. 63 min. 2006. (DD0106).

This DVD illustrates effective interactions with children and provides techniques for teaching communication skills.

Vision Screening for Infants and Toddlers with Visual Impairments. 60 min. 1994. (VT0107).

Texas educators discuss screening young children for visual impairments in this VHS video training program.

Vision Tests for Infants. 20 min. 1997. (VT0105).

This VHS video 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. It 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

The American Foundation for the Blind's website has a section for parents of children with vision impairment and another section just for the elderly. AFB's priorities include broadening access to technology; elevating the quality of information and tools for professionals; and promoting independent and healthy living for people with vision loss. See <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 children about blindness along with the answers are located at: http://www.nfb.org/nfb/NOPBC_Questions_Kids_Ask.asp

A guide to toys for children with special needs, including hearing and vision difficulties, is located at <http://www.afb.org/Section.asp?SectionID=82>

This MedlinePlus web page contains links to many reliable sources of information about difficulties with hearing 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/resources/consumer/Pages/default.aspx>

The National Dissemination Center for Children with Disabilities has information on Deaf-Blindness at <http://www.nichcy.org/Disabilities/Specific/Pages/Deaf-Blindness.aspx>

New Additions - Books

Child, Family, and Community: Family-Centered Early Care and Education. 5th ed. Janet Gonzalez-Mena, 2008. (325 G643c 2009 ECI)

This book is about the socialization and education of young children in child rearing, caring, and educational contexts from birth to eight years of age. It puts working with families in early care and education settings in the spotlight as the central theme and includes practical advice in every chapter about how to do that.

The Complete Guide to Asperger's Syndrome. Tony Attwood, 2008. (203.5 A886c 2008 ECI)

This book brings together a wealth of information on all aspects of Asperger's syndrome from children to adults. It provides useful information for both family members and the person with Asperger's syndrome and is written by a leading expert on Asperger's syndrome.



Diversity in Early Care and Education: Honoring Differences, 5th ed. Janet Gonzalez-Mena, 2008. (275 G643d 2008 ECI)

This book explores the rich diversity encountered in programs and environments for children, ages birth to 8, including those serving children with special needs. The emphasis is on the practical and immediate concerns of the early childhood professional and family service worker. It also discusses poverty, family expectations, and appropriate discipline.

Families, Professionals, and Exceptionality: Positive Outcomes through Partnerships and Trust, 5th ed. Ann P. Turnbull, et al., 2006. (555.5 T942f 2006 ECI)

This book discusses how members of families and professionals in special and general education and related services personnel can form lasting partnerships. Actual case studies are included exemplifying effective practices and principles.

Leadership in Action: How Effective Directors Get Things Done. Paula J. Bloom, 2003. (751 B655 2003 ECI)

This book helps early childhood directors understand the subtle but important distinction between leadership as a role and leadership as a set of skills and competencies that can be supported and nurtured at all levels of the organization. The book is filled with practical suggestions and lively examples.

Making the Most of Meetings: A Practical Guide. Paula J. Bloom, 2002. (755 B655m 2002 ECI)

Skill in facilitating meetings is essential for effective program management of early childhood organizations. This book is filled with practical tips and techniques to lead engaging and productive meetings with many different types of participants: staff, parents, board members and more.

Married with Special-Needs Children: A Couples' Guide to Keeping Connected. Laura E. Marshak and Fran Prezant, 2007. (271 M366m 2007 ECI)

This book discusses the stress that is placed upon a marriage when a couple has a child with a disability. The book gives very practical advice on how to make marriages stronger in spite of the difficulties encountered in this situation.

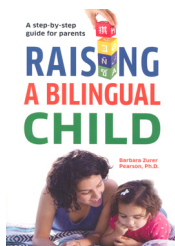
Ordinary Families, Special Children: A Systems Approach to Childhood Disability, 3rd ed. Milton Seligman, 2007. (271 S465o 2007 ECI)

This book explores how child, family, and sociocultural variables shape the ways families respond to disability. It addresses the impact of childhood disability on different members of the family system: parents, siblings, and grandparents. It details specific ways that professionals can partner with families to promote coping, adaptation, and empowerment.

Psychotherapy with Infants and Young Children: Repairing the Effects of Stress and Trauma on Early Attachment. Alicia F. Lieberman and Patricia Van Horn, 2008. (266.5 L716p 2008 ECI)

This book describes working with parents and children to promote children's well-being and parents' capacity to nurture and protect. It contains examples and provides a theoretical framework and practical therapeutic guidelines.

New Additions - Books (continued)



Raising a Bilingual Child: A Step-By-Step Guide for Parents. Barbara Zurer Pearson, 2008. Book. (535 P361r 2008 ECI)

This book provides scientific arguments for raising a child bilingually and practical steps parents can take to integrate two or more languages into a child's daily routine. It also contains first-hand accounts from parents and dispels myths about bilingualism.

New Additions - Audiovisuals

The following ECI teleconferences are now available in the DVD video format:

ECI Teleconference: Challenging Behaviors. 100 min. 2002. (DD0175).

ECI Teleconference: Child Unfolding within the Family - Child Development Birth to 6 Months. 120 min. 2006. (DD0181).

ECI Teleconference: Child Unfolding within the Family - Child Development 6-12 Months. 113 min. 2006. (DD0236).

ECI Teleconference: Down Syndrome - What's There To Know. 110 min. 2005. (DD0182).

ECI Teleconference: Engaging Families in the Intervention Process. 120 min. 1998. (DD0239).

ECI Teleconference: Gross Motor Development and Handling. 120 min. 1999. (DD0240).

ECI Teleconference: Intervention Facilitating Healthy Emotional Functioning. 44 min. 2000. (DD0178).

ECI Teleconference: Intervention Introduction and Mental Health. 91 min. 2000. (DD0177).

ECI Teleconference: Practical Comprehensive Approach to Treating Autism and Related Disorders. 107 min. 2002. (DD0180).

ECI Teleconference: Routines Based Intervention. 112 min. 2006. (DD0179).

ECI Teleconference: Supporting Children with Challenging Behavior: Using Positive Behavior Supports. 112 min. 2004. (DD0176).

Growing with Love. 29 min. 2001. (DD0237).

This DVD is presented in English first and then repeated in Spanish. It is a parenting guide covering pregnancy, newborns, infancy, and toddlers. From eating right when pregnant to potty training their toddlers, new moms and dads will learn the basics for raising a happy and healthy child. This title is also available in VHS video as VT2269. (closed captioned)

Featured Journal Articles

The first **Interagency Autism Coordinating Committee Strategic Plan for Autism Spectrum Disorder Research** was issued January 26, 2009. The foundation of the federal plan: vision, mission, core values, and crosscutting themes is described. The remainder of the plan is organized around six critical questions asked by people and families living with ASD. Read the full plan at: <http://www.iacc.hhs.gov/reports/2009/iacc-strategic-plan-for-aqutism-spectrum-disorder-research-jan26.shtml#treatments-interventions>

Childhood overweight: prevention strategies for parents. Philipsen NM, Philipsen NC. *Journal of Perinatal Education* 2008 Winter;17(1):44-47.

In recent years, childhood obesity has become a worldwide issue. The growing list of negative outcomes associated with its occurrence is constantly increasing the need for prevention and intervention. Although there is still much to learn about the causes and outcomes associated with childhood obesity, current empirical information is already available and should be used to influence good parenting practices. Observing good nutrition during pregnancy and prenatal monitoring; breastfeeding for 7 months and longer, if possible; introducing young children to healthy food in a positive context; and choosing physical activities are all important strategies for parents in preventing childhood obesity. Full-text is available at <http://www.pubmedcentral.nih.gov/articlerender.fcgi?tool=pubmed&pubmedid=19119334>

Maternal vitamin B12 status and risk of neural tube defects in a population with high neural tube defect prevalence and no folic acid fortification. Molloy AM, et al. *Pediatrics*. 2009 Mar; 123(3):917-23.

OBJECTIVE: Folic acid fortification has reduced neural tube defect prevalence by 50% to 70%. It is unlikely that fortification levels will be increased to reduce neural tube defect prevalence further. Therefore, it is important to identify other modifiable risk factors. Vitamin B(12) is metabolically related to folate; moreover, previous studies have found low B(12) status in mothers of children affected by neural tube defect. Our objective was to quantify the effect of low B(12) status on neural tube defect risk in a high-prevalence, unfortified population. METHODS: We assessed pregnancy vitamin B(12) status concentrations in blood samples taken at an average of 15 weeks' gestation from 3 independent nested case-control groups of Irish women within population-based cohorts, at a time when vitamin supplementation or food fortification was rare. Group 1 blood samples were from 95 women during a neural tube defect-affected pregnancy and 265 control subjects. Group 2 included blood samples from 107 women who had a previous neural tube defect birth but whose current pregnancy was not affected and 414 control subjects. Group 3 samples were from 76 women during an affected pregnancy and 222 control subjects. RESULTS: Mothers of children affected by neural tube defect had significantly lower B(12) status. In all 3 groups those in the lowest B(12) quartiles, compared with the highest, had between two and threefold higher adjusted odds ratios for being the mother of a child affected by neural tube defect. Pregnancy blood B(12) concentrations of <250 ng/L were associated with the highest risks. CONCLUSIONS: Deficient or inadequate maternal vitamin B(12) status is associated with a significantly increased risk for neural tube defects. We suggest that women have vitamin B(12) levels of >300 ng/L (221 pmol/L) before becoming pregnant. Improving B(12) status beyond this level may afford a further reduction in risk, but this is uncertain.

Parenting and social functioning of children with and without cerebral palsy. Cunningham SD, Warschausky S, Thomas PD. *Rehabilitation Psychology*, 2009; 54(1):109-15.

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Early Childhood Report - March 2009

Early CHILDHOOD Report

Children With Special Needs & Their Families

VOLUME 20, ISSUE 3

MARCH 2009

LEGAL SPOTLIGHT

YOU BE THE JUDGE

Does lack of SEIT services make inclusion class inappropriate? **Page 2**

WASHINGTON WATCH

Stimulus funds may help early childhood programs break even in face of state deficits. The package includes \$500 million for IDEA Part C and \$2.1 billion for Head Start and Early Head Start. **Page 3**

DECISIONS & GUIDANCE

Read recent judicial rulings and SEA decisions, including a case involving parents' failed bid for an independent educational evaluation. **Pages 10-12**

Part C Primer

Proposed IDEA Part C Section 303.16(c)(2) would be clarified by adding the following examples of devices that are necessary to control or treat a medical condition: heart monitors; respirators and oxygen; and gastrointestinal feeding tubes and pumps. ■

COVER STORY

Avoid evaluation 'landmines' by communicating with parents about delays

There is nothing in the IDEA that says one disability has a priority over another. But with the urgency surrounding early intervention for students with autism, you likely will clash with parents over delays in evaluations. Consider what you can do if you know an evaluation is going to be delayed to ensure you avoid denying FAPE to a child who may have autism. Offering a child supports in general education, working closely with parents to obtain background information, and planning ahead for summer evaluations can help stave off parent anxiety and prevent due process complaints. **Full story, page 4.**

Plan ahead

Find out how you can head off disputes with parents over impending evaluation delays by involving them in gathering background information on their child. **Page 4**

HIGHLIGHTS

Clarify rights to specific services for transfer students

Find out why you should review the meaning of "comparable" services under the IDEA when faced with a young transfer student. **Page 5**

Confirm need for AT to receive educational benefit

Learn ways to determine when you should consider a device medical as opposed to assistive technology covered under the IDEA. **Page 6**

Address children's needs in after-school programs

Beware of confusing IDEA and Section 504 requirements when parents request specialized services for their child to participate in an after-school program. **Page 7**

Eye on Autism: Curb bullying with peer network

Discover ways you can prevent the harassment of children with Asperger syndrome by teaching them social cues and enlisting peers for a protective network. **Page 8**

Discuss training, discipline to avoid autism disputes

Find out how you can ward off due process complaints from parents of children with autism by discussing your staff's training and disciplinary policies. **Page 9**

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Young Exceptional Children - March 2009

Young Exceptional Children

Volume 12 Number 2 March 2009

Young Exceptional Children is a peer-reviewed publication produced by the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC), designed for teachers, early care and education personnel, administrators, therapists, family members, and others who work with or on behalf of children from birth through 8 years of age who have identified disabilities, developmental delays, are gifted/talented, or are at risk for future developmental problems. *Young Exceptional Children* is published four times per year and serves as a practitioner's journal and as a complement to the DEC's *Journal of Early Intervention*, as well as the major source of printed communication between DEC and its membership.

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Zero to Three - January 2009

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