ABSTRACT

The bibliography lists approximately 550 print materials and 26 film and video tapes relevant to the education of deaf blind children and adults. It is explained that materials listed include books, pamphlets, articles and unpublished papers available from the Research Library of Perkins School for the Blind. Materials are listed for the following major areas: programs and services, training and education of children and youths, the adult deaf blind, conference proceedings, newsletters, films and video tapes (with descriptive summaries), bibliographies, and the multiply handicapped deaf and blind. Subtopics include programs and services in the U.S. and other countries; general articles on education, philosophical bases, early childhood education, movement, communication and language development, classroom curriculum and educational methods, psychosocial development, recreation and physical education, instructional media, curriculum and methods of training severely injured and nonverbal children; after school care for the multiply handicapped deaf blind, communication, mobility, vocational planning and rehabilitation, national planning for deaf blind adults, adult case studies and personal experiences; and the National Association for Deaf Blind and Rebella Children (in England). Also provided are approximately 40 sources of information in Europe and the U.S. as well as an author index. (DB)

Perkins Research Library and Evaluation Service, Department for Deaf-Blind Children

Perkins School for the Blind
Watertown, Mass. 02172

August 1972
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Throughout the many years of service to children with very special needs at Perkins and, particularly, during the years since the 1964 rubella epidemic with the subsequent development of federally organized coordination of services to children described under the educational classification of deaf-blind, children with a wide range of multi-disabilities have been served in programs for deaf-blind children. Generally speaking those multi-disabilities are best described in comprehensive terms as either (1) deaf-blindness or (2) communication disorders with sensory impairments: these children are "the deaf-blind".

What follows is a selected bibliography of materials - books, pamphlets, articles and unpublished papers - available in the Research Library of Perkins School for the Blind. Each item has been chosen for inclusion here either because it pertains directly to the deaf-blind, to their education as children and their lives as adults, or because it is importantly related in some way to major concerns in the field of deaf-blindness. The bibliography is intended on the one hand to reflect the current excitement in this area of special education and to give an idea of the large number of inquiring, thoughtfully experimental, recent approaches to the study of deaf-blindness, especially in diagnostics and educational evaluation and in planning for the more severely injured in the population; while on the other hand it is intended to bring together in one place a listing of source materials of proven usefulness to students of the field. The authors represented draw their expertise from widely varying experiences with the deaf-blind. Some are professionals, clinicians of diverse backgrounds and educational specialists, whose work is judged to be scientific or well-founded in university knowledge. Others are students, often equally professional, who are sincerely questioning or enthusiastically advocating one or another approach. Others are parents, who write out of their day to day experience of loving, and coping with a handicapped child. Still others are adults who are themselves deaf-blind.

To help the user of this bibliography turn at once to material in an area of interest, a work has been assigned to a topic category thought to be most descriptive of its content or most directly able to convey its relevance to the field. In many cases assignments are somewhat arbitrary - since most longer works touch upon several areas of special concern - and so, to an extent, cross references have been suggested at the conclusion of a category listing.

The user may be surprised to notice an absence of some topic categories whose inclusion may have been expected and a very limited number of references in others. It is an advantage of a topical listing that it points up areas where relatively little has been put into print, and it is anticipated that exposing such gaps will stimulate the production of particular types of needed material, where knowledge exists, and perhaps suggest new relationships between areas of investigation to the educational researcher. The listing is open-ended, and the second edition looks forward to sub-division of present categories and the addition of new topics. Recommendations concerning the inclusion of relevant material currently available but here omitted, as well as that of new work as it appears, will be welcomed. It is hoped, in fact, that with the continuing help of users, a biannual updating of the bibliography can take place.
Single copies of materials available only through Perkins Research Library will be sent gladly on request, at a minimum charge to cover duplicating and mailing; users of the bibliography are asked, however, to order all other materials directly from the publishers cited. It has proved impossible in the past for the school library staff to meet the demand for copies of reference materials in quantity and, unfortunately, it can be foreseen that the library will not be able to offer a general duplicating service except in the case of individual requests for materials not obtainable in any other way.

Ken Stuckey, Librarian, Perkins Research Library

Nan Robbins, Diagnostician, Evaluation Service, Department for Deaf-Blind Children

Jane Elioseff, Diagnostician, Evaluation Service, Department for Deaf-Blind Children

Lara Browne, Secretarial Assistant, Bibliography Project

Typing assistance:

Bernice Levine
Alice Mavisakalian
Helen Seale
Jan Vernacchio
Nancy Yachimski


See also Medical management and child health: Other syndromes - Aural habilitation - Leuw, Lieke de. An auditory approach.
Intervention during infancy *


Parents: parent associations


* See also:

Education: Early Childhood Education:
- Freeman, P. Communication method with the very young deaf-blind child.

Education: Movement:
- Hughes, Nancy. Developmental physiotherapy for mentally handicapped babies.
Principles and practices in parent education


See Also: Parents: Intervention during infancy:
Freeman. P. Earliest communication of a deaf-blind child.
Training and education: Philosophical
Hatlen, P. Are we honest with parents?

Literature for parents: *


*Exceptional Parent* (practical guidance for the parents of exceptional children). Klebanoff, Lewis; Klein, Stanley; and Schleifer, Maxwell, (Editors). Published every two months. Boston, Mass.; P.O. Box 101, Back Bay Annex.


*See also:
Adult Deaf-Blind: Brock, B. Present needs of school-leavers and their parents.
Newsletter for parents. National Association for Deaf-Blind and Rubella Children.  
61 Senneleys Park Road, Northfield, Birmingham 31, England.


Experiences of parents:


THE FAMILY


TEACHERS

The teacher's position**

Abel, Georgie Lee; and others. Counseling process and the teacher of children with multiple handicaps. Summer Institute Report held at San Francisco State College, August 1968. 91 pp.

*See also: Brock, Margaret
Freeman, Peggy
Mouchka, Susan

**See also: Population:
Robbins, N. An Orientation to the Educational Problem.


Teacher preparation


**CHILD CARE PERSONNEL**

Bensberg, Gerard; Barnett, Charles; and Hurder, William. *Training of attendant personnel in residential facilities for the mentally retarded.* Mental Retardation (Published by American Association on Mental Deficiency); Vol. 2, No. 3, June 1964. pp. 144-154.


**PUBLIC EDUCATION**


MEDICAL/NEUROLOGICAL MANAGEMENT AND CONCERNS


**RUBELLA SYNDROME**


Crocker, Alan. Rubella study, conducted by the Boston Children's Hospital. 1968. (Mimeo). 5 pp.


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See also:

Population:


———. Rubella: Medical aspects. Paper presented to the University of Texas Special Education 374.3 Education of Multi-Impaired Visually Handicapped Children, held at Callier Hearing and Speech Center, Dallas, Texas. August 19, 1971. 10 pp.


**OTHER SYNDROMES**


*See also:
The Senses:
Vision; Ophthalmological:
  Kaplan, Max. The role of the ophthalmologist.

Hearing; Medical and general audiological:
  Bergstrom, L. The ear specialist's role.

Primary Sense: touch; tactile aids;
  Schulte, Klaus. Acoustic-vibratory communication-aid for deaf-blind dysmelia (thalidomide) children.


**PREVENTION***


* See also: Medical/Neurological Management: Other Syndromes. Robbins and Elioseff. Deafness and retinitis pigmentosa.
Vision: ophthalmological


Vision: measurement


——; & ———. Systematic study of visual stimulus sensitivity in deaf-blind retarded children: A report. 1971. 15 pp. (Obtain from Author, Department of Psychology, University of Hartford, Connecticut.)

Knight, Marcia; et al. Gross visual tracking in deaf-blind retarded preschool children. *Summary of submitted paper, Boston; Eastern Psychological Association; 1972.* 5 pp. (Obtain from Bernard Friedlander, Department of Psychology, University of Hartford, Connecticut.)


Vision: refraction and visual aids


Vision: educational effects of visual impairments *


Edmonds, Elizabeth; & Van Arnam, Elizabeth. Study of the visual behavior of rubella children. (The purpose of this paper is to investigate the light gazing behavior of visually handicapped rubella children and to compare this behavior with light gazing practices of visually handicapped non-rubella children.) Boston University Teacher Training Class 1964-65; Perkins School for the Blind, 1965. (Typed). 45 pp.


* See also:
Medical-Ed. Management: Other Syndromes-
Robbins and Elioseff. Retinitis pigmentosa.
Hearing: medical and general audiological commentary


Hearing: special techniques for and problems in measurement


Litynsky, Mark; and others. Operant technique for the assessment of absolute auditory thresholds for deaf-blind children. *San Francisco Hearing and Speech Center* No. 22, 1970 10 pp. (Obtain from San Francisco Hearing and Speech Center, Clay Street, San Francisco, California.)


Hearing: aural habilitation and amplification


Leuw, Lieke de. An auditory approach to the auditorily-visually impaired child with emphasis on the young rubella child (the theory behind the approach and a description of the initial aspects of a "music" program.) Boston College Teacher Training Class paper, 1968. (Typed). (Department for Deaf-Blind Children, Institute for the Deaf, St. Michielsgestel, Holland).


Sensory training aids for the hearing impaired. *Proceedings of a Conference*. Subcommittee on Sensory Aids, Committee on the Interplay of Engineering with Biology and Medicine, National Academy of Engineering, held at Tidewater Inn, Easton, Maryland, November 15-17, 1970 129 pp. (Obtain from A. G. Bell Association for the Deaf).

* See also:

  Hearing: special techniques for or problems in measurement
Touch: general


Touch: assessment of function*


Touch: habilitation techniques or methods**


* See also:
Educational evaluation:

** See also:
Education: Communication & Language Development: Vivian, Rose; The Tadoma Method.
Gille, Nancy. Effect of various avenues of sensory input.
Stelling and Pomije. Can vibration be used to supplement lip reading?
Education: Music and movement:
Van Dijk, Jan. Rationale for communication.
Motor development in the education of deaf-blind children.
Touch: tactile aids to communication *


* See also:
Adult Deaf-Blind: Tactile appliances for communication.


Burroughs, Judy, and Weiss, Ira. Profile of diagnostic information designed to describe the individual learner. Dallas, Texas: Callier Speech and Hearing Center. (Unpublished). Paper submitted for publication to: Exceptional Children, 17+ pp.


Donlon, Ed. (Administrator). Experimental diagnostic-treatment program for deaf-blind children at Syracuse University in cooperation with American Foundation for the Blind. Summer 1961. (This report is a working document; distribution is restricted to qualified professionals. It is suggested that interested persons inquire directly of Dr. Ed. Donlon, Center for the Development of Blind Children, Syracuse University.)

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Wiggin, Martha. Use of certain items from the Cattell Intelligence Scale for Infants and Young Children with the deaf-blind children. Submitted in partial fulfillment of the requirements for the Degree of Master of Education, Boston University, 1960. 73 pp.


See also: Population:
Robbins, N. & Stenquist, G. The deaf-blind rubella child.
See also:

Medical/Neurological Management and Concerns: Neurology:
Denhoff and Langdan. Cerebral Dysfunction: a treatment program for young children.

Medical: Other syndromes:
Robbins and Elioseff: Deafness and Retinitis Pigmentosa
Programs: U.S.: General Descriptions


Programs: U.S.: Considerations in program development


Guldager, Lars. A macro-solution to special education. Accepted manuscript for publication by New Outlook for Winter 1973.


Programs: U.S.: National plan for service

Area Services: Annual reports, special conference reports, literature available within each region and information pertaining to the regions are available from each of the Regional Area Coordinating Agencies for Services to Deaf-Blind Children. (See Primary Sources of Information).


OTHER COUNTRIES


See also: Europe: Sources of Information:

Africa:


See also: Bosch
Australia:


New Zealand:


Canada:

Europe:


Finland:

France:
Jamaica:


Japan:


See also: Umezu, Hachizo.

Middle-east: Israel:


Netherlands:


See also: Van Dijk.
Liew.

Norway:


Russia: See Mescheriakov.
South America:


Sweden:


Switzerland:


United Kingdom:


See also:

Brock, Margaret
Shields, Joan
Freeman, Peggy
Freeman, Ann

West Germany:


TRAINING AND EDUCATION OF CHILDREN AND YOUTH
GENERAL ARTICLES


**PHILOSOPHICAL BASES**


EARLY CHILDHOOD EDUCATION


See also: Program and Service Descriptions: U.S.
Caputo, K.
Ceriotti, M.
Cochran, W.
Cornacchia, T.
Kauffman, Janet
Malone, Theresa
Pratt, Edith
Walker, Roger

Parent, Family and Adult Community: Parent Education: Movement--
Gallaway, Anne. Sensory awareness for the pre-school deaf-blind child through orientation and mobility.
Movement: as an educational base


Movement: physiotherapy


Movement: mobility


Galloway, Anne. Sensory awareness for the pre-school deaf-blind child through orientation and mobility instruction. *A Close Look At... East San Gabriel Valley School for Multi-Handicapped Children; Azusa, California, April 1971.* pp. 29-55.


**Movement: music, rhythm and dance**


See also: Education: Aural rehabilitation
Leuw, Lieke
Communication development


Mescheriakov, A. I. Initial teaching and development of the deaf and blind and mute child. Southern Regional Review, March 1968. pp. 1-7. (This paper is one of two lectures prepared by Professor Mescheriakov, Principal of the Academy of Pedagogical Sciences, Institute of Defectology, Moscow for presentation at the SRAÐ Deaf-Blind Study Week-end held at Sussex University, August 1967.)

Dijk, Jan van. Movement and communication with rubella children. Talk given at the Annual General Meeting of the National Association for Deaf-Blind and Rubella Children (England), May 6, 1968. 6 pp.


See also: Education: Curriculum and methods of training for non-verbal children and youths:
               Southwell, John

See also: Education: Movement
              Educational Evaluation:

          Education: Early childhood:
                                          Johnson, C. Pre-school period for visually oriented, hearing-impaired children.

Language development


Speech: general


See also: Rationale for...Communication and Language Development: Communication Development:

Rutter, et al. A developmental and treatment approach to...autistic children.
Speech: Tadoma Method (vibration technique or tactual speech reading)


See also: The Senses: Touch
Medical - educ. management: Other Syndromes - Robbins and Elioseff. Retinitis pigmentosa...
Films and Videos: text accompanying video on Leonard Dowdy.

Manual communication


Talkington, Larry W.; & Hall, Sylvia M. A manual communication system for deaf retarded (a basic vocabulary of signs presented in pictures with verbal descriptions). Austin, Texas: Austin State School, P.O. Box 1269; n.d. pp. 108.

CLASSROOM CURRICULUM AND EDUCATIONAL METHODS


(Author Unknown) Miss Sullivan's methods: a comparison between her reports to Perkins Institution and the statements made in Helen Keller's "Story of My Life". (typed). N.D. pp. 171.
Module 10

PSYCHOSOCIAL DEVELOPMENT


See also: Education: recreation and physical education:

Klein, Mary.

Population:

Chess, S. et al. Psychiatric disorders.....
RECREATION AND PHYSICAL EDUCATION


INSTRUCTIONAL MEDIA

Audio-visual aids


See also: Educational evaluation:


Films and Video-tapes.
CURRICULUM AND METHODS
OF TRAINING: for severely injured, non-verbal children and youths.


Lawrence, et al. Application of operant techniques to the testing and training of post-rubella children. San Francisco: 1967. 24 pp. (Obtain from San Francisco Hearing and Speech Center, Pacific Medical Center, San Francisco.)


See also: Training and Education: Early childhood education.
Movement.
The Senses; hearing; aural habilitation:
Leuw, Lieke. An auditory approach....
Training and Education: Language development.
Bricker and Bricker. A program of language training for severely language handicapped children.
AFTERCARE: for the more multi-handicapped deaf-blind


General communication methods


New York Telephone. Sensicall set. New York: New York Telephone, 1966. 5 pp. (This set helps the deaf, the deaf-blind and those who cannot speak to use the telephone.)


See also: Medical/Neurological management: Other syndromes: Robbins and Elioiseff. Deafness and Retinitis Pigmentosa.

Tactile appliances for communication


See also: The senses: touch: tactile aids to communication.


**VOCATIONAL PLANNING AND REHABILITATION**


Industrial Home for the Blind. Rehabilitation of deaf-blind persons:

  v.1. - Manual for professional workers
  v.2. - Communication--a key to service
  v.3. - Report of medical studies
  v.4. - Report of psychological studies
  v.5. - Studies in the vocational adjustment

Jordan, Sidney. Deaf-blind: a clarification. Perceptual and Motor Skills, 1964;18, pp. 503-504. (Attention is drawn to the difference in behavior of the deaf person who later becomes blind and the blind person who later becomes deaf.)


Touch of your hand. Light: 41:1; Spring 1969. pp. 3-9. (Problems of training the deaf-blind.)


See also: Medical: rubella syndrome:
Menser, M. et al. 25 Year Follow-up of Maternal Rubella.

NATIONAL PLANNING FOR DEAF-BLIND ADULTS AND YOUTHS


ADULT CASE STUDIES AND PERSONAL EXPERIENCES

Bridgman, Laura:

Elliot, Maude Howe. Laura Bridgman - Dr. Howe's famous pupil and what he taught her. Boston: Little, Brown, 1903.

Howe, Samuel Gridley. Education of Laura Bridgman: reprint from Annual Reports of Perkins Institution with added memoranda and an account of Laura's death and funeral. 233 pp.
Brown, Mae:


Coker, Jackie:
Field, Dorothy. Light in a dark world. American Weekly, August 20, 1961. pp. 4-7. (After graduating from college, Miss Coker is now a home-teacher-counselor for the blind in California.)


Crane, Charlie:

Dowdy, Leonard:


See also: Films and Video tapes.

Hentz, Emmie:

Keller, Helen:


Liston, Jess:

Murphy, Jack:

Sculthorpe, Arthur:

Siefert, Helen:

Skorohodova, O.J. (deaf-blind):
How I perceive, imagine, and understand the world about me. Moscow: Pedagogika, 1972. 446 pp. (In Russian).

Smithdas, Robert:


Thomas, Wally:


Hatlen, Philip, ed. *Effects of pre-school services for deaf-blind children.* *Proceedings of the Special Study Institute held at the Canterbury Hotel, San Francisco, June 16-20, 1968.* 331 pp. (Obtain from San Francisco State College, Department of Special Education.)


1974: (To be held in England).

NATIONAL ASSOCIATION:

ENGLAND


Children of the Silent Night. Perkins School for the Blind, Watertown, Mass. A six page newsletter, published 3 to 4 times a year, containing items of interest from field of education of the deaf-blind; of national scope but with emphasis on Perkins news items.


Helping Hands. Newsletter of the Central Regional Centers and Services for Deaf-Blind Children.

Lantern. Perkins School for the Blind, Watertown, Mass. A small publication, published 3 times a year, containing news of the school, editorials and papers by Perkins Staff Members.


Newsletter. Southeast Regional Center for Deaf-Blind Children, Talladega, Alabama.


Washington Report. American Foundation for the Blind. Published bimonthly by the American Foundation for the Blind to report Congressional activity on legislation affecting blind persons and those who work with blind persons, as well as the action of the federal agencies administering related programs.
27 minutes. 16 mm; sound; color.


27 minutes; 16 mm; color; sound.

This is a documentary film showing the methods used in the deaf-blind department at the time the film was made. The film centers on six-year-old Debbie who is blind with limited hearing. Taken over several months, we see the patient struggle as Debbie and her teacher work toward speech using the Tadoma method (vibration technique). The film also shows a variety of techniques being used with other children. At the time the film was made, most of the deaf-blind children in the department were much like Debbie in the film. The methods shown in the film are still the procedures being used with this type of child. This film is of interest to both professional and lay audiences as it is both a historical record of the deaf-blind children at the time the film was made as well as showing attitudes toward the deaf-blind which are just as true today as when the film was made. Can be borrowed free from: Campbell Films, Academy Avenue, Saxtons River, Vermont 05154.

30 minutes; 16 mm; color; sound. 1964.

Demonstrates methods of communicating with adult deaf-blind persons most of whom have become adventitiously deaf-blind.

16 mm; color; sound.

Debbie is totally blind, due to retrolental fibroplasia, and severely hearing impaired since birth. She is about 8 or 9 years old in the film, and a student in the Department of Deaf-Blind Children at Vancouver. She is educable and is followed in the film through the ordinary day including classes and activities of daily living.


Techniques of evaluation by Dr. Ladislav Fisch, Heston Audiology Clinic, England and the approaches to instruction at St. Michielsgestel.

Education of the Deaf-Blind at Institute Voor Doven, St. Michielsgestel, Netherlands. 16 mm; black/white; no sound. 1965.

Visually outlines Dr. van Dijk's theory of stages in the education of deaf-blind children with strong emphasis on co-active movement and child's movement in the world as the base of education, and moving hence through imitation of movement, gestures, picture communication, and finally to speech. Can be borrowed from Perkins School for the Blind, Watertown, Mass., free of charge.
Gayle: a documentary film by Terrance Hickey, a student at Boston University.  
1966. 30 minutes; 16 mm; black/white; sound.

In the film Gayle is 23 years old. She communicates via the Tadoma Method (vibration technique) which she learned during her education in the Department of Deaf-Blind Children at Perkins. Gayle became progressively deaf-blind, being totally blind within the first two years of life and essentially severely deaf at about 7 to 8 years. She is of average intelligence and completed a full high school program in the School for the Blind with the aid of a tutor-interpreter. This film may be borrowed from Perkins School for the Blind.

The Key: Story of Laura Bridgman. Shown on the CBS Television network show Telephone Time. 16 mm; black/white; sound. This copy can only be shown at Perkins. 1956.

Laura became totally deaf and blind as a result of meningitis in her early years. She was the first deaf-blind student to be educated at Perkins and in the U. S. This was in the early 1800’s. The film presents the highlights of her education.

Legacy of Anne Sullivan. Perkins School for the Blind, Watertown, Mass., and The Industrial Home for the Blind, Brooklyn, New York. 29 minutes; 16 mm; color; sound. 1968.

This is a five-part film which covers: 1) Helen Keller and Anne Sullivan; 2) The program in the Perkins Deaf-Blind Department, 1967-68; 3) The program of rehabilitation of deaf-blind adults at The Industrial Home for the Blind; 4) The Anne Sullivan Centennial celebration in Washington in April 1966; 5) Brief synopsis of the lives of eight successful deaf-blind men and women who were awarded Anne Sullivan Gold Medals at her Centennial. This film is useful both for public education and for professionals as an introduction to work with both deaf-blind children and adults. Can be borrowed free from: Campbell Films, Academy Avenue, Saxtons River, Vermont 05154.

Lois. Mass. Department of Public Health, Director of Mental Retardation, 190 Portland Street, Boston, Mass. 60 minutes; super 8 mm; 400 ft. reel; color; no sound.

Lois is a young developmentally retarded, multihandicapped, post-rubella child who is visually impaired but not blind and has some residual hearing. The film follows her behavior over a long period of time. The film is geared to professional audiences interested in a rather detailed description of the daily behavior of such a child. It can be borrowed from the Department of Public Health.

Miracle Worker. CBS television; Playhouse 90. 1957. 3 reels; 16 mm; black/white; sound. This copy can only be shown at Perkins.

A film of the play built on the story of the early education of Helen Keller by Anne Sullivan.

Mentally retarded, cerebral palsied, dysmelia, deaf-blind and emotionally disturbed deaf children in Sweden, Germany, the Netherlands, and England.

Robert Smithdas. A film interview with Mr. Smithdas shown on the NCB network program Today Show. 1967. 16 mm; color; sound. (Not for loan).

Robert Smithdas is an extremely capable, adventitiously injured, deaf-blind adult who uses the Tadoma Method (vibration technique) as one means of communication.

Social Training of the Young Deaf-Blind Children. National Association for Deaf-Blind and Rubella Children, England. 1967. 16 mm; color; sound.

A good basic film describing the elements of early "education" for very young deaf-blind children and giving practical ideas; excellent for student teachers, parents and others interested in a practical approach to the preschool period. Address inquiries for rental to: Mrs. J. Hills, National Association for Rubella and Deaf-Blind Children, 61 Senneleys Park Road, Birmingham, England. Can be loaned from Perkins.

Speech Instruction with a Deaf-Blind Pupil. Perkins School for the Blind, Watertown, Mass. 6 minutes; 16 mm; color; sound. 1967. 2-day rental - $5.00.

This film shows Mrs. Rose Vivian using the Tadoma method (vibration technique) with Chan Poh Lin, who is in her late teens. Lin became totally blind and very severely deaf at age 12 due to a febrile illness of some type. In the film they are working on speech correction of one word. This film shows the time and effort required to develop oral language as well as demonstrating the Tadoma method. Rental from: Campbell Films, Academy Avenue, Saxtons River, Vermont 05154.

Story of Chan Poh Lin. A film of the CBS network show: The Armstrong Circle Theatre Production. In two parts. 16 mm; black/white; sound. This copy can only be shown at Perkins. 1963.

A public education film describing the journey of Chan Poh Lin to the U.S. for education in the Department of Deaf-Blind Children at Perkins.
Callier Series: Sensory Stimulation. Area Centers for Services to Deaf-Blind Children; Callier Speech and Hearing Center; Dallas, Texas.

No. 1: 16 minutes;  
No. 2: 28 minutes;  
No. 3: 28 minutes;  
No. 4: 21 minutes;  
No. 5: 28 minutes; 

Sound with commentary, 1970. A copy can be obtained from the above agency by sending a 30 minute 1/2" black tape. Sony AV360.

This series demonstrates teaching techniques in sensory stimulation and early language introduction with both deaf-blind and language disordered children with sensory impairments.

Target audience: teachers.

Perkins Series: Demonstration of educational approaches to deaf-blind children and language disordered children with sensory impairments: video-tape for use on EIAJ 3/4" standard, such as Sony, AV 360; available for rental from Perkins School for the Blind:

(1) Conversational fingerspelling and imaginary play for language building. 30 minutes; sound, but no commentary. A short written text accompanies the film. May 1970. (Target audience: teachers; graduate students.)

A conversational approach to language development, via fingerspelling, with two 12 year old, congenital rubella children, Richie and Vickie, is illustrated.

(2) Lisa: the effectiveness of a conversational approach to oral language development with children whose sight and hearing are severely limited but whose language capability is intact. 30 minutes; sound, but no commentary. A short written text accompanies the film. May 1972.

Lisa has seriously impaired sight and hearing, stemming from effects associated with premature birth. Her major educational problems arise from impaired sensory acuity; therefore language development via sensory aids and natural language stimulation using conversational expansions is effective and relatively easy to facilitate.
Educational evaluation and individual planning for deaf-blind children and language disordered children with sensory impairments: video-tape for use on EIAJ ½" standard, such as Sony AV 360. Available for rental from Perkins School for the Blind:

1. **Anthony, Jaimi and Janie**: comparative behavior on test tasks in educational evaluation of children with auditory-visual impairments. 60 minutes; sound, but no commentary. A short written text accompanies this tape. October 1969.

   The tape presents comparative performances of three children with auditory-visual impairments and differing language disabilities on a set of test-tasks. The samples of communication behavior elicited in the process are of vital interest for individual program planning for children referred to as "deaf-blind".

   Target audience: psychologists and educational diagnosticians; graduate students.

2. **Sign-teaching as a diagnostic tool in educational evaluation of children with auditory-visual impairments.** 40 minutes; sound, but no commentary. A short test accompanies the tape. March 1969.

   The differing response levels of six, pre-school, congenital rubella children to a semi-standardized presentation of a single manual sign available to them as a possible communication tool in a highly motivating situation. This test situation samples communication behavior for the purpose of planning individual instructional programs for children.

   Target audience: teachers of deaf-blind and auditorily-visually impaired children; graduate students.

3. **Janny**: self-motivated exploratory behavior of a deaf-blind child. 20 minutes; sound, but no commentary. A written text accompanies the tape. April 1970.

   The tape records facets of the spontaneous behavior of deaf-blind child, 4 years, 2 months of age, illustrating behaviors which are observable, diagnostic and educationally predictive in "non-test" situations. The written text includes a full report of the educational evaluation made at the time of the development for congenitally deaf-blind children, Janny is presented for consideration and as a stimulus to comparative thought with reference to other deaf-blind children and multi-disabled children with auditory-visual impairments.

   Target audience: psychologists; educational diagnosticians; graduate students; educational diagnosticians.
(4) **Jennifer:** planning remediation for a severely language disordered blind child. 60 minutes; sound, but no commentary. A short written text accompanies the tape. November 1970; Spring 1972.

Jennifer is congenitally totally blind with acutely normal hearing, showing disordered language, disturbed affective responses and difficulties in motor planning. Her behavior at age 4-3 is recorded as the first section of the tape, a segment of an observational evaluation session; the second section, taken one and one-half years later, samples the types of activities and the interactional style in the environment in which she was involved during this period in a preschool program for deaf-blind children.

Target audience: psychologists; graduate students preparing as teachers of children with severe communication disorders; teachers of blind children with disordered oral language.

(5) **Leonard Dowdy:** a lecture presentation by a deaf-blind adult. 1 3/4 hours; sound; a written text accompanies the tape. 1970.

A personal story presented by Mr. Dowdy, who became totally blind and profoundly deaf at 19 months of age. His excellent articulation, oral language and tactual speechreading are well demonstrated in the tape as is his integrity as a strong and individual personality. The accompanying text presents in some detail particular characteristics bearing on learning in Leonard's case -- both as a child and as a maturing or learning adult.

Target audience: psychologists; teachers of deaf-blind children; graduate students in the field of education of deaf-blind children; linguists; teachers of deaf children; vocational counselors for deaf and deaf-blind persons.

**New Mexico Program for Deaf-Blind Children:** Programs for Children, 2600 Marble N.E., Albuquerque, New Mexico 87106.

(A) School program: Nursery group - 4 tapes; 15 min. each. Kindergarten group - 2 tapes; 7 min and 5 min. Pre-school group - 6 tapes; 2/60 min.; 4/15 min. Birthday Party - 15 min. tape. Demonstration Tapes, unedited - 2 tapes; 11 min. and 30 min.

(B) Program at Los Lunas Hospital and Training School - 3 tapes; 30 min. each.


Doctor, P.V. Multiple handicaps in the field of deafness. Exceptional Children; November 1959. pp. 156-158.


SOURCES OF INFORMATION:

Expansion of services to deaf-blind and multi-disabled children during the past several years has led to development of a multitude of programs and agencies in both Europe and the United States. The listing here includes only a very small number of those agencies, organizations, or schools - those which are perhaps, at present, most widely known or which can and do serve as general information centers re services to deaf-blind children and communication disordered children with sensory impairments.
AUSTRALIA

Department for Deaf-Blind Children
New South Wales School for the Blind
   Mr. Keith Watkins, Principal
   North Rocks Road
   North Rocks, N.S.W., Australia

EUROPE

Agencies:

American Foundation for Overseas Blind (Services to deaf-blind)
   Dr. Jeanne K. Kenmore, Director
   14 Bis Rue Daru
   75 Paris 8, France

   Harry Roberts, Associate Director
   22 West 17th Street
   New York City, New York 10011

Royal National Institute for the Blind
   Eric T. Boulton, Director-General
   224 Great Portland Street
   London, W.1., England

Organizations:

National Association for Deaf-Blind and Rubella Children
   Mrs. J. Hills
   61 Senneleys Park Road
   Northfield, Birmingham B31 1AE
   England

Major schools:

Department for Deaf-Blind Children
Condover Hall School for the Blind
   Miss Joan Shields
   Nr. Shrewsbury
   Shropshire, England

Institute of Defectology
   Mme. T. Vlasova, Director
   8 Popodinskay Street
   Moscow. G-117.
   U.S.S.R.
Department for Deaf-Blind and Aphasic Children
Instituut Voor Doven
Dr. Jan Van Dijk
AFO Rafael
Theerestraat 42
St. Michielsgestel, Neatherlands

Statens Tunghore-Og Doveskale (School for the Deaf)
Koolegievij 1, 9000
Aalborg, Denmark

UNITED STATES

United States: Education:

Coordinating agencies:

Robert Dantona, Coordinator
Centers and Services for Deaf-Blind Children
Bureau of Education for the Handicapped
Project Center Branch - Room 2036
Division of Educational Services
7th and D Streets S.W.
Washington, D.C. 20202

Dr. William A. Blea, Project Director
Southwestern Region Deaf-Blind Center
c/o Division of Special Education
California State Department of Education
721 Capitol Mall Room 124
Sacramento, California 95814

Dan Burns, Coordinator
Mid-Atlantic Regional Center for Deaf-Blind Children
Division for Exceptional Children
Department of Public Instruction
State of North Carolina
Raleigh, North Carolina 27605

Ronald Cyphers, Coordinator
Southeast Regional Center for Deaf-Blind Children
Alabama Institute for the Deaf and Blind
P.O. Box 268
Talladega, Alabama 35160

States Served

Arizona
California
Hawaii
Nevada
District of Columbia
Maryland
North Carolina
South Carolina
Virginia
West Virginia
Alabama
Florida
Georgia
Kentucky
Mississippi
Tennessee
Khogendra Das, Coordinator
Area Center for Services to Deaf-Blind Children
c/o The New York Institute for the Education of the Blind
999 Pelham Parkway
Bronx, New York 10469

Dr. Edwin K. Hammer, Coordinator
Area Centers for Services to Deaf-Blind Children
c/o Callier Hearing and Speech Center
1966 Inwood Road
Dallas, Texas 75235

William W. Keenan, Coordinator
The Central Regional Centers and Services for Deaf-Blind Children
c/o Minnesota Department of Public Welfare
Centennial Building
St. Paul, Minnesota 55101

John Ogden, Coordinator
Mountain-Plains Regional Center for Services to Deaf-Blind Children
1346 Lincoln Street
Denver, Colorado 80203

John B. Sinclair, Coordinator
New England Regional Center for Services to Deaf-Blind Children
c/o Perkins School for the Blind
175 North Beacon Street
Watertown, Massachusetts 02172

Paul Starkovich, Coordinator
Northwest Regional Center for Deaf-Blind Children
P.O. Box 1865
Vancouver, Washington 98663

A. Charles Weir, Coordinator
Midwest Regional Center for Services to Deaf-Blind Children
c/o Michigan State School for the Blind
715 Willow Street
Lansing, Michigan 48906
Residential schools with departments for deaf-blind children:

- **Alabama Institute for Deaf and Blind**
  Deaf-Blind Department
  202 Terry Street
  Talledega, Alabama 35160

- **California School for the Blind**
  Deaf-Blind Department
  3001 Derby Street
  Berkeley, California 94705

- **Colorado School for the Deaf and Blind**
  Kiowa and Institute
  Colorado Springs, Colorado 80903

- **Connecticut Institute for the Blind**
  Deaf-Blind Department
  Oak Hill School
  120 Holcomb Street
  Hartford, Connecticut 06112

- **Georgia Academy for the Blind**
  2895 Vineville Avenue
  Macon, Georgia 31204

- **Illinois Braille and Sight Saving School**
  Deaf-Blind Department
  658 East State School
  Jacksonville, Illinois 62650

- **Iowa Braille and Sight Saving School**
  1002 G Avenue
  Vinton, Iowa

- **Indiana School for the Blind**
  Deaf-Blind Department
  7725 North College Avenue
  Indianapolis, Indiana 46240

- **The Maryland School for the Blind**
  Deaf-Blind Department
  3501 Taylor Avenue
  Baltimore, Maryland 21236

- **Perkins School for the Blind**
  Department for Deaf-Blind Children
  175 North Beacon Street
  Watertown, Massachusetts 02172

- **Michigan School for the Blind**
  Deaf-Blind Department
  715 W. Willow Street
  Lansing, Michigan 48906

- **Minnesota Braille and Sight Saving School**
  Deaf-Blind Department
  Highway 298
  Fairbault, Minnesota 55021

- **New York Institute for the Education of the Blind**
  Deaf-Blind Department
  999 Pelham Parkway
  Bronx, New York 10469

- **Overbrook School for the Blind**
  Department for Deaf-Blind Children
  64th and Malvern Avenue
  Philadelphia, Pennsylvania 19151

- **Washington State School for the Blind**
  Deaf-Blind Department
  P.O. Box 1865
  Vancouver, Washington 98663

**United States: organizations:**

- **North American Committee on Services for Deaf-Blind Children and Youth**
  Mr. Harold C. Roberts, Secretary-Treasurer
  c/o American Foundation for the Blind
  15 West 16th Street
  New York, New York 10011
United States: programs for preparation of professional personnel:

Dr. Beverly Herzog, Institute Coordinator and Program Director, Multiple Handicaps
Oregon College of Education
Monmouth, Oregon 97361

Mrs. Lou Alonso, Program Director, Deaf-Blind
Department of Special Education
Michigan State University
East Lansing, Michigan 48823

Dr. Barbara Franklin, Program Director, Deaf-Blind
Department of Special Education
San Francisco State College
San Francisco, California 94132

Program Director, Deaf-Blind
Department of Special Education
George Peabody College
Nashville, Tennessee 37203

Mrs. Katherine Best, Program Director, Deaf-Blind
Department of Special Education
Boston College
Chestnut Hill, Massachusetts 02167

Miss Madge Leslie, Program Director, Deaf-Blind
Department of Special Education
Portland State University
Portland, Oregon 97207

Dr. William Myers
Department of Special Education
University of Texas
Austin, Texas 78712

United States: materials and literature:

Special materials and devices for the blind:
American Foundation for the Blind
15 West 16th Street
New York City, New York 10011

Large type and braille books:
American Printing House for the Blind
1839 Frankfort Avenue
Louisville 6, Kentucky
Literature pertaining to the deaf:
Alexander Graham Bell Association for the Deaf, Inc.
3417 Wolta Place, N.W.
Washington, D.C. 20007

United States: adult rehabilitation:

Industrial Home for the Blind
National Center for Deaf-Blind Youths and Adults

Peter Salmon
Director

Louis Bettica
Director of Services
195 5th Avenue
New Hyde Park, New York 11040
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