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ABSTRACT

This final report describes activities and accomplishments of a 4-year federally funded project to improve the capacity of state, regional, and local educational services to meet the needs of learners with deaf-blindness and their families throughout the state of Tennessee. The project provided individualized technical assistance and support to families and service providers so they could better identify, assess, plan for, and effectively instruct these learners as members of community-based heterogeneous environments. Specific activities of the project included: (1) establishment and maintenance of a deaf-blind census; (2) development of specific teacher competencies within the current Tennessee licensure areas needed to address the unique needs of learners with deaf-blindness; (3) training and technical assistance to improve the skills of professionals working with individuals with deaf-blindness; (4) development of a brochure and newsletter to assist with the dissemination of information; and (5) infusion of family and consumer participation into project activities. Individual sections of this report describe the project's purpose, goals and objectives, accomplishments, outcomes, problems, and impact. Appendices include need surveys, project publications, and evaluation forms. (CR)

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ED 437 798

Services to Children with Deaf-Blindness in Tennessee

The Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments (Project TREDS)

FINAL REPORT

State and Multi-State Projects for Children with Deaf-Blindness
U.S. Department of Education
Grant Number: HO25A50048-96
CFDA: 84.025A

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Tennessee Outreach Project for Children and Youth Experiencing
Dual Sensory Impairments (TREDS)

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III. EXECUTIVE SUMMARY

The Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments (TREDS) was designed to improve the capacity of state, regional, and local educational services to meet the needs of learners with deaf-blindness and their families throughout the state of Tennessee. This project responded to the federal priority that supported state and multi-state projects to provide technical assistance to public and private agencies, institutions, and organizations providing early intervention, educational, transitional, vocational, early identification, and related services to children with deaf-blindness (i.e., 84.025A). Since the state of Tennessee mandates services for individuals with special needs from the ages of birth through 21, no direct services were provided. Specifically, the project responded to the need for greater awareness of, identification of, and knowledge of how to plan for learners with deaf-blindness in the state. To accomplish this purpose, TREDS provided individualized technical assistance and support to families and service providers so that they could better identify, assess, plan for and effectively instruct these learners as members of community based heterogeneous environments.

IV. DESCRIPTION OF PROJECT

The first goal of the project was to enhance awareness of individuals with deaf-blindness across the state while simultaneously highlighting the importance of not developing unique special programs for this population in isolation of other services for learners with and without disabilities within the state. Thus a major expected outcome was the infusion of information, adaptations, and accommodations related to learners with deaf-blindness into the networks, groups, and agencies that are advocating and working for quality educational, vocational, and early intervention services for all infants, toddlers, children and youth with disabilities. The primary strategy to accomplish this objective was to implement collaborative technical assistance through an accelerating level of collaboration. The levels of "Information Sharing, Calendar Coordination, Events Coordination, Activities Collaboration, and Strategy Collaboration" were implemented across groups and agencies as appropriate given the individual missions and scope of each group. As our collaborative efforts with individual groups evolved, the collaboration moved through accelerating levels or focused on activities within only one or two of the levels.

The second goal of the project was to improve the skills of professionals working with individuals with deaf-blindness. These skills lead to quality practices such that individual service and educational programs should reflect current research findings and exemplary practices. To meet this end, a model of quality practices

was developed. This model was based on the Tennessee teacher licensure standards for special education, a competency-based model. It was proposed that specific content, knowledge, and skills, would be embedded into the competencies across the five licensure areas (i.e., mild disabilities, moderate and severe disabilities, vision, hearing, and early childhood) to reflect the additional skills required to appropriately meet the needs of a learner with deaf-blindness as a member of one of these groups. Extensive work was done to embed the Competencies for Teachers of Learners Who are Deafblind into the competencies for the licensure areas. However, the Tennessee State Department of Education was not ready to update their licensure standards at this time. (See Section VII for additional discussion.)

Specific training and dissemination of skills for working with individuals with deaf-blindness was provided using a multi-level process that reflected individualized accommodations for adult learning and the change process. Strategies included hosting workshops across the three regions of the state, establishing links with annual workshops and conferences, and providing onsite individualized technical assistance. While this goal was directed specifically toward professionals, efforts were made to involve families and consumers as planners, presenters, and/or participants.

The final major goal of the project was to enhance family and consumer input into all levels of the project. The project staff recognized and strongly upheld the family's role as key to a child's optimal development. Further, the belief that

practices be enhanced by consumers was reflected in this objective. Thus, a major focus of this goal was assuring that project activities including interagency collaboration, information dissemination, material development and training activities were planned and implemented with input and guidance from family members and consumers. In addition, the provision of onsite, individualized technical assistance to learners with deaf-blindness and their families was provided upon request. Strategies implemented to accomplish this task included having a parent as the coordinator of family and consumer services, active linking with parent groups across the state, providing individualized technical assistance and information directly to families upon request, and designing and conducting a needs assessment to better determine and meet family needs.

V. CONTEXT

The Tennessee Department of Education (TDOE) submitted this proposal to respond to the needs of infants, toddlers, children and youth with deaf-blindness and their families in the state of Tennessee. In the Spring of 1992, the Division of Special Education of the TDOE (as the current recipient of the Section 622 funds), in consultation with the TRACES project, determined that the activities and goals supported by these funds could more effectively be completed through a collaborative contract. Peabody College of Vanderbilt University was selected as the contract site because of the expertise in current research and exemplary practices in the area of learners with deaf-blindness and other multiple disabilities. Project TREDS housed at Peabody College of Vanderbilt University has served in the role as primary contractor for the program from October 1, 1992 to the present in

collaboration with the TDOE, Division of Special Education. The Division of Special Education is committed to continue to provide services to learners with deaf-blindness through Parts B and C of the Individuals with Disabilities Education Act (IDEA), and to enhance services through the project in collaboration with Vanderbilt staff. It is important to note that there were some staff changes throughout the course of this grant which included two staff members reducing their time to 30 hours per week rather than 40 hours. Additionally, both original project directors left the project over the course of the grant. It is within this history and context that services were provided.

A site visit was conducted on August 29-30, 1996 with Karen Goehl, Director of the Indiana Deafblind Project, and Stephanie MacFarland, Coordinator of the Teacher Preparation Program in Severe and Multiple Disabilities at the University of Arizona. This site visit consisted of a very positive on-site project review and technical assistance. Recommendations from this site visit influenced the work of TREDS during the remainder of the grant cycle.

Project TREDS also received consultation from Robbie Blaha with the Texas Deafblind Project on August 18, 1998. The Tennessee Department of Education recently established regional resource centers across the state. Robbie had experience with similar centers in Texas, so much of her consultation focused on how best to collaborate with the Tennessee resource centers. She also provided the staff with other valuable information as well as recommendations that influenced the course of the grant.

The National Technical Assistance Consortium (NTAC) facilitated three stakeholders meetings within the state of Tennessee. They were held September 22, 1997, November 4, 1997, and March 24, 1998. These stakeholders meetings resulted in the

development of a Technical Assistance Plan for Tennessee. This plan highlighted three long-term priority needs for Tennessee: (1) coordination and collaboration, (2) personnel preparation, and (3) training. This plan influenced the remainder of the grant cycle and provided ongoing, long-term goals for the state in the new grant cycle.

Over the past four years TREDS has worked hard to increase public awareness. The project has used traditional public awareness activities such as mailings, short informational presentations to a variety of audiences, poster presentations, brochure distribution, project newsletters, and ongoing efforts around maintenance of the deaf-blind census. Additionally TREDS has increased its level of interagency collaboration in an attempt to infuse information, adaptations, and accommodations related to learners with deaf-blindness into the networks, groups, and agencies that are advocating and working for quality educational, vocational and early intervention services for all learners with disabilities.

TREDS also had a training and technical assistance focus. Competencies developed by the Perkins National Deafblind Training Project have been infused into the current teacher competencies in Tennessee. Specific training and technical assistance has been provided to improve the skills of professionals working with individuals with deaf-blindness.

Over the past four years TREDS sought enhanced family and consumer input into all levels of the project. Participation by families and consumers as co-presenters, inclusion of information written by families into the newsletter, and facilitation of families and consumers in collaborative planning efforts were among the strategies used to increase the input of families and consumers.

During this grant cycle, TREDS directly responded to the critical needs previously identified in Tennessee for infants, toddlers, children, and youth with deaf-blindness. These learners had been under-identified and under-served for many years. While there were many systems change initiatives for the general populations of persons with disabilities in Tennessee, none were available to address the particular needs of students with deaf-blindness. There was a critical need to coordinate these efforts, such that "special" programs were not developed for this population in isolation of other efforts. TREDS focused on the infusion of information, adaptations, and accommodations related to learners with deaf-blindness into the existing networks in Tennessee.

The systems change portion of this project focused on the belief that learners with deaf-blindness were more like other students with disabilities and non-disabled students than they were different. Learners with deaf-blindness traditionally were educated in segregated and specialized environments (Downing & Eichinger, 1990). These learners, however, possess many of the same characteristics as other learners with severe disabilities who have been successfully integrated into regular schools and classes (Ford & Davern, 1989). Instead of developing completely unique programs for students with deaf-blindness according to their most apparent weaknesses and limitations, the TREDS staff believed that these learners could benefit from shared learning environments (cross categorical). TREDS recognized the unique learning needs of learners labeled deaf-blind, yet felt that appropriate modifications and adaptations could effectively accommodate such learners without segregation. The purpose of TREDS was to provide curricular, instructional, and administrative strategies that could be employed to make accommodations for students with deaf-blindness in community-based heterogeneous environments. Specifically, special

education and early intervention providers with no previous training or experience with students who have sensory impairments learned to identify, assess, plan for, and effectively instruct these students.

TREDS focused on improving the quality of services and thus the outcomes for infants, toddlers, children, and youth with deaf-blindness and their families. The primary purpose of these efforts was to change practices such that individual service and educational plans reflected current research findings and exemplary practices. Some of the barriers to the implementation of "best practices" that were identified included: a) locating/securing qualified direct service staff; b) the need for more intensified technical assistance services; c) the need for interagency collaboration/communication; and d) the need for administrative support (Gallagher & Shields, 1990). While legal mandates such as IDEA provided the impetus for change, the process for overcoming resistance to change had to be carefully planned. Key ingredients in the process identified by Project Copernicus (1990) included: a) offering a practical and straightforward framework for giving productive directions for everyone to follow; b) selling the vision and the benefits; c) giving support; d) offering training and education; e) providing people with choices; and f) involving people at a meaningful level of participation. Each of these key elements was addressed through our Technical Assistance Model. The model was comprised of five major steps or activities: 1) Refinement of a needs assessment; 2) Conducting the needs assessment; 3) Analyzing the needs assessment; 4) Providing technical assistance; and 5) Conducting evaluation of technical assistance provision and impact. This technical assistance model directly impacted the ability of service providers to evaluate their strengths and needs relative to exemplary practices for this population, their need for training, the quality and range of services

offered by agencies, and the policies and practices that engender effective family-professional partnerships.

Technical Assistance Model

Refinement of needs assessments: The needs assessments, covering the age span of birth through 21, were developed to address the quality of service provision for learners with deaf-blindness. The needs assessments allowed families and service providers to indicate topics of interest as well as the manner in which they would like the information presented (e.g., workshops, fact sheets, on-site visit). Refer to Appendix A for copies of the needs assessments.

Conducting needs assessments: Project staff completed needs assessments with service providers and families across Tennessee. Information was collected from multiple sources including interviews with instructional personnel, parent/family/advocates, and administrative personnel. As staff completed the assessments, much give and take of information occurred, particularly related to the nature of quality service provision. Additional information was collected informally during on-site, telephone and personal interviews with family members and service providers.

Analyzing the needs assessments: Project staff analyzed the needs assessments data focusing on identifying barriers to quality services. The information obtained from this process was used to assist in planning trainings, distributing resource materials, and delivering individualized technical assistance.

Providing technical assistance: The needs assessments and telephone interviews individually determined the specifics in terms of format and content of the technical assistance. Numerous resources available at Peabody College of Vanderbilt University as well as

materials available through members of the advisory council supported these activities. The project also made use of materials developed and disseminated through the TRACES Project, NTAC Project, Oregon Research Institute, DB-LINK, and the Perkins Deaf-Blind Training Project.

Conducting evaluation of technical assistance provision and impact: Evaluations were completed by participants in trainings provided by TREDS. The input from these evaluations was used in planning future trainings. Follow-up visits and phone calls provided an informal evaluation of on-site technical assistance visits.

VI. DESCRIPTION OF ACCOMPLISHMENTS AND OUTCOMES

The Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments was implemented over a 48-month funding period based on a technical assistance model. Much of the past four years were focused on establishing the accuracy of the deaf-blind census, supplying individualized technical assistance to service providers and family members, and establishing public awareness across the state. TREDS staff also provided numerous trainings and also embedded deaf-blind specific training into existing local, regional and state conferences.

The process of providing technical assistance across the state of Tennessee was approached on an individual basis depending on specific needs of service providers and family members. Major activities conducted to reach our goals and objectives included:

A. Advisory Council and Stakeholders Meetings

B. Deaf-Blind Census

C. Workshops/Presentations

D. Individualized Technical Assistance

E. Information/Referral/Public Awareness

F. Resource Dissemination

G. Family Support and Advocacy

H. Collaboration with Existing Family Networks, Groups, and Agencies

Listed below are the goals and objectives as they related to each of the specific activities. Immediately following the goals and objectives is a detailed description of each of the major activities.

Goal #1: Enhance the awareness of individuals with deaf-blindness across the state by infusing information, adaptations, and accommodations related to learners with deaf-blindness into the networks, groups, and agencies that advocate and work for quality education, vocation, and early intervention services for all infants, toddlers, children, and youth with disabilities.

Objective 1.1: To heighten awareness of families and service providers of the needs and available support services for children and youth with deaf-blindness.

- Deaf-Blind Census and Follow-up Procedures
- Information/Referral/Public Awareness
- Newsletters
- Workshops/Presentations
- Resource Dissemination
- Poster Presentation
- Brochure

Objective 1.2: To collaborate with networks, groups, and agencies to assist them in providing the best possible services in the least restrictive environment to children,

families, service providers, and others who might have direct contact with children with deaf-blindness.

- Collaboration with Other Networks, Groups, Agencies
- Advisory Council
- Stakeholders Meetings
- Workshops/Presentations
- Resource Dissemination
- Newsletters

Goal #2: To improve the skills of professionals working with individuals with deaf-blindness around quality practices such that individual service and educational programs reflect current research findings and exemplary practices.

Objective 2.1: To develop specific teacher competencies within the current Tennessee licensure areas needed to address the unique needs of learners with deaf-blindness.

- Development of Specific Competencies
- Validation by Field Reviewers
- Implementation, Ongoing Evaluation and Modification
- Field Testing with Statewide Dissemination
- Development of a Linked Self-Assessment/Needs Assessment

Objective 2.2: To provide specific training and technical assistance to improve the skills of professionals working with individuals with deaf-blindness.

- Orientation Workshops
- Newsletters

- Resource Dissemination
- State, Regional, and Local Training Events
- Follow-up Activities
- Phone Consultation
- Onsite Technical Assistance

Goal 3: To enhance family and consumer input into all levels of the project including interagency collaboration, information dissemination, materials development, and training activities.

Objective 3.1: To assure that all project activities are planned and implemented with participation, input and guidance from family members.

- Employ Family Coordinator
- Family Needs Survey
- Collaboration with Existing Family Networks, Groups, Agencies
- Advisory Council
- Stakeholders Meetings
- Workshops/Presentations
- Resource Dissemination
- Newsletters

Objective 3.2: To assure that all project activities are planned and implemented with input and guidance from consumers.

- Advisory Council
- Collaboration with Existing Consumer Networks, Groups, Agencies
- Stakeholders Meetings

- Workshops/Presentations
- Resource Dissemination
- Newsletters

A. Advisory Council and Stakeholders Meetings

The annual meetings of the Advisory Council were held in Nashville, Tennessee on June 3, 1996, May 1, 1997, and August 28, 1998. Individuals representing families, consumers, parent support and empowerment, early intervention, school age services, transition for youth, access to assistive technology, and the Department of Education were in attendance. The meetings served to inform the various constituency groups about the project and the variety of activities TREDS had conducted. Further, there were opportunities for each group to share the types of activities and supports they provide to the disability community across the state of Tennessee as well as how to progress through the accelerating levels of collaboration. Much of the discussion at these meetings centered on how services and special technical assistance for learners with deaf-blindness could be embedded into ongoing programs across the state and the role of TREDS staff in that effort. Further, Advisory Council members contributed recommendations of ways in which TREDS could better serve students with deaf-blindness and their families. Appendix B contains a listing of Advisory Council members and their affiliations.

As mentioned previously, three stakeholders meetings were also facilitated by NTAC and TREDS during this grant cycle. Individuals representing families, consumers, the department of education, services for the blind and visually impaired, Helen Keller National Center, schools for the blind and the deaf, early intervention, and service

providers were invited to participate in these meetings. Appendix B contains a listing of the stakeholders and their affiliations.

B. Deaf-Blind Census

Major emphasis was placed on establishing and maintaining the deaf-blind census for the state of Tennessee during this grant period. These efforts resulted in a substantial increase in the number of individuals reported in Tennessee. This grant cycle (October, 1995) began with 168 individuals on the census. By the end of the grant period (September 30, 1999), there were 251 individuals registered. TREDS continued to refine the referral package with review and approval from the Tennessee Department of Education, the TRACES Project, and appropriate community persons. The packet was broadly disseminated along with the State Department's December 1 Child Count to service providers across the state including LEA special education directors and state special school directors. In addition, Project TREDS disseminated the referral packet to the Division of Mental Retardation community early intervention programs, the Tennessee Infant Parent School (TIPS), TEIS (Part C system) coordinators, and Children's Special Services Care Coordinators. A letter of introduction and statement of the purpose accompanied each packet from the Executive Director of the Division of Special Education of the Tennessee Department of Education. To assist with the completion of the census information, yearly follow-up telephone calls were made to the contact person listed for each individual registered on the previous year's census. Table 1 provides a summary of the census count broken down by age groups for the years of the project. Refer to Appendix C for a copy of the most current census form.

Table 1
Breakdown of Tennessee Census by Age

	0-3	3-6	6-9	9-12	12-15	15-18	18-22	Total
October 1995 (Beginning of Grant Cycle)	47	32	17	26	16	18	12	168
March 1996	43	45	24	26	27	19	11	195
March 1997	37	52	26	29	26	27	13	210
March 1998	50	47	40	22	31	31	16	237
March 1999	43	40	52	25	32	27	32	251

C. Workshops/Presentations

The staff conducted or participated in 95 different formal presentations during this grant cycle. These occurred at various workshops, conferences, and LEA in-services throughout the state and focused on public awareness, development of hearing and vision skills, program modifications for learners with deaf-blindness and other topics related to deaf-blindness. Family members and consumers participated as presenters and co-presenters with TREDS staff at various conferences and workshops. Professionals, paraprofessionals, and family members (3110 individuals) attended the workshops/presentations. Included in the 95 presentations, TREDS sponsored annual full-day workshops during the course of the grant cycle. These workshops were designed to address the practical day-to-day needs of family members and service providers. The

information presented at the TREDS' sponsored workshops focused on topics which were most requested on the Teacher and Family Needs Surveys. (See Appendix A for a sample copy of the Needs Surveys.) The focus of all workshops was on providing practical information that attendees could share with their communities. In addition, the TREDS poster and brochures were displayed at most workshops, conferences, and professional meetings to acquaint families and service providers with TREDS and with the procedures used for identifying learners with deaf-blindness. Table 2 provides a breakdown of the numbers and types of attendees across all workshops. Refer to the evaluation section for specifics on evaluation of the presentations.

Table 2
Workshops and Presentations

Grant Year	Number of Workshops	Professionals Served	Paraprofessionals Served	Family Members Served
10/01/95-09/30/96	10	267	1	67
10/01/96-09/30/97	41	781	188	268
10/01/97-09/30/98	27	756	168	117
10/01/98-09/30/99	17	367	83	47

D. Individualized Technical Assistance

The staff of TREDS scheduled and participated in 101 individual technical assistance visits during the course of the grant cycle. Requests for technical assistance were received from family members as well as teachers and program directors. On-site consultation visits were conducted for all that requested them. See Table 3 for a detailed account of numbers of technical assistance visits.

Table 3
Number of Technical Assistance Visits

Grant Year	Visits	Professionals Served	Paraprofessionals Served	Families Served
10/01/95 - 9/30/96	22	59	12	18
10/01/96 - 9/30/97	30	88	23	58
10/01/97 - 9/30/98	24	51	8	26
10/01/98 - 9/30/99	25	47	4	35

E. Information/Referral/Public Awareness

Information, referral, and public awareness were provided through a variety of activities over the course of the grant. The activities included on-site consultations, dissemination of project brochures and fact sheets, dissemination of project newsletters, poster presentations, resource library, and use of the toll free telephone number. Listed below is a description of a sample of the activities conducted.

Brochure: Project staff modified the existing brochure, which was developed in the spring of 1994. This brochure was used to disseminate information about the project to professionals and family members throughout the state of Tennessee. It was distributed at workshops and presentations and mailed to individuals on the TREDS mailing list. A copy of the brochure can be found in Appendix D. This brochure, with modifications, will continue to be used for dissemination purposes during the next four years as a part of the recently funded Tennessee Deaf-Blind Project. TREDS also developed a website during this grant cycle that included information from the brochure as well as links to other deaf-blind web pages and resources.

Newsletter: To assist with the dissemination of information, project staff produced a bi-annual newsletter. This newsletter served as a vehicle for disseminating information

about the project, the resource library, technical assistance services, and general "new" information regarding working with learners with deaf-blindness. A new addition to the newsletter was a feature article written by a family member. The newsletter also incorporated resources available throughout the state of Tennessee and the nation as well as upcoming conferences and workshops. It was disseminated to approximately 1900 professionals and family members throughout the state of Tennessee. A copy of the January 1999 newsletter can be found in Appendix E. Project staff will continue to publish a similar newsletter during the next four years as part of Tennessee's newly funded Deaf-Blind Project.

Toll Free Telephone Number: Through the use of an 800 telephone number, project staff were able to maintain contact with family members and service providers in a cost efficient manner. As with the other means of dissemination and information sharing, this toll free number will continue to be used during the next four years as a part of the recently funded Tennessee Deaf-Blind Project.

F. Resource Dissemination

TREDS purchased both written and audio-visual materials for the Resource Library during this grant cycle. These materials provided easy access to current information and resources on topics such as: deaf-blindness, communication, vision, hearing, orientation and mobility, assistive technology, family issues, health and related information, and curriculum.

Materials from the library were requested from a variety of individuals for a 2-week loan period.

From 10/01/95 - 2/29/96 14 people checked out a total of 25 resources.

From 3/01/96 – 3/15/97 56 people checked out a total of 135 resources.

From 3/16/97 – 2/05/98 27 people checked out a total of 71 resources.

From 2/06/97 – 9/30/99 21 people checked out a total of 69 resources.

Anyone in the state of Tennessee who was interested had access to the library listing. A listing of the Resource Library is provided in Appendix F. The resource library will continue to function in the same capacity during the next four years as a part of the recently funded Tennessee Deaf-Blind Project.

A TREDS Family Referral Packet of information about local, state and national resources for families of children who are deaf blind was distributed to each of the families. The majority of the information originated from the very concise and well developed DB Link Family Resource Directory. Added to this exceptional list of national resources was a cover letter from the family service coordinator; a TREDS brochure, newsletter and technical assistance request form; information about the regional Helen Keller Representative; and information about additional state resources (i.e., Parents Encouraging Parents, Support and Training for Exceptional Parents (S.T.E.P.), Services for the Blind, Tennessee's Early Intervention System (TEIS), and the Tennessee Infant Parent School (TIPS).)

Additionally, over the last year of the grant a "Calendar of Events" was mailed to parents periodically to keep them informed of training opportunities across the state. The major source of information included on this calendar was from the web site of the TN Disability Information and Referral Office. There were, however, many additions made by the project staff. TREDS is happy to report that recently there has been a serious move within the state to have this web posted calendar become a repository for all disability

related events and trainings and it is hoped that it will eventually be a very inclusive source of information on training opportunities for families as well as professionals.

G. Family Support and Empowerment

A family coordinator was employed by TREDS in November, 1995. Her focus has been greater family support and empowerment throughout this grant cycle. The infusion of family and consumer participation into the activities of the project was viewed as an effective strategy to provide family support. Asking family members for their continued participation alongside professionals on the advisory board, at workshops and presentations, and by contributing to the newsletter was seen as a validation of the value the project staff placed on the wisdom and ability of families to teach others. The ability of families to seek help when they needed or wanted it was shown by providing them with information through the TREDS Family Referral Packet, newsletter, and the "Calendar of Events". The Family Needs Survey results had shown a great interest by families in support group meetings. The Family Coordinator collaborated with the parent liaison from Tennessee School for the Deaf to facilitate family support meetings across the state.

H. Collaboration with Existing Family Networks, Groups, Agencies

An ongoing effort was made by Project TREDS to collaborate with existing networks, groups and agencies. An accelerating levels of collaboration model (Henderson & Mulholland, 1994) was used to work toward the accomplishment of this activity. The levels of Information Sharing, Calendar Coordination, Events Coordination, Activities Collaboration, and Strategy Collaboration were implemented across groups and agencies as was appropriate given the individual mission and scope of each group. As this collaboration with individual groups evolved, it moved through a variety of levels depending on the

group. Some groups became inactive during this time period, other groups formed during this time and still other new collaborative relationships developed as TREDS activities and focus evolved over the course of the four year grant cycle.

Examples of state level collaborative efforts during this grant cycle include a TREDS staff member serving on the Advisory Council for the LRE for Life Project in Tennessee and a staff member serving on the Tennessee Alternate Assessment Steering Committee. A staff member also served on the committee working on the State Improvement Grant for Tennessee. In Appendix G there is a Levels of Collaboration Table that shows the levels of collaboration between Project TREDS and a variety of networks, groups, and agencies at local, regional and state levels.

VII. LOGISTICAL PROBLEMS, SOLUTIONS, AND LESSONS LEARNED

Objective 2.1 was considerably revised as the grant evolved. This objective dealt with the development of specific teacher competencies within the current Tennessee licensure areas needed to address the unique needs of learners with deaf-blindness. It also included validation, implementation, evaluation and modification with pilot sites, field testing, and the development of a linked self-assessment/needs assessment. Rather than develop new specific competencies to address the unique needs of learners with deaf-blindness, considerable time and effort was spent by Project TREDS staff members in incorporating the Competencies for Teachers of Learners Who are Deafblind, developed by the Perkins National Deafblind Training Project into the current Tennessee licensure standards. Because the Tennessee Department of Education had recently revised their licensure standards, there was not an appropriate vehicle to facilitate the inclusion of these competencies in the licensure standards for Tennessee at this time. Due to this

incompatibility in timing TREDS deemed it inappropriate to pursue the other parts of this objective at this time. The staff felt it would be more appropriate to pursue these activities as partners with the Tennessee Department of Education in order for them to be meaningful for teachers. However, these competencies did influence the training and technical assistance provided by the Project TREDS staff. It is hoped that through future collaboration with the State Department of Education, at least some of these competencies may be incorporated into the licensure standards during the next revision. Valuable lessons learned from this activity included collaborating more actively with the State Department of Education regarding their timelines and insuring that deaf-blind competencies are addressed during the state revision process.

Another activity that was not completed during this grant cycle was the development of a Project TREDS slide presentation. During the grant cycle an interview regarding TREDS was completed for a television station in Knoxville, TN. There was an understanding that Project TREDS would receive a copy of this interview. Repeated efforts were made to obtain a copy of the videotaped interview, but with no success. Developing a slide presentation or a video that will provide public awareness regarding Project TREDS is still a desirable activity. Due to time constraints this was not completed.

On-site technical assistance evaluations and levels of collaboration evaluations were done informally but a formal vehicle for these evaluations was not implemented. However, a technical assistance evaluation form for on-site visits has been developed with plans to use this in the future.

Even though the family needs survey and contacts with families over the course of the grant supported the efforts made toward holding family support meetings, the attendance at

family meetings has never been high. The Family Coordinator, working with the Parent Liaison from the Tennessee School for the Deaf held family meetings in 7 different geographical areas of the state in an attempt to decrease the driving time for parents to attend. The expansion into 9 smaller geographical areas is in the planning for 2000. Additionally, after consultation with five other family coordinators from various states the strategy will be to provide more of a social climate in an attempt to bring families together rather than always providing a "topic" and speaker.

VIII. EVALUATION FINDINGS AND IMPLICATIONS FOR POLICY, PRACTICE, AND RESEARCH

The project's evaluation design consisted of a variety of processes for generating information on an ongoing basis. The information was utilized by project staff in evaluating the effectiveness of training and consultation. This data was also used to redesign the structure and content of technical assistance when necessary.

Teacher and Family Needs Survey Data: TREDS developed and disseminated surveys to service providers working with infants, toddlers, children and youth on the state's deaf-blind census and to the families of these children. A copy of the surveys can be found in Appendix A. These surveys indicated that the primary area of licensure for educators of children with deaf-blindness is generic special education. A few service providers had vision certification or hearing certification, but none had both. Furthermore, no service providers indicated that they had the newer competency-based licensures. When responding to specific information and training needs related to serving learners with deaf-blindness, service providers identified the following areas as priorities: vision, communication, assistive technology, transition planning, and orientation and mobility. Families responding

indicated the following areas as priorities: transition planning and services, financial and insurance issues, legal and self-advocacy issues, self-esteem, knowledge on educational options, self-help skills, and orientation and mobility.

Workshops and Presentation Data: Following formal presentations, participants were asked to complete an evaluation form using a Likert scale ranging from 1 (poor) to 5 (excellent). This data allowed TREDS staff to review comments on the content, organization, and style to make necessary adjustments for improving future presentations. A sample evaluation form can be found in Appendix H.

Toll Free Phone Number: Use of the toll-free 800 phone line provided an economic means for family members and service providers to obtain technical assistance from Project TREDS staff members. The toll-free telephone number was used for a variety of activities; consultation, family and service provider support, scheduling on-site visits, follow-up on census, checking out materials from the Resource Library, networking, and workshop planning.

Resource Library: Over the four year grant cycle, video and written materials were loaned to family members and service providers within the state of Tennessee. Verbal and written feedback from those borrowing materials indicated that the resources were beneficial to their family or programs. In addition they stated that the use of this resource library was cost efficient in terms of time and postage.

Feedback on Technical Assistance: Service providers and family members requested technical assistance as needed. All requests were addressed through on-site or telephone consultations, workshops, resource library, or written materials.

Family members and service providers who requested and received technical assistance through Project TREDS had the opportunity to acquire information about educational programming and resources for learners with deaf-blindness. Through completion of the teacher and family needs surveys, service providers and families were able to indicate where their needs were and specify how they would like to have those needs met: through Resource Library materials, workshops, or consultations. The project impacted service providers and family members throughout the state via the products developed, workshops/presentations, and on-site consultation visits.

A. Products

TREDS Brochure: The brochure provided an overview of the goals and objectives of TREDS, information on qualifying for the census and services available from the project. (See Appendix D).

TREDS Newsletter: The newsletter disseminated information about Project TREDS, information regarding working with learners with deaf-blindness, information about resources available across the state, and information about upcoming conferences and workshops (Appendix E).

TREDS Resource Library: The Resource Library offered videos, books and pamphlets on topics related to working with individuals with deaf-blindness (Appendix F).

TREDS Family Referral Packet: The Referral Packet offered information about national, regional and state resources for support for individuals with deafblindness and their families (for description see page 22).

Teacher Needs Survey: The needs survey allowed service providers to indicate areas in which they desired additional information and their preference as to how they received the information (Appendix A).

Family Needs Survey: The needs survey allowed family members to indicate areas in which they desired additional information and their preference as to how they received the information (Appendix A).

B. Workshops and Presentations

By using the data obtained from the teacher and family needs surveys to plan TREDS sponsored workshops and state-wide presentations, TREDS staff were able to impact the practical day-to-day needs of family members and service providers. The presentations offered the participants information directly related to the needs of learners with deaf-blindness. By attending these trainings, the participants were able to gain practical information they could take back to their homes or educational environments.

C. On-Site Consultation

Project TREDS staff impacted family members and service providers by visiting and observing in their homes and educational settings. Here staff provided individualized programming suggestions as well as environmental adaptations and modifications.

IX. FURTHER INFORMATION

Information on the Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments can be found at:

- DB-LINK: The National Information Clearinghouse on Children who are Deaf-Blind
- ERIC Clearinghouse on Disabilities and Gifted Education

- NTAC: National Technical Assistance Consortium for Children and Young Adults who are Deaf-Blind
- TRACES: Teaching Research Assistance to Children and Youth Experiencing Sensory Impairments
- World Wide Web on the Internet under Vanderbilt University Kennedy Center Home Page (http://www.vanderbilt.edu/kennedy/treds/index.html)

X. ASSURANCE STATEMENT

A complete copy of this final report, including appendices, was sent to ERIC on December 30, 1999 at the following address:

ERIC Clearinghouse on Disabilities and Gifted Education
1920 Association Drive
Reston, VA 20191
ATTN: Acquisitions Coordinator

APPENDIX A

Teacher and Family Needs Surveys

August 19, 1996

Teacher's Name
Teacher's School
Teacher's Address
Teacher's City/State

Dear Teacher;

According to our records as of December 1995, _____was a student in your class. We rely on primary service providers to provide us with the information needed to keep our registry of children who are deaf-blind current. In return, we would like to improve our ability to provide technical assistance to you. Our goal is to address your specific questions, needs, and concerns as well as to assist with incorporating this information into the program plans of individuals with deaf-blindness. To accomplish this goal, we would appreciate your completing the enclosed questionnaire. Please return it to us in the self addressed stamped envelope by _____. The information we obtain from this survey will assist us in planning future workshops and in keeping the resource library up to date.

If you no longer have _____in you classroom, please forward this questionnaire to (his/her) new teacher. If you are unsure of _____'s new placement, please return the attached questionnaire to us so that we may attempt to locate him/her.

The Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments (TREDS) staff would like to thank you for your cooperation throughout the past years with our census update. We have enjoyed meeting those of you who have requested technical assistance through onsite visits and workshops. We hope the resource library materials used by many of you have been helpful.

If you are unfamiliar with our project, TREDS is a federally funded grant which provides technical assistance to individuals, birth through age 21, who are deaf-blind. The individual must have both a vision and hearing impairment in order to qualify for technical assistance. TREDS can provide assistance in the form of in-service workshops, onsite visits, programming suggestions, IFSP/IEP development, and a check-out resource library available to education personnel, families and others who work with these individuals. If you have further questions concerning our project or the questionnaire, please feel free to call us at (615) 322-8277 or (800) 288-2266. Thank you for your cooperation in completing the survey. We look forward to hearing from you.

Sincerely,

Lisa J. Hirtzer
Coordinator of Trainings

Caren M. Wayburn
Coordinator of Technical Assistance

TEACHER SURVEY

Name: _____ **Title:** _____ **Date:** _____

Address: (please circle one: home or work) _____

_____ **Phone Number:** _____

Instructions:

I. Under the column for confidence level, please circle the number that most accurately describes your confidence in addressing each area in terms of working with individuals with dual sensory impairments (vision & hearing impairments). The numbers represent:

1 = I understand this topic.
2 = I am somewhat familiar with this topic.
3 = I am not familiar with this topic.

II. Under the additional columns, please check the types of formats which would be helpful to you in gaining more information on that specific topic.

	Confidence Level (Please circle)	Information not needed at this time	On-site visit	Regional workshop	Resource Library (e.g., fact sheets, videotapes, etc.)
Vision					
How to obtain ophthalmologic or optometric evaluations	1 2 3				
Development of typical vision skills	1 2 3				
Vision screenings	1 2 3				
Functional vision assessments	1 2 3				
Degrees and types of vision impairments	1 2 3				
Low vision devices and equipment	1 2 3				
Functional vision training	1 2 3				
Programming and environmental adaptations	1 2 3				
Other:	1 2 3				
Orientation and Mobility					
Development of orientation skills	1 2 3				
Orientation to the classroom and school	1 2 3				
Teaching the child to move independently within the home, classroom, and/or community settings	1 2 3				
Use of equipment for mobility (canes, walkers, etc.)	1 2 3				
Other:	1 2 3				

Confidence Code:

1 = I understand this topic.
2 = I am somewhat familiar with this topic.
3 = I am not familiar with this topic.

	Confidence level (Please circle)	Information not needed at this time	On-site visit	Regional workshop	Resource Library (e.g., fact sheets, videotapes, etc.)
Hearing					
How to obtain auditory evaluations	1 2 3				
Development of typical auditory skills	1 2 3				
Hearing screenings	1 2 3				
Degrees and types of hearing impairments	1 2 3				
How to interpret an audiogram	1 2 3				
Hearing aids/equipment	1 2 3				
Functional auditory training	1 2 3				
Programming or environmental adaptations	1 2 3				
Other:	1 2 3				
IEP/IFSP Development and Implementation					
Assessment for program planning	1 2 3				
Development of the individualized program plan	1 2 3				
Coordination of the program plan meeting	1 2 3				
Implementation of individualized goals	1 2 3				
Age-appropriate activities (home, school, etc.)	1 2 3				
Teaching appropriate behaviors	1 2 3				
Reducing/managing inappropriate behaviors	1 2 3				
Adapting classroom materials	1 2 3				
Planning for maximum integration in regular program	1 2 3				
Other:	1 2 3				
Transition Planning					
Transition into early intervention programs	1 2 3				
Transition from early intervention into public schools	1 2 3				
Transition from elementary school to secondary school	1 2 3				
Transition out of public education	1 2 3				
Person-Centered-Planning	1 2 3				

Confidence Code:

1 = I understand this topic.
2 = I am somewhat familiar with this topic.
3 = I am not familiar with this topic.

	Confidence level (Please circle)	Information not needed at this time	On-site visit	Regional workshop	Resource Library (e.g., fact sheets, videotapes, etc.)
Communication					
Determining communication needs of students and determining strategies to teach communication (oral and written)	1 2 3				
Augmentative communication systems (e.g., electronic boards, communication boards, Braille, etc.)	1 2 3				
Sign language/Cued Speech	1 2 3				
Touch cues or object cues	1 2 3				
Facilitated communication	1 2 3				
Literacy issues (e.g., reading, braille, etc.)	1 2 3				
Arranging the environment to facilitate language	1 2 3				
The van Dijk approach to communication	1 2 3				
Communicative intent of inappropriate behaviors	1 2 3				
Other:	1 2 3				
Assistive Technology/Adaptive Equipment					
Positioning students safely and comfortably	1 2 3				
Adapting equipment to meet the student's needs	1 2 3				
Lifting, carrying, and transferring	1 2 3				
Feeding equipment/techniques to assist with eating and drinking	1 2 3				
Technology applications for adaptive behavior	1 2 3				
Technology applications for academics or pre academics	1 2 3				
Adapting toys/materials	1 2 3				
Other:	1 2 3				
Working with Families					
Effective communication strategies	1 2 3				
Working collaboratively with families	1 2 3				
Understanding the impact of deaf-blindness on families	1 2 3				
Person-Centered-Planning	1 2 3				

Related Services Survey

as recommended by the IEP/IFSP/ITP

DIRECTIONS:

1. **Please complete one survey for each child on the registry.**
2. **If you have questions concerning the definitions listed under service models below or need assistance in completing this survey, please refer to the attached sheet for definitions or call (800) 288-2266.**

Child's Name: _____ **School:** _____ **Phone Number:** _____

Primary Service Provider's Name: _____

Address: _____

Primary Service Provider's Degree: _____ **Area(s) of Endorsement:** _____

	Service Model (Mark each that applies)	Frequency of Service (e.g., once a week for 30 minutes; twice a week for 15 minutes each	Training or certification of staff (if known) (e.g., BS in Special Education; MS in Physical Therapy, certified assistant,)
Physical Therapy	DP = Direct pull out ☐ DI= Direct integrated ☐ IC= Indirect consultation ☐ CC= Collaborative consultation ☐ M = Monitoring ☐ NP = Not provided ☐ E = Evaluation ☐		
Occupational Therapy	DP = Direct pull out ☐ DI= Direct integrated ☐ IC= Indirect consultation ☐ CC= Collaborative consultation ☐ M = Monitoring ☐ NP = Not provided ☐ E = Evaluation ☐		
Speech/Language Therapy	DP = Direct pull out ☐ DI= Direct integrated ☐ IC= Indirect consultation ☐ CC= Collaborative consultation ☐ M = Monitoring ☐ NP = Not provided ☐ E = Evaluation ☐		
Vision Education Services	DP = Direct pull out ☐ DI= Direct integrated ☐ IC= Indirect consultation ☐ CC= Collaborative consultation ☐ M = Monitoring ☐ NP = Not provided ☐ E = Evaluation ☐		

	Service Model (Mark each that applies)	Frequency of Service (e.g., once a week for 30 minutes; twice a week for 15 minutes each	Training or certification of staff (if known) (e.g., BS in Special Education; MS in Physical Therapy, certified assistant,)
Orientation and Mobility Services	DP = Direct pull out ☐ DI = Direct integrated ☐ IC = Indirect consultation ☐ CC = Collaborative consultation ☐ M = Monitoring ☐ NP = Not provided ☐ E = Evaluation ☐		
Audiology Services	DP = Direct pull out ☐ DI = Direct integrated ☐ IC = Indirect consultation ☐ CC = Collaborative consultation ☐ M = Monitoring ☐ NP = Not provided ☐ E = Evaluation ☐		
Personal Assistant	DP = Direct pull out ☐ DI = Direct integrated ☐ IC = Indirect consultation ☐ CC = Collaborative consultation ☐ M = Monitoring ☐ NP = Not provided ☐ E = Evaluation ☐		
Hearing Impairment Services	DP = Direct pull out ☐ DI = Direct integrated ☐ IC = Indirect consultation ☐ CC = Collaborative consultation ☐ M = Monitoring ☐ NP = Not provided ☐ E = Evaluation ☐		
Medical Services	DP = Direct pull out ☐ DI = Direct integrated ☐ IC = Indirect consultation ☐ CC = Collaborative consultation ☐ M = Monitoring ☐ NP = Not provided ☐ E = Evaluation ☐		
Other Services (Please Specify: _____ _____	DP = Direct pull out ☐ DI = Direct integrated ☐ IC = Indirect consultation ☐ CC = Collaborative consultation ☐ M = Monitoring ☐ NP = Not provided ☐ E = Evaluation ☐		

BEST COPY AVAILABLE

Physical Therapy- The physical therapist is responsible for the assessment, prescription, implementation, and supervision of activities such as: gross motor, weight bearing, positioning and handling, range of motion, relaxation, exercises, and use of adaptive equipment.

Occupational Therapy- The occupational therapist is responsible for the assessment, prescription, implementation and supervision of activities such as: fine motor, oral motor, self help, strengthening exercises, and use of adaptive equipment. These services can also be implemented by a certified occupational therapy assistant (COTA).

Speech-Language Therapy- The speech-language pathologist is responsible for conducting the screening and assessment of speech, language, and communication skills. The pathologist is also responsible for implementing intervention for deficits in these areas.

Vision Education Services- The vision specialist is responsible for assessing the student's vision, adapting materials and activities in accordance to the student's residual vision, and providing information as to which mode of communication might be most beneficial for that specific child. This specialist also provides direct services in core areas such as: braille, daily living, etc.

Orientation and Mobility Services- The orientation and mobility specialist is responsible for assessing environments which are or will be accessed by the student. Training is then provided to the student in relation to orientation (using senses other than vision to establish position and relationship to other objects in the environment) and mobility (the ability to move safely from one place to another) across those environments.

Audiology Services- The audiologist is responsible for assessing hearing, identifying the type and degree of hearing loss, and then providing input on appropriate assistive devices and equipment related to the hearing impairment.

Personal Assistant- A personal assistant is assigned to a student with special needs for a specified period of the day (this period can be as short as 15 minutes or as long as the full school day). The responsibilities consist of assisting the student with activities and skills that cannot be done independently so they can participate to the fullest extent possible in the least restrictive environment.

Hearing Impaired Services- The hearing impaired specialist is responsible for designing and implementing programming for individuals with hearing impairments which will assist the student in participating to the fullest extent possible.

Medical Services- Services can be provided by a variety of medical personnel. These include, but are not limited to physicians, nurses, nutritionists, ophthalmologists, optometrists, otolaryngologist, dentists.

Definitions for Related Services Survey

DP = Direct Pull Out Services

The related service person provides individual training directly to the student after first separating them from the ongoing activity (e.g., orientation & mobility therapist works with the child in the hallway or a separate out-of-the-way corner of the classroom).

DI = Directed Integrated Services

A. **Direct/individual service integrated into context:** The related service person provides individual training directly to the student as a part of the routine activities within the setting (e.g., physical therapist works on equilibrium skills in sitting as the child is participating in an opening group activity sitting on the floor).

B. **Direct/individual service in a small group:** The related service provider works with a group of eligible children simultaneously (e.g., speech therapist forms a small group of children with whom she provides direct therapy for each child as a member of the group).

C= Consultation

A. **Indirect Consultation:** The related service provider advises or assists the teacher, family, other caregivers and/or interventionists within the specific setting to carry out an individual child's intervention plan (e.g., physical therapist supplies illustrations to the family and primary service provider demonstrating best positions for the child in a variety of activities). This person may provide this consultation using a direct hands-on approach.

B. **Integrated Collaborative Consultation:** The sharing of information and/or strategies among individuals of different disciplines and the primary service provider to ensure consistent, comprehensive, and functional programming (e.g., physical therapist, language therapist, and the primary service provider share ideas concerning how to position the child in order to maximize his/her communication skills across multiple natural environments). This person may provide this consultation using a direct hands-on approach.

M = Monitoring

The related service provider evaluates the student and plans activities to be carried out by another person trained and monitored on a regular basis by the provider (e.g., occupational therapist plans feeding routine for a child, trains an occupational therapist assistant to carry out the plan and monitors her on a regular basis to ensure appropriateness as well as to make modifications in the routine when necessary).

NP = Not provided

This related service is not being provided by anyone at this time.

E = Evaluation

An evaluation and/or assessment of skills in this particular area has been recommended before determination of eligibility for the related service is made (e.g., child has been referred for a vision evaluation to determine level of sight).

TREDS' FAMILY INTEREST SURVEY

Below are lists of topics that you may be interested in learning more about. Please place a check in the column which best describes your interest in these topics at this time.

	Not Important	Not Important at This Time	Important	Very Important
A support group with other families				
Planning for the future/setting goals for my child/person-centered planning				
Information about my child's diagnosis/condition				
Talking to others about my child (siblings, family members, friends, strangers)				
Talking to my child about his/her disability				
Sibling support/Sib shops				
IFSP or IEP - What are they? What is my role on the IFSP or IEP Team?				
Transition (Home to school; school to school; school to job, college, or "real life"				
Transition Plan and Vocational Rehabilitation				
Financial/Insurance information: TennCare/SSI/Medicaid				
The laws that effect my child (e.g., the rights of my child and family)				
Advocacy training / STEP Training				
Communications with child care providers, teachers, professionals, doctors, etc.				
Communication with my child: methods and options				
Learning about different educational settings for my child: special schools, special classes in neighborhood schools, integrated and inclusive school settings.				
Respite care				

My child's self-esteem				
Discipline and/or behavior problems				
A support group with other children				
Sexuality education for my child				
Home environment modifications and materials adaptations				
Recreation/Leisure (Please explain below, e.g., swimming, horseback riding, bicycling, art, cooking, etc.)				
Self-help skills (Please explain below, e.g., feeding, toileting, dressing, etc.)				
Vision (Please explain below, e.g., understanding the vision impairment, Braille, low vision aides, technology, accommodations for home or school environments, etc.)				
Hearing (Please explain below, e.g., understanding the diagnosis, communication methods/options, hearing aids, cochlear implants, amplification in classrooms, accommodations for home or school environments, etc.)				
Communication (Please explain below, e.g., sign language, Cued Cpeech, tactile signing, augmentative communication, nonverbal communication, object cues, calendar boxes, facilitated communication, etc.)				
Motor (Please explain below, e.g., encouraging independence, orientation and mobility, cane travel, accommodations, enhancing development, use of technology, etc.)				
Academics (Please explain below, e.g., reading, language, writing, math, science, social studies, physical education, etc.)				

Social Skills (Please explain below, e.g., making friends, communicating with others, participating in activities with others, etc.)				
Other:				

To help us plan better, please tell us your child's age._____

What is the most important goal (or goals) your family has for your child?

Present goals:_____

Long range goals:_____

What kind of intervention/education setting is your child in now?_____

Do you feel that others (early intervention professionals, school personnel, and service providers) working with your child understand what your family's goals are for your child?_____

Is there any specific information you and your family need to help your child reach these goals? If so, what information do you need?_____

Do you feel the professionals working with your child need more information to help your child reach his/her goals? If so, what information do you think they need?_____

Would you like a Support Group with other families whose children are on the TREDS Registry?_____
How far would you travel to attend?_____
Would you need childcare/respite care to attend?_____
What day of the week would be best for you?_____
What time of day would be best for you?_____

Would you attend a workshop sponsored by TREDS?_____
How far would you travel to attend?_____
Would you need childcare/respite care to attend?_____
What day of the week is best for you?_____

Would you like to have a "Family Weekend" with other families whose children are on the TREDS registry?_____
How far would you travel to attend?_____
Where do you think would be a good place to have it (e.g., at a state park, at a hotel in one of the large cities, at a university or college, etc,)?_____
What time of year would be best for you? (Fall, Spring, Summer)_____

May we call to talk with you about your responses to this assessment? If so, please sign your name and put your phone number in the spaces provided.

Name:_____ **Phone Number:**_____

THANKS, SO MUCH, FOR FILLING THIS OUT!

For further information contact:
Donna Consacro, Family and Consumer Services Coordinator
TREDS Project
Box 328, Peabody College of Vanderbilt University
Nashville, TN 37212
(800) 288-2266 or (615) 322-8279

APPENDIX B

Advisory Council Members and Stakeholders

Project TREDS Advisory Council

Brenda Bledsoe - Director of Early Childhood Services, TN Department of Education, Division of Special Education

Barbara Bone - Superintendent, West Tennessee School for the Deaf

Ralph Brewer - Superintendent, Tennessee School for the Blind

Jennifer Butterworth - Project Director, LRE for Life

Janet Coscarelli - Assistant Director, Tennessee Commission on Children and Youth

Heather and Kevin Costello - Parents

Jacque Cundall - Director, Children's Special Services, Tennessee Department of Health

Jan Darago - President, Tennessee Association for the Education of Young Children

Nancy Diehl - Program Director, the STEP Center

Sean Donohue - Assistant Professor of Ophthalmology, Pediatrics and Neurology, Vanderbilt Eye Center

Gayle Feltner - Coordinator, Department of Mental Retardation

Rodney Franks - Coordinator, East Tennessee Regional Resource Center

Larry Greer - Coordinator, West Tennessee Regional Resource Center

Mary and John Gregson - Parents

Ann Hampton - Administrative Assistant, Tennessee Department of Education, Division of Special Education

Cleo Harris - Director, Middle Tennessee Regional Resource Center

JoAnn Hinkle - Director, Special Kids

Georgia Hobb - Director, Hearing Impaired Program

Cheryl Jackson - Parent

Pat and Jerry Jones - Parents

Doris Mattraw – Coordinator, Early Childhood Special Education, Tennessee Department of Education, Division of Special Education

Craig and Alicia Mauck – Parents

Alan Mealka – Superintendent, Tennessee School for the Deaf

Linda Messamore – President, Middle Tennessee Association of TASH

Barbara Ramsey – Coordinator, Family Resource Center, Vanderbilt Children's Hospital

Harry Repsher – LEA Applications TA Consultant, Tennessee Department of Education, Division of Special Education

Sue Rothacker – Nurse Consultant, Parents Encouraging Parents, Tennessee Department of Health

Mindy Schuster – Executive Director, Community Rehabilitation Agencies of Tennessee

Ann Sitton – Audiologist

Cathy Steger – Deafblind Specialist, State of Tennessee, Department of Human Services

Shirley Shea – Executive Director, Tennessee Protection and Advocacy, Inc.

Jill and James Thacker – Parents

Don Thompson – Director, Tennessee Infant Parent School

Sheila Watkins – Tennessee Cued Speech Family Network

Carol Westlake – Tennessee Disability Coalition

Karen White – Vision Program, Metro Schools

Wilma Kay Wilson – Presidents, Tennessee Organization of the Deaf-Blind

Stakeholders Invited to Participate in NTAC/TREDS Meetings

Dan Ashmead – Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences

Brenda Bledsoe – Director of Early Childhood Services, Division of Special Education, Tennessee Department of Education

Ralph Brewer – Superintendent, Tennessee School for the Blind

Elaine Brown – Teacher, Tennessee School for the Blind

Jeri Carmichael – Vision Teacher

Jimmy and Henrietta Clark – Regional Representative, National Family Association of Deaf-Blind

Heather and Kevin Costello – Parents

Joseph Fisher – Executive Director, Division of Special Education, Tennessee Department of Education

Rodney Franks – Coordinator, East Tennessee Regional Resource Center

Larry Greer – Coordinator, West Tennessee Regional Resource Center

Cheryl Jackson – Parent

Cleo Harris – Director, Middle Tennessee Regional Resource Center

Ann Hampton – Administrative Assistant, Division of Special Education, Tennessee Department of Education

Paula Knisley – Human Services Program Supervisor, Services for the Blind and Visually Impaired

Teresa Massa – Early Childhood Teacher

Doris Mattraw – Preschool Services Consultant, Division of Special Education, Tennessee Department of Education

Alan Mealka – Superintendent, Tennessee School for the Deaf

Linda Messamore – Teacher

Harry Repsher - LEA Applications TA Consultant, Division of Special Education, Tennessee Department of Education

Nancy Ricou - Early Childhood Teacher

May Alice Ridley - Division of Special Education, Tennessee Department of Education

Cathy Steger - Deaf-Blind Specialist, Department of Human Services

Anne Marie Tharpe - Audiologist, Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences

Bob Tips - Director of State Special Schools, Division of Special Education, Tennessee Department of Education

Don Thompson - Director, Tennessee Infant Parent School

Robert Wall - Vanderbilt Bill Wilkerson Center for Otolaryngology and Communication Sciences

Monika Werner - Regional Representative, Helen Keller National Center

Wilma Wilson - Consumer and President of the Tennessee Organization of the Deaf-blind

APPENDIX C

Census Data Collection Form

PROJECT TREDS Use Only
IDNUM _____
CODE _____

1999-2000
PROJECT TREDS REGISTRY INFORMATION FORM FOR PERSONS WITH DEAFBLINDNESS (VISION & HEARING IMPAIRMENTS)

NAME: _____ **GENDER:** (0) Male _____ (1) Female _____
D.O.B.: _____ **RACE:** _____ **PHONE:** ( ) _____
PARENT/GUARDIAN: _____
ADDRESS: _____

_____
(city) (zip code) (county) (TN region)

NAME OF SCHOOL/PROGRAM SITE: _____ **TIME IN PROGRAM?** _____hrs/day
NAME OF TEACHER(S): _____ **Phone:** ( ) _____
ADDRESS: _____ **Fax:** ( ) _____

_____
(city) (zip code) (county) (TN region)

MAJOR CAUSE OF DEAFBLINDNESS (Check One in Category 1, 2, 3, 4, or 5)

☐ **1. HEREDITARY/CHROMOSOMAL SYNDROMES AND DISORDERS**

___ (101) Aicardi Syndrome
___ (102) Alport Syndrome
___ (103) Alstrom Syndrome
___ (104) Apert Syndrome
___ (105) Bardet-Biedl Syndrome
___ (106) Batten Disease
___ (107) CHARGE Association
___ (108) Chromosome 18, Ring 18
___ (109) Cockayne Syndrome
___ (110) Cogan Syndrome
___ (111) Cornelia de Lange
___ (112) Cri du Chat Syndrome (Chromosome 5p- Syndrome)
___ (113) Crigler-Najjar Syndrome
___ (114) Crouzon Syndrome (Craniofacial Dystosis)
___ (115) Dandy Walker Syndrome
___ (116) Down Syndrome (Trisomy 21)
___ (117) Goldenhar Syndrome
___ (118) Hand Schuller-Christian (Histiocytosis X)
___ (119) Hallgren Syndrome
___ (120) Herpes-Zoster (or Hunt)
___ (121) Hunter Syndrome (MPS II)
___ (122) Hurler Syndrome (MPS I-H)
___ (123) Kearns-Sayre Syndrome
___ (124) Klippel-Feil Sequence
___ (125) Klippel-Trenaunay-Weber Syndrome
___ (126) Kniest Dysplasia
___ (127) Leber Congenital Amaurosis
___ (128) Leigh Syndrome
___ (129) Marfan Syndrome
___ (130) Marshall Syndrome
___ (131) Maroteaux-Lamy Syndrome (MPS VI)
___ (132) Moebius Syndrome
___ (133) Monosomy 10p
___ (134) Morquio Syndrome (MPS IV-B)
___ (135) NF1 - Neurofibromatosis (von Recklinghausen Disease)
___ (136) NF2 – Bilateral Acoustic Neurofibromatosis
___ (137) Norrie Disease
___ (138) Optico-Cochleo-Dentate Degeneration
___ (139) Pfieffer Syndrome
___ (140) Prader-Willi Syndrome
___ (141) Pierre-Robin Syndrome
___ (142) Refsum Syndrome
___ (143) Scheie Syndrome (MPS I-S)
___ (144) Smith Lemli-Opitz (SLO) Syndrome
___ (145) Stickler Syndrome
___ (146) Sturge-Weber Syndrome
___ (147) Treacher Collins Syndrome
___ (148) Trisomy 13 (Trisomy 13-15, Patau Syndrome)
___ (149) Trisomy 18 (Edward's Syndrome)
___ (150) Turner Syndrome
___ (151) Usher I Syndrome
___ (152) Usher II Syndrome
___ (153) Usher III Syndrome
___ (154) Vogt-Koyanagi-Harada Syndrome
___ (155) Waardenburg Syndrome
___ (156) Wildervanck Syndrome
___ (157) Wolf-Hirschhorn Syndrome (Trisomy 4p)
___ (199) Other: _____

☐ **2. MATERNAL INFECTION & DISEASE DURING PREGNANCY:**

___ (201) Congenital Rubella
___ (202) Congenital Syphilis
___ (203) Congenital Toxoplasmosis
___ (204) Cytomegalovirus (CMV)
___ (205) Fetal Alcohol Syndrome
___ (206) Hydrocephaly
___ (207) Maternal Drug Abuse
___ (208) Microcephaly
___ (209) Neonatal Herpes Simplex (HSV)
___ (299) Other: _____

☐ **3. NON GENETIC ACQUIRED DEAFBLINDNESS:**

___ (301) Asphyxia
___ (302) Direct trauma to the Eye or Ear
___ (303) Encephalitis
___ (304) Infections
___ (305) Meningitis
___ (306) Severe Head Injury
___ (307) Stroke
___ (308) Tumors
___ (309) Chemically Induced
___ (399) Other: _____

☐ **4. (401) COMPLICATIONS OF PREMATURITY** (e.g. Low Birth Weight and Retinopathy of Prematurity) _____

☐ **5. (501) UNDIAGNOSED** – No Determination of Etiology

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DEGREE OF VISION LOSS

**Enter the requested information regarding vision loss for the better eye with correction.

ASSESSMENT:

Date of last Ophthalmological/Optometrical: _____
Date of Last Functional Vision Assessment: _____
Date of Last Orientation & Mobility Assessment: _____
Date of Last Clinical Low Vision Evaluation: _____

Assistive Devices (e.g. glasses, low vision aids): _____

_____

RESULTS:

_____ 1. Partially Sighted (20/70 – 20/200 or severe field restriction)
_____ 2. Legally Blind (20/200 or less or visual field of 20 degrees or less)
_____ 3. Light Perception Only
_____ 4. Totally Blind
_____ 5. Cortical Visual Impairment
_____ 6. Diagnosed Progressive Loss
_____ 7. Further Testing Required
_____ 8. Tested – Results Nonconclusive

DEGREE OF HEARING LOSS

** Enter the requested information regarding hearing loss for the better ear as aided.

ASSESSMENT:

Date of last Audiological: _____

Check all that apply:

_____ Pure Tone Average
_____ Tympanometry
_____ Otoacoustic Emission
_____ ABR (Brain Stem Testing)
_____ Behavioral

Date of Last Functional Hearing Assessment: _____

Assistive Devices (e.g. hearing aids, FM system): _____

_____

RESULTS:

_____ 1. Mild Hearing Loss (26 –40 dB)
_____ 2. Moderate Hearing Loss (41 – 55 dB)
_____ 3. Moderately Severe Hearing Loss (56 – 70 dB)
_____ 4. Severe Hearing Loss (71 – 90 dB)
_____ 5. Profound Hearing Loss (91 + dB)
_____ 6. Diagnosed Progressive Loss
_____ 7. Further Testing Required
_____ 8. Tested – Results Nonconclusive

Central Auditory Processing Problem ___ Yes ___ No

OTHER IMPAIRMENTS IN ADDITION TO VISION & HEARING (Check ALL that apply):

___ 1. Physical Disability
___ 2. Cognitive Impairments
___ 3. Behavioral Disorder
___ 4. Complex Health Care Needs
___ 5. Autism
___ 6. Emotional Disturbance
___ 7. Learning Disability
___ 8. Speech/Language Impairment
___ 9. Traumatic Brain Injury
___ 555. Other:_____

REPORTING CATEGORY

HOW WAS THIS PERSON REPORTED UNDER THE STATE CHILD COUNT?

___ (1) Part B IDEA (Ages 3-21) ___ (2) Part C IDEA (Ages Birth-2) ___ (3) Was Not Reported

IF REPORTED, UNDER WHAT CATEGORY WAS HE/SHE REPORTED FOR PRIMARY HANDICAPPING CONDITION

Please Consult Administrator If Unsure (Check **ONLY ONE**)

___ 0. Individual is Under 3 Years Old
___ 1. Autistic
___ 2. Hearing Impaired (Includes Deafness)
___ 3. Deafblind
___ 4. Mentally Retarded
___ 5. Multi-disabled
___ 6. Other Health Impaired
___ 7. Orthopedically Impaired
___ 8. Emotionally Disturbed
___ 9. Specific Learning Disability
___ 000. Functional Delay
___ 10. Speech/Language Impairment
___ 11. Traumatic Brain Injury
___ 12. Visually Impaired (includes Blindness)
___ 13. Developmental Delay (*ages 3 to 9)
___ 888. Not Reported Under Part B of IDEA
___ 000. Intellectually Gifted

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PROJECT TREDS Use Only
IDNUM _____
CODE _____

EDUCATIONAL PLACEMENT

Birth through 2

___ (101) Early Intervention Center Based
___ (102) Early Intervention Home Based
___ (103) Early Intervention – Combination Center Based & Home Based
___ (104) Clinical Outpatient Services
___ (105) Childcare/Daycare Facility
___ (106) Homebound/Hospital Environment
___ (107) Not in Educational Placement
___ (155) Other: _____

Ages 3 – 5

___ (201) Early Childhood Setting
___ (202) Early Childhood Special Education
___ (203) Part-time Early Childhood and Part-time Early Childhood Special Education
___ (204) Home School Program
___ (205) Residential School
___ (206) Specialized (Separate) School
___ (207) Itinerant Service Outside the Home
___ (208) Reverse Mainstream Setting
___ (209) Charter School
___ (210) Homebound/Hospital Environment
___ (211) Not in Educational Placement
___ (255) Other: _____

Ages 6 –21

___ (301) General Education Classroom
___ (302) Resource Room
___ (303) Specialized (Separate) Classroom
___ (304) Public School/Separate Facility
___ (305) Private School/Separate Facility
___ (306) Public Residential School
___ (307) Private Residential School
___ (308) Homebound/Hospital Environment
___ (309) Charter School
___ (310) Home School Program
___ (311) Post-Secondary Program
___ (312) Vocational Program
___ (313) Not in Educational Placement
___ (355) Other: _____

LIVING SETTING

(Please indicate the living setting where the individual resides the majority of the week.)

___ 1. Birth/Adoptive Parents
___ 2. Extended Family
___ 3. Foster Parents
___ 4. State Residential Facility
___ 5. Private Residential Facility
___ 6. Group Home (Less than 6 residents)
___ 7. Group Home (6 or more residents)
___ 8. Apartment (with non-family persons)
___ 9. Pediatric Nursing Home
___ 10. Nursing Home
___ 11. Public Residential Facility
___ 555. Other: _____

RELATED SERVICES

(Check **all** that are **regularly used and provide** specific information)

RELATED SERVICE	PROVIDER'S NAME	PHONE NUMBER	FREQUENCY OF SERVICE
Audiology Services			
Counseling Services			
Hearing Education Services			
Interpreter/Transliterator			
Medical Services			
Occupational Therapy			
Orientation & Mobility			
Personal Assistant			
Physical Therapy			
Psychological Services			
Recreation Therapy			
School Health Services			
Social Work Services			
Speech/Language Pathology			
Vision Education Services			
Other			

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SPECIAL EDUCATION STATUS INFORMATION

___ 0. Still in Special Education Program
___ 1. Returned to General Education
___ 2. Graduated with Diploma
___ 3. Graduated with Certificate
___ 4. Reached Maximum Age
___ 5. Deceased
___ 6. Moved, Known to be Continuing
New Program_____
___ 7. Moved, Not Known to be Continuing
___ 8. Dropped Out

NEEDS SURVEY

To assist Project TREDS in planning future workshops, please complete the following survey.

I would be interested in workshops/presentations focusing on the following topics in relation to deafblindness:

YES	NO	
___	___	1. Vision (specify): _____
___	___	2. Orientation and Mobility (specify): _____
___	___	3. Hearing (specify): _____
___	___	4. IEP/IFSP Development and Implementation (specify): _____
___	___	5. Transition Planning (specify): _____
___	___	6. Communication (specify): _____
___	___	7. Assistive Technology/Adaptive Equipment (specify): _____
___	___	8. Working with Families (specify): _____

CONTACT PERSON (if different from teacher): _____ **PHONE:** ( ) _____
Title: _____ **Agency/School System:** _____
ADDRESS: _____
(street) (city) (zip code)

COMMENTS:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

_____ _____
SIGNATURE **DATE**

Project TREDS
Box 328
Peabody College of Vanderbilt University
Nashville, TN 37203
(615) 322-8279 (voice) - (615) 322-8280 (TTY) - (800) 288-2266 (voice)
caren.wayburn@vanderbilt.edu lisa.hirtzer@vanderbilt.edu
sandy.self@vanderbilt.edu donna.consacro@vanderbilt.edu

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APPENDIX D

Project TREDS Brochure

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Fax: (615) 343-1570

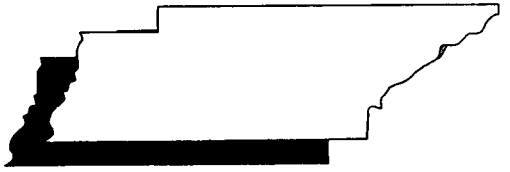
Anne L. Corn, Ed.D.
TREDS Director
anne.corn@vanderbilt.edu

Cleo Harris, Ed.D.
State Liaison
Tennessee Deparment of Education

TREDS is a project of Vanderbilt University's John F. Kennedy Center for Research on Human Development and the Special Education Department of Peabody College in cooperation with the Tennessee Department of Education Division of Special Programs. TREDS is supported by a grant from the U.S. Department of Education, Office of Special Programs, CFDA Grant Number 84:025A.

PROJECT TREDS

Tennessee Deafblind Project



The Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments

(615) 322-8279 (local)

What is TREDS?

TREDS, the Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments, is a federally funded program that provides technical assistance for individuals, from birth through age twenty-one, who have both vision and hearing impairments. This program is designed to improve the identification of infants, toddlers, children and youth who have dual sensory impairments. Project TREDS equips families, educators and other professionals with the knowledge and skills needed to improve individual outcomes.

**This project supports the philosophy of inclusion of the individual in educational, vocational and community environments.*

What is Deafblindness?

Deafblindness consists of a loss in the areas of both vision and hearing. Losses in these areas may range from mild limitations to total blindness and profound deafness. The combination of these two sensory losses, whether mild or more severe, may qualify the individual as deafblind.

(615) 322-8280 (voice/TTY)

Who is Eligible?

- Individuals who have been diagnosed as deaf and blind
- Individuals who have mild to severe hearing and vision impairments which require adaptations or modifications
- Individuals who have a diagnosis which places them at risk for developing vision and hearing impairments
- Individuals with multiple disabilities who may demonstrate inconclusive responses during evaluations or in the natural environment

Who Benefits from TREDS Services?

- Individuals who have a vision and hearing impairment
- Parents and family members
- Educational personnel
- Personnel from state and community agencies
- Health care professionals
- Other care providers

(800) 288-2266 (voice/TTY)

What Ages are Served?

- Birth through age 21

What are TREDS Activities?

- Individual, onsite observations
- Consultation
- Workshops / conferences
- Inservice training
- Family support activities
- Resource library
- Maintenance of Deafblind Census
- Assistance in identification

***This brochure is produced and distributed through a joint effort between TRACES (Teaching Research Assistance to Children and Youth Experiencing Sensory Impairments - Cooperative Agreement No. HO25C00001) and the Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments. (CFDA Grant Number 94.025A) with funding from the U.S. Department of Education.*

APPENDIX E

Project TREDS Newsletter

The Tennessee Deafblind Project

Project TREDS Newsletter

January 1999

Inside this Issue

1 Are you in the dark about deafblindness?

2 TN Disability Information and Referral Office

Upcoming Events

3 What is Photoscreening?

Resource Corner

What are related services?

Project TREDS
Box 328,
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Nashville, TN 37203
(615) 322-8279 voice
(800) 288-2266 voice
(615) 322-8280 voice/TTY

Greetings from the TREDS staff!

It has been some time since our last newsletter was distributed, but we hope you will find it worth the wait. Inside this issue you will find two inserts. The first insert features a map reflecting the number of students reported to the TREDS census by county of educational services as well as a list of related services that may be appropriate for students who are deafblind. Please take a moment to look at these carefully. The second insert includes an interview with a parent and a staff person from Project PAVE as well as an update from the parent workshop held in St. Louis.

In the Dark?

Are you "in the dark" about who qualifies as a student who is deafblind? Why you should report them as deafblind to our Project? If so, you are not alone. The information on the 1998 Deafblind census was mailed out in early December to Special Education Supervisors, teachers who currently or previously have had a student on the deafblind census, special schools, Head Start Programs, early intervention programs, TEIS service coordinators and TIPS and CSS personnel. It is important that information on **every** student is updated **annually**. If you are unsure whether a student qualifies, please contact us. If you have an additional student in your class who qualifies for Project TREDS, please feel free to make copies of the census form.

Keep in mind, that most people who are deafblind may not be totally blind and totally deaf. There is tremendous variety in the degrees of vision and hearing impairments, and a great range of individual abilities. A person is considered to be deafblind for purposes of receiving services from the project if: they have both vision and hearing impairment ranging from mild to severe; they function as if they have both hearing and vision impairments, based on inconsistent responses to auditory and visual stimuli in the environment or inconclusive responses during hearing and vision evaluations; or they have a diagnosis that places them at risk for developing a vision impairment and a hearing loss. A conclusion that a child is functionally deafblind may be reached based upon an educational evaluation for purposes of initially reporting that child to Project TREDS.

By reporting a child to the Project TREDS census, you, the service provider, the child, and his or her family are eligible for services from the project. These services include: site-based and child focused consultations, family support activities, workshops and inservice trainings, help with the development of educational strategies and transition plans, and information from our resource library. There are currently 237 children, from birth through age 21, who are eligible for services. In order to receive any of these services, you must contact the project. Reporting new students or providing updates on students who have had changes in their educational services may be done throughout the year by contacting Project TREDS.

If you are still "in the dark", contact Caren Wayburn at 615-322-8279, 800-288-2266 or email: caren.wayburn@vanderbilt.edu

Information included in this article was taken from "Deafblind Focus", the Indiana Deafblind Services Newsletter.

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Tennessee Disability Information & Referral Office

By Carol Moore-Slater

Need information about a disability or a disability related issue? Need to find a disability related service in your community? The Tennessee Disability Information & Referral Office is a statewide information service for children and adults with disabilities, family members and service providers. Telephone numbers include: 615-322-8529 (Nashville area) or 1-800-640-INFO [4636]; TDD number is 615-343-2958 (Nashville area) or 1-800- 273-9595. Email address: Carole.Moore-Slater@Vanderbilt.edu

The Tennessee Disability Information & Referral Office provides a place for individuals, families, and agencies to call for information about community resources and support programs. The scope of information includes all disability conditions, mental and physical, for individuals of all ages. This office does not, however, replace community programs and/or specific disability agencies to assist individuals needing specific community services.

The Tennessee Disability Information & Referral Office opened May 1, 1998. It is funded by the Tennessee Developmental Disabilities Council and is located at the John F. Kennedy Center at Vanderbilt. Many disability services in Tennessee are specialized and have eligibility requirements such as age, type of disability, family income and geographic residence. This service delivery system can be challenging and difficult to understand and access.

We hope that providing a central point of contact for the entire state will make it easier for individuals to secure services. By collecting information on services and support resources statewide, we also hope to identify gaps in the service delivery system as a first step toward closing them.

VISION PROGRAM

In Tennessee, as in the nation, there is a critical shortage of teachers for children with visual disabilities. As a result there are many school districts that have been unable to locate and hire a teacher. The Program in Visual Disabilities at Peabody College, Vanderbilt University is pleased to announce that it has received a grant from the U.S. Office of Education to prepare teachers to serve children with visual and multiple disabilities. Part- and full-time tuition awards are available on a competitive basis. These awards apply to undergraduate and master's level students. At the completion of this program teachers are able to provide educational services to students in either local education or special school settings. For more information, please contact Dr. Anne Corn, Box 328 Peabody College, Vanderbilt University, Nashville, TN 37203; phone (615) 322-2249; email: anne.corn@vanderbilt.edu.

Workshop updates

Project TREDS hosted three workshops for families and professionals throughout 1998. The summer workshop was held on June 19, 1998 in Nashville. Robbie Blaha, from the Texas Deafblind Project spoke on the benefits of using calendar systems with students who are deafblind and/or multidisabled. Those who attended said they went away with new ideas regarding how to use a child's behavior to determine activities and how a calendar system can help organize a child's day. The Fall workshops were held on September 17th in Cookeville and on September 24th in Jackson. The morning portion of the workshop consisted of an overview of deafblindness while the afternoon offered two sessions; one on low vision devices conducted by Jennifer Bell from Project PAVE (see insert) and one on orientation and mobility conducted by Frank Alexander from the Tennessee School for the Blind.

Upcoming Events

Tennessee Joint Conference on Children with Disabilities
Feb 8-9, 1999
Loews Vanderbilt Plaza
Nashville, TN
For more information contact Kathleen Puckett at (423) 755-4122

Feb 11, 1999
Positive Behavior Supports – Video Session shown in Martin, Chattanooga, Jackson, Nashville, Knoxville, and Memphis.
For more information contact Carol Greenwald at (901) 448-2660

April 9, 1999
BEYOND ACCESS, The Second Annual Inclusion Conference
Fogelman Center - Memphis
For more information contact Carol Greenwald at (901) 448-4644

National Agenda

The National Agenda for the Education of Children and Youth with Visual Impairments, Including Those with Multiple Disabilities is now available on the world wide web. It can be accessed at: http://www.tsbvi.edu/agenda/index.htm

The Tennessee coordinators are Jennifer Bell and Karen Blankenship (professionals) and Mrs. Jolly (parent). For information contact Karen Blankenship at (615)322-2249

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The Impact of Project PAVE

Tennessee students with vision impairments may receive services through a project funded by the State Department of Education. Project PAVE (Providing Access to the Visual Environment) has served a total of 160 students over 4 years. Do you know a student who has low vision or are you the parent of a student who has low vision? Can PAVE benefit your child? We interviewed Jennifer Bell, a low vision therapist (LVT) and teacher for students with visual impairments (TVI) for PAVE, and Heather Costello, mother of 8 year old Melissa, who has a hearing loss as well as a vision loss.

Can you tell us about PAVE?
Jennifer: Project PAVE provides comprehensive low vision services to children ages 4 through 21 years of age. Dr. Anne L. Corn, of Vanderbilt University, is our Project Director, and Mrs. Rebecca Reddy, of TN School for the Blind, is our Director of Outreach Services. Karen Wilcox, an Orientation and Mobility Specialist and a Teacher of the Visually Impaired, is new to PAVE. I am a Teacher for the Visually Impaired and a Low Vision Therapist and this is my second year with PAVE.

What are "comprehensive low vision services"?
Jennifer: Comprehensive low vision services include a clinical low vision evaluation completed by one of the project's optometrists, an ophthalmologic exam, if necessary, optical devices (including glasses, if necessary), and delivery and instruction on the use of the devices at the child's school. Functional vision assessments, orientation and mobility assessments, and direct services are completed, on a limited basis, upon request from the school district.

Does PAVE provide optical devices free to students? Jennifer: Yes. The magnifiers and monoculars that are prescribed to the students are theirs to keep. In some instances, especially if the student is young, the project is able to provide two sets of devices to the student, a set for school and a set for home. Most of the devices are under $100. PAVE is unable to fund larger items, such as a CCTV. In such cases, we strongly encourage the school system to write accommodations into the student's IEP so the school system becomes responsible for providing the equipment.

How does a student get PAVE services? Jennifer: At the beginning of each school year we send letters to every special education director of each city and county school system in the state telling them about PAVE and asking them to refer students.

Can a parent refer their child?
Jennifer: Yes, they can call me. Their child has to be referred by their special education director, but I will call their special education director for them if they need for me to do that. We have had referrals from the staff at Project TREDS, from parents, and from vision teachers. It just has to come "officially" from the special education director.

How did you find out about PAVE?
Heather: I was told about PAVE by Project TREDS staff in November of 1996. Our county was outside the limit for PAVE services but we were told that PAVE would put us on a waiting list. If they did not get enough requests from the counties within the limit they would consider serving Melissa. So, we had to wait until they knew if there would be a space for Melissa. We did not actually get Melissa into PAVE until the next school year [September, 1997].

What happens after a student is referred? Jennifer: The first step is to get parent permission. We also request copies of the student's current eye report, functional vision assessment, vision related IEP goals, and other records. Then we schedule a Clinical Low Vision Evaluation. The doctors give us a written report with recommendations. We order the devices and schedule a meeting with the teacher(s), student, and parents at the school to bring the devices, go over the report, and give some initial instruction. This year we are trying to go back the following week to do more follow up instruction, and we see the student 4 or 5 other times during the year.

Heather, as a parent, what did you have to do? Heather: I had to give permission for Melissa to participate and take her to the Tennessee School for the Blind for the evaluation.

What services did Melissa get?
Heather: The evaluation and the vision devices. We got devices for both school and home...which is really nice because then Melissa gets to use them at home, at church and whenever we go places and we don't have to worry about them getting left either at home or school.
Jennifer brought the devices to Melissa's school and gave Melissa instructions on how to use them. She also talked to me and to her teachers. Jennifer came back a few times during the school year to work with her.

What devices did Melissa get?
Heather: She got a magnifier to use for reading and close work, and a monocular to use for far vision. The monocular looks like a tiny telescope.

Are you involved with the students for only one year? Jennifer: Generally, but we have done some follow up if the vision changes for some reason, or, for younger children sometimes, re-evaluations are needed. We don't have the funding or the staff to see the same students year after year. We hope that once students, teachers and parents know the benefits they will become self-advocates for vision services.

Are there always "happy endings"?
Jennifer: No, I wish there were. Sometimes the students don't or won't use their devices.

Why do you think they don't?
Jennifer: The major problem is the student has to feel confident. The attitude of teachers, parents and the student's peers has a lot to do with how the student feels about using the device. Everyone has to be really accepting and encouraging. Good self-esteem, confidence and parental, teacher, and peer support all play a role.

What was Melissa's reaction to using her devices? Heather: She learned quickly to use them because, I think, it was rewarding for her to see things she had never seen before. In fact, I think a lot of people were very surprised at how quickly she learned to use them. She uses them all the time now.

How have the other children reacted to the devices? Heather: They have been curious about them, but really not much reaction. After a while the other children don't pay any attention.

What do you see as the greatest impact from PAVE?
Jennifer: We are making people, both parents and professionals, more aware of what is out there that can benefit students with vision impairments.

What is the most rewarding part for you personally?
Jennifer: For me to see a student using their optical device independently is rewarding. That tells me the device is working for them.

What has been the greatest benefit from Melissa's participation in PAVE? Heather: Our pleasure in knowing that she can see things she has never seen before. Melissa has been so excited sometimes by what she sees. I think she expects to be able to see. She is more involved in what is going on around her. She is doing things in class now with just the monocular that used to require some one-on-one assistance to do. For example, she copies work off the big chalkboard like all the other children in the classroom. She doesn't have to have a separate board at her desk. [Formerly, her classroom aide would make a separate copy of things for Melissa on a board at her desk.]

Would you recommend Project PAVE?
Heather: Yes, definitely...and the sooner the better. Who knows what Melissa could have done, what difference it might have made, if she had had these at 2 or 3 years of age.

What about age? Jennifer:
It is almost totally dependent on the individual child. Our project will not take students younger than four. Some four-year-olds will not have the eye/hand coordination to use a monocular or magnifier. But then you might find a three-year-old who would be able to use and benefit from a magnifier. It is really hard to give an age. But I would encourage children to certainly have a clinical low vision evaluation by the age of 4.

Will PAVE continue? Jennifer:
We hope so, but we are funded year to year. I honestly feel we have had such a positive impact and provide a service that is needed by so many children that our State Department of Education will continue to fund us every year. All we need is help from everyone reading this article in referring students who might benefit from our services.

Thank you both for your time. Jennifer, I hope you will be flooded by referrals. Heather, thank you for sharing your experience with us.

Contact information for
Project PAVE:
Jennifer Bell
Project Pave
Box 328, Peabody College
Vanderbilt University
Nashville, TN 37203
Phone: 615-322-2249

Parents Go For the Best in St. Louis

From July 30th - August 1st, 1998 three parents from Tennessee joined with nearly 80 other parents from across the United States in a workshop in St. Louis, Missouri to talk about services for children who are deafblind. The workshop "Going for the BEST: Building Excellence and Strength Together" was sponsored by the National Technical Assistance Consortium for Children and Young Adults with Deaf-Blindness (NTAC) and the National Family Association for Deaf-Blind (NFADB). Parents from each of the 50 states applied and were chosen for participation. The expenses for the two families participating from Tennessee, one from West and one from Middle, were paid for by NTAC. It was a time to share ideas, gain strength and make new friends. As Sherrie Hugueley, the parent from West Tennessee said, "What impressed me the most was seeing so many agencies and people working together trying to decide what was best for the child...putting the child first. This meeting was just to listen to families. They encouraged me to talk and they listened to what I said! It felt really good to have people wanting to hear what I had to say."

Donna Consacro, TREDS Family Services Coordinator, accompanied these families to St. Louis. Donna came away appreciative of the "time and opportunity to get to know these two Tennessee families better, to strengthen friendships with other Family Service Coordinators of the deaf-blind projects across the nation, and to learn what families feel are the most important issues for them and their children".

Here are just a few samples of what the parents identified as best practices:
Communication: "Children and adults who are deafblind should be given the right to communicate and be listened to with adequate time to respond."
Behavior: "Teachers and service providers must understand that all behavior has a communicative function and should not be a 'problem'. Individuals who are deafblind should have the opportunity to express their needs and frustrations without being judged."
Instruction: "All service providers, including those in the mental health field, need comprehensive training about the uniqueness of deafblindness and its impact on behavior."

If you would like a copy of the St. Louis workshop "Going for the BEST" information you may contact Donna Consacro at (615) 322-8279, (800) 288-2266 or e-mail: donna.consacro@vanderbilt.edu.

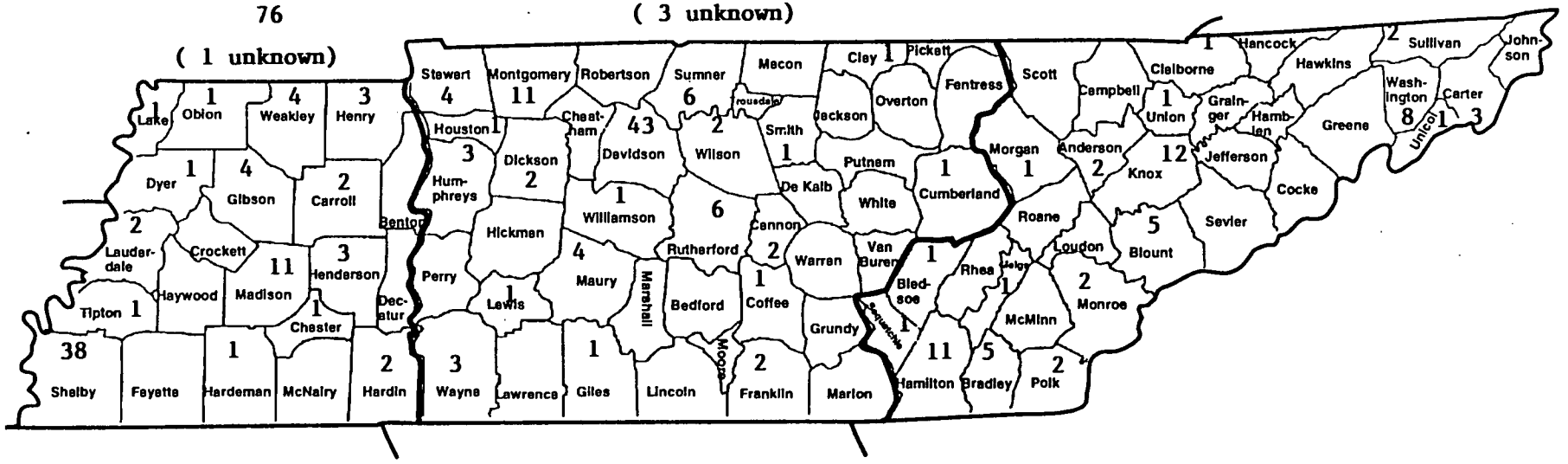
March 1998 Census
County of Education

Tennessee

76
(1 unknown)

99
(3 unknown)

62
(3 unknown)



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Definitions of Related Services

Physical Therapy- The physical therapist is responsible for the assessment, prescription, implementation, and supervision of activities such as: gross motor, weight bearing, positioning and handling, range of motion, relaxation, exercises, and use of adaptive equipment.

Occupational Therapy- The occupational therapist is responsible for the assessment, prescription, implementation and supervision of activities such as: fine motor, oral motor, self help, strengthening exercises, and use of adaptive equipment. These services can also be implemented by a certified occupational therapy assistant (COTA).

Speech-Language Therapy- The speech-language pathologist is responsible for conducting the screening and assessment of speech, language, and communication skills. The pathologist is also responsible for implementing intervention for deficits in these areas.

Vision Education Services- The vision specialist is responsible for assessing the student's vision, adapting materials and activities in accordance to the student's residual vision. This specialist also provides direct services in core areas such as: braille, daily living, etc.

Orientation and Mobility Services- The orientation and mobility specialist is responsible for assessing environments which are or will be accessed by the student. Training is then provided to the student in relation to orientation (using senses other than vision to establish position and relationship to other objects in the environment) and mobility (the ability to move safely from one place to another) across those environments.

Audiology Services- The audiologist is responsible for assessing hearing, identifying the type and degree of hearing loss, and then providing input on appropriate assistive devices and equipment related to the hearing impairment.

Personal Assistant- A personal assistant is assigned to a student with special needs for a specified period of the day (this period can be as short as 15 minutes or as long as the full school day). The responsibilities consist of assisting the student with activities and skills that cannot be done independently so they can participate to the fullest extent possible in the least restrictive environment.

Hearing Education Services- The hearing impaired specialist is responsible for designing and implementing programming for individuals with hearing impairments which will assist the student in participating in all environments to the fullest extent possible.

Medical Services- Services can be provided by a variety of medical personnel. These include, but are not limited to physicians, nurses, nutritionists, ophthalmologists, optometrists, otolaryngologist, and/or dentists.

What is Photoscreening?

By Christy Fisher

Photo screening is an exciting new way to find children's eye problems. It is highly effective for screening pre-verbal and non-verbal children. Photoscreening involves the use of a camera and a special black and white instant film. Trained volunteers can interpret the pictures. The technique may help find refractive errors resulting in near and farsightedness and astigmatism. It also helps detect problems such as strabismus and drooping eyelids. Early detection and treatment can prevent permanent vision loss from amblyopia. The pilot program has been funded by the Junior League of Nashville, Inc. Future progress will depend on grants, contributions, and foundations. Please call Prevent Blindness Tennessee for up to date information. Children can be screened at the Prevent Blindness office for a charge of $2.00 to cover the cost of the film.

Prevent Blindness Tennessee's Photoscreening Training is a full 6 hours of instruction to build the necessary skills to take quality photos and maximize screening accuracy.

Benefits of Training:

- Operate the MTI Photoscreener Camera, including loading and unloading film, utilizing the AC power systems, and understanding the displays and controls
- Create the proper screening environment
- Take quality pictures
- Interpret photos for readability
- Interpret photos for referral for possible refractive problems and other problems like drooping eyelids and opacities (cataracts).

For more information contact Prevent Blindness Tennessee at (615) 352-0450 or (800) 335-0450 or email: foryereyes@aol.com. Check out the website at www.preventblindness.org/TN.

Do you have email?

In this age of advanced technology, it seems reasonable that we should try to utilize these services ourselves. If you have an email address, please send it to us so we can add it to the mailing list. This will allow us to inform you of upcoming events as we hear about them. You may send your address in an email to: lisa.hirtzer@vanderbilt.edu

Resource Corner

If you haven't checked out our resource library lately, maybe you should. Take a look at this book! ***Sensory Motor Activities for Early Development*** by Chia Swee Hong, Helen Gabriel, and Cathy S. John. This very practical manual takes the mystery out of phrases like "sensory awareness", "cause and effect" and "spatial awareness" by demonstrating how to teach those skills in typical and familiar games, songs and activities. Parents, childcare providers, teachers, and related service providers can benefit from the ideas and activities designed to teach skills to children who have a variety of learning disabilities. The value of play becomes apparent for children, with and without disabilities.

Is Every Student You Know Receiving the Related Services They Should?

One of the responsibilities of Project TREDS is maintaining the deafblind census of students inTennessee. Many of you have completed census forms on students in the past or updated them over the phone with a TREDS staff member. We would like to thank everyone for your continuing assistance. Since the new census form requires additional information concerning related services, it has come to our attention that not all students are receiving the appropriate services. Children having a vision and/or hearing impairment (or deficit in any area) should probably be receiving direct and related services in that area. Following are some common myths about related services.

Myth: O&M is for adults only. **Truth:** O&M stands for orientation and mobility which assists individuals of all ages, who have vision impairments, in becoming aware of their place in the environment alone and in relation to other objects as well as learning to move independently in their environment.

Myth: A child who has no eyes needs no vision services. **Truth:** Children who are missing one or both eyes certainly need the services of teachers of the visually impaired (TVI) as well as O&M instructors.

Myth: Some children have no way of communicating. **Truth:** All children can communicate through some means. They may not use traditional language like many of us, but instead use some type of communication device, pictures, symbols, gestures, facial expressions, or even breathing patterns. Our job as professionals and family members is to figure out what works for each child.

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Project TREDS
Vanderbilt University
Box 328 Peabody College
Nashville, TN 37203

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Non-local: (800) 288-2266
Fax: (615) 343-1570
TTY/voice (615) 322-8280

Anne L. Corn, Ed. D.
TREDS Director

Cleo Harris, Ed.D.
State Liaison to Project TREDS

APPENDIX F

Project TREDS Resource Library

PROJECT TREDS

Resource Library

Tennessee Technical Assistance and Resources
for Enhancing Deaf-Blind Supports

Donna Consacro - Family Services Coordinator (e-mail - donna.consacro@vanderbilt.edu
Lisa Hirtzer Keown - Coordinator of Training (e-mail - lisa.hirtzer@vanderbilt.edu
Sandy Self - Project Coordinator (email - sandra.self@vanderbilt.edu)
Caren Wayburn - Coordinator of Technical Assistance (email - caren.wayburn@vanderbilt.edu)

Project TREDS - Box 328 MRL
Peabody College of Vanderbilt University
Nashville, TN 37203
(615)322-8279 (local) (800)288-2266 (voice/TTY)
(615) 322-8280 (local voice/TTY) (615) 343-1570 (fax)

WWW Address: http://www.vanderbilt.edu/kennedy/treds/index.html

1999

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STATE & NATIONAL RESOURCES

STATE RESOURCES

*** Compiled by Project TREDS ***

AGENCY	DESCRIPTION OF SERVICES
ARC of Tennessee 1805 Hayes Street, Suite 100 Nashville, TN 37203 (615) 327-0294	This association provides a referral service, advocacy, family support services and works in the areas of education, integration and residential opportunities for persons with mental retardation and disabilities
Children's Special Services Regional Health Offices: Johnson City (423) 929-5900 Knoxville (423) 549-5244 Chattanooga (423) 634-3124 Cookeville (615) 528-7531 Nashville (615) 340-5697 Nashville (615) 262-6159 Columbia (615) 380-2527 Jackson (901) 423-6600 Memphis (901) 543-6848	This is a state program operated by the Tennessee Department of Health. CSS provides comprehensive medical treatment to children birth to 21 years of age who have a disability and/or chronic illness. Any child in the state of Tennessee is eligible for a complete evaluation.
Community Rehabilitation Agencies of Tennessee (CMRA) Desha Hearn 530 Church Street, Suite 504 Nashville, TN 37219 (615) 254-3077	CMRA promotes the growth and development of resources required by community agencies to provide quality services to people with disabilities.
Family Resource Center Vanderbilt Children's Hospital Outpatient Center 5000 Medical Center East (5th floor) Nashville, TN 37232-8190 (615) 936-2558; (800) 288-0391; FAX(615) 936-2561	This center is part of the Junior League Center for Chronic Illness and Disabilities of Children. It supplies support and information to families and friends of children with chronic illness or disabilities.
League for the Hearing Impaired Mary McKinney (615) 329-7347; (615) 329-9271{voice/TDD/24-hour} 1810 Edgehill Avenue Nashville, TN 37212	The League provides the following recreational, social, rehabilitative, and employment services for all ages: 1) manual and oral interpreting 2) sign language classes 3) lip reading classes 4) referral services to other agencies 5) social activities program 6) community awareness
LRE for LIFE (Least Restrictive Environment for Living, Inclusion, Friendships, and Employment in the Community) Jennifer Butterworth (423) 974-2760 LRE for Life 102 Claxton Addition University of Tennessee Knoxville, TN 37996	LRE for LIFE provides technical assistance to school systems who are committed to implementing best practices to serve children with severe and profound disabilities in age-appropriate inclusive settings. They co-sponsor with the Department of Education an annual conference, coordinate inservices on non aversive behavior support strategies, and facilitate interagency transition agreement. They also develop, adapt, revise, & disseminate training materials.

STATE RESOURCES

AGENCY	DESCRIPTION OF SERVICES
Middle Tennessee Association for Persons with Severe Handicaps (MTASH) Linda Messamore 418 Belle Pointe Drive Nashville, TN 37221 (615) 662-0431	MTASH is the Tennessee chapter of the National TASH organization. They advocate for more inclusive educational and environmental settings for individuals across all ages. They also provide training opportunities through annual conferences
Parents Encouraging Parents (P.E.P.) Central Office (615) 741-0361 Davidson County (615) 340-5688 East Tennessee Region (423) 549-5244 First Tennessee Region (423) 929-5923 Mid-Cumberland Region (615) 262-6159 Shelby County (901) 576-7988 South Central Region (615) 380-2527 Southeast Tennessee Region (423) 634-5838 Upper Cumberland Region (615) 528-7531 West Tennessee Region (901) 423-6600 West Tennessee Region (901) 884-2645	The purpose of P.E.P. is to match trained, supporting resource parents with parents of children with a disability or chronic illness who are experiencing a time of crisis or transition, or are seeking information.
STEP -Support & Training for Exceptional Parents STEP Center 111 Village Drive, Suite 5 Greeneville, TN 37745 (800) 280-STEP East Tennessee (Greeneville) (423) 639-2464 Middle Tennessee (Columbia) (615) 388-0199 West Tennessee (Memphis) (901) 756-4332 Nashville, Tennessee (615) 322-9991 Email address: tnstep@aol.com	STEP provides assistance and training to parents of children with special needs or disabilities to help them understand their rights and responsibilities under state and federal laws.
Tennessee Association for the Deaf-Blind and Multiply Impaired Mary & John Gregson (615) 833-7604	This organization provides parent and family support and advocacy.
Tennessee Association on the Education of Young Children 2200 Hillsboro Road, Suite 408 Nashville, TN 37212 (615) 385-1649 FAX: (615) 385-0088	TAEYC is a not-for-profit organization that coordinates efforts in promoting the general welfare of and improving the quality of programs for all Tennessee's children from birth to age 8. They sponsor an annual fall conference to provide inspirational and educational experiences for parents and early childhood professionals.
Tennessee Council for the Hearing Impaired (615) 313-4913 [Voice/TTY] DHS/TCHI 400 Deaderick Street, 11th Floor Nashville, TN 37284-6300	This council coordinates programs and services for people who are deaf and hearing impaired.
Tennessee Disability Coalition Carol Westlake 1207 Seventeenth Avenue South Suite 100 Nashville, TN 37212 (615) 320-9339	This organization serves as an alliance for approximately 60 other disability groups across the state. They are a grass-root organization working for systems change.

STATE RESOURCES

AGENCY	DESCRIPTION OF SERVICES
Tennessee Early Intervention System (TEIS) (800) 852-7157	TEIS provides free services for children ages birth - 3 with disabilities and their families. Services include information, referral, and continuing support.
Tennessee Infant/Parent Services (TIPS School)) Don Thompson (615) 579-2456 [Voice/TDD] Regional Coordinators-East Tennessee (Knoxville) Mary Franks, Teresa McMahon, Janet Caldwell, Lois Hammett (423) 579-2456 FAX: (423) 579-2519 Regional Coordinator-Middle Tennessee (Nashville) Tracy Duncan, Andy Taylor, Ingrid Bettis, Jane Frederick (615) Regional Coordinators-West Tennessee (Memphis) Joy Peace (901) 678-3501 Regional Coordinators-West Tennessee (Jackson) Diana Harrison, Linda Lewis, Karen Sizemore (901) 423-5705 Regional Coordinator-East Tennessee (Chattanooga) Julie Clark (423) 634-3010	This school provides home intervention for families of young children (birth to 4) with disabilities. They utilize nationally validated curriculum (Ski*Hi, Insite, VIISA) and provide a hearing aid bank and a lending library. The parent advisors assist the family in transitioning to preschool or LEA.
Tennessee Library for the Blind and Physically Handicapped Frances Ezell (615) 741-3915; (800) 342-3308 403 7th Avenue North Nashville, TN 37243-0313	This agency is part of the Tennessee State Library and Archives which is a division of the State Department. They offer free public library services to those unable to hold, read, or turn pages in ordinary book/magazines due to visual or physical impairments. They offer services by mail and provide materials on record, cassette, braille, and large print. Playback equipment is also provided free of charge.
Tennessee Library Services for the Hearing Impaired Sandy Cohen (615) 862-5750; (800) 342-3262 [voice/TTY] 700 2nd Avenue South - Room 211 Nashville, TN 37210	This organization provides at no cost: 1) access to traditional library services for individuals with hearing impairments 2) information/referral services 3) public awareness programming 4) media resources 5) special book collection 6) TDD Newscenter (24 hours).
Tennessee Protection and Advocacy, Inc Shirley Shea 2416 21st Ave. South Nashville, TN 37212 (800) 342-1660	This is a private, non-profit organization which is committed to the protection of and advocacy for the rights of persons with disabilities through systems and individual case advocacy
Tennessee Resource Center for the Visually Impaired - Tennessee State Department of Education Carol McCarroll (615) 231-7340 Tennessee School for the Blind Resource Center for the Visually Impaired 115 Stewarts Ferry Pike Nashville, TN 37214	This center is a division of the State Department of Education and is responsible for maintaining the registry for learners who are blind. They provide educational materials free of charge to programs serving these learners.

STATE RESOURCES

AGENCY	DESCRIPTION OF SERVICES
Tennessee School for the Blind Ralph Brewer (615) 231-7300 115 Stewarts Ferry Pike Nashville, TN 37214	This school provides services for learners with visual impairments on a regular 10 month basis for children preschool age through 12th grade. It is both a day school & residential program which offers regular academics in addition to speech, music, crafts, shop, computer. The school has separate programs for children with multiple impairments & deaf-blindness.
Tennessee School for the Deaf (West) Gene Reeves (901) 423-5705 100 Berryhill Drive Jackson, TN 38301	This is a K-12 school and residential program for children (ages 3-21) with hearing impairments. They provide assistance to local school systems within the state who have children with hearing impairments.
Tennessee School for the Deaf (East) Alan Mealka (423) 594-6022 [Voice/TDD] 2725 Island Home Blvd. Knoxville, TN 37920	This is a K-12 school and residential program for children (ages 3-21) with hearing impairments. They provide assistance to local school systems within the state who have children with hearing impairments.
Tennessee Services for the Blind and Visually Impaired (Cathy Steger - Deaf-Blind Specialist) Region 1 - Johnson City (423) 434-6934 Region 2 - Knoxville (423) 594-6720 Region 3 - Chattanooga (423) 634-6729 Region 4 - Cookeville (615) 526-9783 Region 5 - Nashville (615) 741-2111 Region 6 - Columbia (615) 380-2563 Shelbyville (615) 685-5019 Region 7 & 8 - Jackson (901) 423-5806 - Paris (901) 644-7361 - Union (901) 884-2600 Region 9 - Memphis (901) 543-7301	The services provided by this organization include: 1) assistance in the area of vision from teachers to children who are not currently receiving services 2) assistance to high school students who are preparing to make the transition from school to work/community. 3) assistance to students to attain skills so they may be as independent as possible in the community.
Tennessee Society to Prevent Blindness Alice Orr 95 White Bridge Road Suite 513 Nashville, TN 37205 (615) 352-0450	This agency provides professional education, community services including vision and glaucoma screenings, information and referral services and research. They also provide educational materials for grade K-12 and technology and medically advanced information on many aspects of eye health and safety.
Tennessee Technology Access Project (TTAP) Rob Roberts (615) 532-6530; (800) 732-5059 Technology Access Center of Middle Tennessee (615) 248-6733; (800) 368-4651 Chattanooga State Center for Assistive Technology (423) 697-4706 West Tennessee Special Technology Resource Center (901) 668-3888; (800) 464-5619 East Tennessee Special Technology Access Center (423) 947-2191	This agency is available to supply information on all types of assistive technology. More specifically, TTAP provides: 1) evaluation services in order to determine appropriate devices 2) general information about what is available, the cost, how it can assist, and how to obtain device 3) assistance in finding the right technology 4) outreach services to inform the public about the value of assistive technology 5) follow-up services until the person using the technology is satisfied.

STATE RESOURCES

AGENCY	DESCRIPTION OF SERVICES
TREDS - Tennessee Outreach Project for Children and Youth Experiencing Dual Sensory Impairments Sandy Self Box 328, Peabody College of Vanderbilt Nashville, TN 37203 (615) 322-8277; (800)288-2266; FAX (615) 343-1570	TREDS provides information, training and individualized consultation to families, professionals and consumers around the needs of individuals from the ages of birth through 21 who have vision and hearing impairments.
VITAL Center (Visually Impaired Training and Learning Center 2014 Broadway, Suite 240 Nashville, TN 37203 (615) 321-3773; FAX: (615) 321-4092	This is a private, non-profit rehabilitation facility which offers visually impaired and blind individuals a support system to enhance their everyday lives. They provide low vision evaluations, home management training, adaptive employment skills and more.

NATIONAL RESOURCES

Agency	Services
The Foundation Fighting Blindness The RP Foundation, Inc. 1401 Mt Royal Avenue Baltimore, MD 21217-4245 (800) 638-2300; (410) 225-9400,(410) 225-9409 {TTY}	This foundation is dedicated to finding treatments and prevention of retinitus pigmentosa, Usher Syndrome, macular degeneration and related retinal degenerative diseases.
Hadley School for the Blind 700 Elm Street Winnetka, IL 60093-0299 (708) 446-8111 {voice/TTY/TDD}	Provide, at no cost, correspondence courses on topics related to academics, vocational areas, technical areas, personal enrichment, parent-child issues, and rehabilitation topics. The rehabilitation topics include Braille, abacus, and independent living for individuals with deaf-blindness.
Hear Now 9745 East Hampden Ave, Suite 300 Denver, CO 80231-4923 (303) 695-7797 (voice/TTY); (303) 695-7789 Fax (800) 648-HEAR	Nationwide, non-profit organization dedicated to making hearing aids and cochlear implants accessible to deaf and hard of hearing clients with limited financial resources.
Helen Keller National Center for Deaf-Blind Youths 111 Middle Neck Road Sands Point, NY 11050-1299 (516) 944-8900 {voice/TTY/TDD} FAX: (516) 944-7302	Provides technical assistance to professionals who work with individuals who are deaf-blind. They provide evaluations, vocational training, and job preparation and placement for individuals who are deaf-blind.
Helen Keller National Center - Technical Assistance Center 111 Middle Neck Road Sands Point, NY 11050-1299 (516) 944-8900 {voice/TTY/TDD} FAX: (516) 944-7302	Assists young adults who are deaf-blind in the transition process from school to adult services. They also provide technical assistance to service providers and families of individuals who are deaf-blind.
Hilton-Perkins National Program Perkins School for the Blind 175 North Beacon Street Watertown, MA 02172 (617) 924-3434	Assists with improving the quality of life for underserved, multiply disabled blind and deaf-blind children and their families. They assist with program needs, direct and support services for the child and their family and more.
International Braille and Tech Center for the Blind 1800 Johnson Street Baltimore, MD 21230 (410) 659-9314	Provide demonstrations, evaluations, individual instruction, cost comparisons, tours, personal and phone consultation, meeting and conference facilities, overnight and dining accommodations.
International Hearing Society 20361 Middlebelt Road Livonia, Michigan 48152 (800) 521-5247 (Hearing aid Helpline)	Provide information about hearing and hearing aids.
Job Opportunities for the Blind (JOB) 1800 Johnson Street Baltimore, Maryland 21230 (800) 638-7518	Nationwide reference and job referral service. They provide a job hunter's magazine on cassette, recorded job information , print materials for employers, career planning seminars, consultation on low vision aids and appliances and more.
John Tracy Clinic 806 West Adams Boulevard Los Angeles, CA 90007 (213) 748-5481; (213) 747-2924 {TTY/TDD}; (800) 522-4582 {voice/TTY/TDD} FAX: (213) 749-1651	Provides correspondence courses, at no cost, to families of children who are deaf-blind. The course materials can be accessed by service providers for a fee. The course focuses on communication needs and skills. It is geared for families who have a pre-school aged child.

NATIONAL RESOURCES

*** Compiled by Project TREDS ***

Agency	Services
The Action Fund for Blind Children and Adults 1800 Johnson Street Baltimore, MD 21230 (410) 659-9315 {voice}	This foundation provides a variety of services to people who are blind and deafblind throughout the country. It publishes "Hot-Line to Deaf-Blind", a braille edition of current events and world news for deafblind people.
Alexander Graham Bell Association for the Deaf 3417 Volta Place, N.W. Washington, D.C. 20007-2778 (202) 337-5220 {Voice/TTY/TDD}	Supplies the general population with information about hearing loss in children and adults.
American Association of the Deaf-Blind (AADB) 814 Thayer Avenue, Suite 302 Silver Spring, MD 20910 (301) 588-6545 {TTY/TDD}; FAX: (301) 588-8705	Stresses the importance of people who are deaf-blind having a comprehensive and coordinated system of services available to them.
American Council of the Blind 1155 15th Street, N.W., Suite 720 Washington, DC 20005 (202) 467-5081; (800) 424-8666 FAX: (202) 467-5085	Encourages people who are blind to actively participate in all aspect of society. Provide advocacy, consultation, information and referral, legal assistance, program development assistance, and scholarships.
American Foundation for the Blind 11 Penn Plaza - Suite 300 New York, NY 10001 (800)232-5463	They provide information, consultation, and other services to agencies, university programs, consumers, and other individuals involved in the field of blindness.
American Printing House for the Blind 1839 Frankfort Avenue Louisville, KY (502) 895-2405; (800) 223-1839 FAX: (502) 895-1509	Produces and distributes materials in Braille, large print, and audio cassette. Produces computer access equipment, software, and devices for people who are visually impaired.
Better Hearing Institute P.O. Box 1840 Washington, D.C. 20013 (800) EAR-WELL {voice/TDD}	This is a non-profit, tax-exempt educational organization. It informs people with hearing impairments, their friends and relatives, and the general public about hearing loss and available help through medicine, surgery, amplification and other rehabilitation.
Centers and Services for Deaf-Blind Children Office of Special Education 400 Maryland Avenue SW Donohue Building Washington, DC 20202 (202) 245-8749	This agency provides programs and services for children who are deaf and blind. They have six regional centers.
D-B LINK c/o Teaching Research Division 345 North Monmouth Avenue Monmouth, OR 97361 (800) 438-9376; (800) 854-7013 {TTY/TDD} FAX: (503) 838-8150	Identifies and disseminates information related to individuals between the ages of birth and 22 who are deaf-blind.
Deaf-Blind Service Center 2366 Eastlake Ave. East, #206 Seattle, WA 98102 (206) 323-9178 {voice/TTY}	This center provides information and referral, advocacy, assistance accessing services, case management, and a volunteer support service provider program.
ERIC Clearinghouse on Disabilities Council for Exceptional Children 1920 Association Drive Reston, VA 22091-1589 (703) 620-3660; (703) 620-3660 {voice/TTY/TDD} FAX: (703) 264-9494	Clearinghouse for collecting and disseminating information concerning special education. They develop abstracts and catalog materials dealing with special education literature.

ERIC

NATIONAL RESOURCES

Agency	Services
National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities American Foundation for the Blind 11 Penn Plaza - Suite 300 New York, NY 10001 (800) 232-5463	This document discusses the policy and program framework which should improve the educational programming for children and youths with visual impairments across the United States.
National Association for the Deaf 814 Thayer Avenue Silver Spring, MD 20910 (301)587-1788; (301)587-1789 {TTY/TDD} FAX: (301) 587-1791	Strives to improve the quality of materials and programs for people who are hearing impaired. They advocate for legislation dealing with equal access to communication and employment opportunities.
National Association for Parents of the Visually Impaired P.O. Box 317 Watertown, MA 02272-0317 (800) 562-6265; FAX: (617) 972-7444	This association offers support to families of children and youth who are visually impaired. They operate a national clearinghouse for information, education, and referral.
National Coalition on Deaf-Blindness 175 North Beacon Street Watertown, MA 02172 (617) 972-7347; FAX: (617) 923-807	Advocates for the interests of deaf-blind children and adults by maintaining contact with legislators as well as policy making agencies. It consists of national organizations that are concerned with services to individuals with deaf-blindness.
National Cued Speech Association P.O. Box 31345 Raleigh, NC 27622 (919) 828-1218 {voice/TDD}	This is a non-profit organization providing information, referral, outreach, advocacy, and education and quality control on use of cued speech for children and adults with hearing impairments.
National Family Association for Deaf-Blind Helen Keller National Center 111 Middle Neck Road Sands Point, NY 11050-1299 (516) 944-8900 {voice/TTY/TDD} (800) 255-0411, ext. 275; FAX: (516) 944-7302	This association offers support to families of individuals who are deaf-blind. This organization produces a newsletter for written by parents to families with individuals who are deaf-blind. Tennessee's regional Director is Henrietta H. Clark in Clarksville, TN. (615) 645-1138
National Federation of the Blind 1800 Johnson Street Baltimore, MD 21230 (410) 659-9314 FAX: (410)685-5653	This organization works for improving the social and economic conditions of people who are blind. They also evaluate and assist in establishing programs for individuals who are blind and provide public education and scholarships.
National Information Center for Children and Youth with Disabilities (NICHCY) P.O. Box 1492 Washington, DC 20013-1492 (202) 884-8200; (800) 695-0285 {voice/TTY/TDD} FAX: (202) 884-8441	This is an information clearinghouse on topics related to individuals with disabilities. They offer information and referral to resources on a national, state, and local level.
National Institute on Deafness and other Communication Disorders Clearing House 1 Communication Ave Baltimore, MD 20892-3456 (800) 241-1044 {voice}; (800) 241-1055 {TTY}	This is a national clearing house of information and resources on normal and impaired mechanisms of hearing, balance, voice, speech, language, smell, and taste.
National Information Center on Deafness Galludet University 800 Florida Avenue, N.E. Washington, DC 20002 (202) 651-5051; (202) 651-5052 {TTY/TDD} FAX: (202) 651-5054	Serves as a source of information on topics dealing with hearing impairments. They collect, develop, and dissemination on all topics related to hearing loss and services available for individuals who have a hearing impairment.

NATIONAL RESOURCES

Agency	Services
National Organization on Rare Disorders (NORD) P.O. Box 8923 New Fairfield, CT 06812-8923 (203) 746-6518; (203) 746-6927 {TTY/TDD} (800)999-6673; FAX: (203) 746-6481	This is a national clearinghouse on topics of rare disorders. The organization links families together who have children with similar disorders.
National Parent Network on Disabilities 1600 Prince Street, Suite 115 Alexandria, VA 22314-2836 (703) 684-6763; {voice/TTY/TDD} FAX: (703) 836-1232	This network strives to bring together parents, family members, parent groups, and coalitions across the nation by serving as an information, referral, and resource center
Recording for the Blind and Dyslexic 20 Roszel Road Princeton, NJ 08540 (800) 221-4792; (609) 987-8116 FAX	National nonprofit organization serving people who can not read standard print because of visual, perceptual or other physical disabilities.
Retinitis Pigmentosa Foundation Fighting Blindness 1401 Mt. Royal Avenue Baltimore, MD 21217-4245 (410) 225-9409; (410) 225-9400 {TTY/TDD} (800) 683-5555 FAX: (410) 225-3936	This foundation is actively involved in public education, information and referral, workshops, research, and fund-raising related to retinitis pigmentosa. They are also involved in maintaining a national registry for individuals with retinitis pigmentosa.
Services for Deaf-Blind Children and Youth Project Officer, US Department of Education, OSERS 330 C ST., SW, Mary Switzer Bldg, Room 4617 Washington, DC 20202 (202) 732-1007	This agency offers several projects which provide technical assistance
Teaching Research Division Western Oregon State College 345 North Monmouth Avenue Monmouth, OR 97361 (503) 838-8391; (503) 838-8821 {TTY/TDD} FAX: (503) 838-8150	This program serves as the headquarters for TRACES and DB-LINK and publishes a newsletter which focuses on issues related to individuals with deaf-blindness.
TRACES (Teaching Research Assistance to Children and Youth Experiencing Sensory Impairments) c/o Teaching Research Division Western Oregon State College 345 North Monmouth Avenue Monmouth, OR 97361 (503) 838-8391; (503) 838-8821 {TTY/TDD} FAX: (503) 838-8150	This organization provides technical assistance to the state deaf-blind projects which serve infants, toddlers, children, and youth who are deaf-blind.
Usher Family Support c/o Helen Anderson 4918 42nd Avenue South Minneapolis, MN 55417 (612) 724-6982	Publishes a newsletter for families of individuals with Usher Syndrome.

ERIC r 1998 - Project TREDS (800) 288-2266 or (615) 322-8279; (615) 322-8280 (TTY)

WEBSITES

Websites for TREDS Resource Library

Organization	URL
American Council of the Blind	www.acb.org
American Foundation for the Blind	www.afb.org/
American Printing House for the Blind	www.aph.org/
ASL Dictionary Online	www.deafworldweb.org/asl
California Deaf-Blind Services	www.cdbs.org/
CHARGE Syndrome	www.geocities.com/heartland/1220/
Council for Exceptional Children	www.cec.sped.org/
DB LINK	www.tr.wosc.osshe.edu/DBLINK/index.htm
DB LINK Catalog	www.tr.wou.edu/dblink/data/catalog.htm
Deaf Blind Education (Great Lakes Area Regional Center)	www.ssco.esu.k12.oh.us/deafblind.html
Deafblind Children Homepage	www.geocities.com/Heartland/Meadows/5939
DEAFBLIND LINK	www.s55wilma.demon.co.uk
Deaf-Blind Online	198.234.48/dbonline.html
Deaf-Blind Perspectives	www.tr.wosc.osshe.edu/tr/dbp
Deafblindness Web Resource	www.eng.dmu.ac.uk/~hgs/deafblind/
ERIC Clearinghouse on Disabilities & gifted Education	www.cec.sped.org/er-menu.htm
Essential Links	www.el.com
Family Village	www.familyvillage.wisc.edu
Federal Resource Center for Special Education	www.dssc.org/frc/frc1.htm
Foundation Fighting Blindness	www.blindness.org
Guiding Eyes for the Blind, Inc	www.guiding-eyes.org/
Helen Keller National Center	www.helenkeller.org/national/index.htm
Integrated Network of Disability Info	www.indie.ca/
Internet Public Library	www.ipl.org/
Library of Congress	www.loc.gov/
National Coalition on Deaf-Blindness	(e-mail) daviess@perkins.pvt.k12.ma.us
National Library Services for the Blind and Physically Handicapped	lcweb.loc.gov/nls/nls.html
National Institute on Deafness & Other Communication Disorders - Hereditary Hearing Impairment Resource Registry	www.boystown.org/deafgene.reg/
National Parent Information Network	npin.org/
National Parent Network on Disabilities	www.npnd.org
NEC*TAS (National Early Childhood Technical Assistance System	www.nectas.unc.edu/
NICHCY	www.nichcy.org/

Websites for TREDS Resource Library

Organization	URL
NTAC (National Technical Assistance Center)	www.tr.wou.edu/ntac/
NORD (National Organization for Rare Disorders, Inc)	www.rarediseases.org/
OSEP (Office of Special Education Programs)	www.ed.gov/offices/OSERS/OSEP
Our-Kids	http://rdz.acor.org/lists/our-kids/
PACER (Parent Advocacy Coalition of Educational Rights)	www.pacer.org/
Parent Pals	www.parentpals.com
Perkins School for the Blind	//Perkins.pvt.k12.us/
Pocket Guide to Federal Help for Individuals with Disabilities	gopher://gopher.gsa.gov:70/00/staff/pa/cic/fed_prog/other/fedhelp.txt
Special Ed Resources on the Internet	www.hood.edu/seri/serihome.htm
Special Needs Education Network	www.schoolnet.ca/sne
Special & General Education links	www.aed.org/special.ed/textonly/links.html
Specific Diagnosis - Card Catalogue	www.familyvillage.wisc.edu/specific.htm
Teaching Research Division Home Page	www.tr.wou.edu/
TN Dept of Education	www.state.tn.us/education/homepage.htm
TREDS	www.vanderbilt.edu/kennedy/treds/index.html
Untangling the Web (Disability Related Web Site)	www.icdi.wvu.edu/others.htm#g6
University of VA Special Education Web site	curry.edschool.virginia.edu/go/specialed/
United States Department of Education	www.ed.gov/" >
Visual Impairments & Blindness Expert System (VIBES)	www.att.com/community/ipvi/
West VA Rehabilitation Research and Training Center	www.icdi.wvu.edu/homepage.htm

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Engineering the Preschool Environment for Interactive Symbolic Communication 18 Months to 5 Years Developmentally	129B
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Bibliography of Print Resources	101B

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Title	**Code**
Dictionary of Developmental Disabilities Terminology	296B
Hand in Hand Selected Reprints and Annotated Bibliography	236B
Lending Library List (TIPS)	254B
Media Resources: Public Library of Nashville, Library Service for the Hearing Impaired	285B
New England Center for Deaf-Blind Services Resource Library	161B
Normal Development of Functional Motor Skills	227B
Semi-Annual Accessions List July-December 1996	202B
Supporting Families and Their Prematurely Born Babies: Guide for Training Care Providers and Source Book	211B

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Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Expressive Communication	091B
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Receptive Communication	092B
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Interaction and Play	093B
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Cued Speech Instruction Video Set	019V
Dancing Cheek to Cheek (Nurturing Beginning Social, Play and Language Interactions)	243B
Enhancing Communication and Language with Milieu Teaching	024V
Enhancing Interactions Between Service Providers and Individuals who are Severely Multiply Disabled	127B
Enhancing Nonsymbolic Communication Interaction Among Learners with Severe Disabilities	128B
Engineering the Preschool Environment for Interactive Symbolic communication 18 Months to 5 Years Developmentally	129B
Every Move Counts - Sensory-Based Communication Techniques	025V
Facilitated Communication Workshop Part One	026V
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Facilitative Communication with Barbara Retenback	028V
Families with Deaf Children: Discovering Your Needs and Exploring Your Choices	304V
Families with Hard of Hearing Children: What if Your Child Has a Hearing Loss?	277V
First Steps: A Handbook for Teaching Young Children who are Visually Impaired	132B
Getting in Touch	034V
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If Blindness Comes	250B
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On the Way to Literacy: Early Experiences for Visually Impaired Children	162B
Open doors: Options in Communication and Education for Children Who are Deaf or Hard of Hearing	315B
PACT: Partners in Augmentative Communication Training	175B
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Smalltalk - Tape 4-Helping Young Children Learn to Take Turns	073V
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Smalltalk - Tape 6-Helping Children Take Turns with Each Other	075V
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Talk to Me II (Common Concerns)	239B
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Technology in the Classroom: Communication	214B

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Videotape of All Five Programs from SKI*HI Institute	081V
Within Reach: Getting to Know People Who Are Deaf-Blind	086V
You & Me: A Five Part Video Series about Educating Children who are Deaf-Blind	088V

CONFERENCE PROCEEDINGS	
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EC-SPEED Model Program Conference: Summary of Conference Proceedings	123B
The Individual in a Changing Society, Volume One and Volume Two: 1997 National Conference on Deafblindness Workshop Proceedings	319B
Proceedings for the National Symposium on Children and Youth Who are Deaf-Blind	193B

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Can Do Series: Learning About the World	010V
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Carolina Curriculum for Infants and Toddlers with Special Needs (Second Edition)	256B
Carolina Curriculum for Preschoolers with Special Needs	257B
Choosing Options & Accommodations for Children (COACH): A Guide to Planning Inclusive Education	107B
Collaborative Teams: For Students with Severe Disabilities Integrating Therapy and Educational Services	108B
Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps	110B
Community-Based Instruction for Children with Severe Disabilities	017V
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Curriculum Considerations in Inclusive Classrooms: Facilitating Learning for All Students	114B
A Curriculum for All Young Children: The EC-SPEED Curriculum Guide	115B
Delivering Effective Instruction to Students with Deaf-Blindness and/or Other Severe Disabilities	247B
Early Childhood at Its Best	021V
Educating All Students in the Mainstream of Regular Education	125B
Educating Children with Multiple Disabilities	124B
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Medically Fragile Infants and Toddlers: An Interdisciplinary Training Curriculum	157B
Movement Analysis and Curriculum for Visually Impaired Preschoolers	158B
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Catalog of Community Services for Children	103B
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Directory of Agencies and Organizations Serving Individuals who are Deaf-Blind	119B
Directory of Community Services	120B
Information about Usher Syndrome	139B
Information about RP and Allied Retinal Degenerative Diseases	140B
The Inheritance of RP and Allied Retinal Degenerative Diseases	141B
Living with Sight Loss in Tennessee	309B
Media Resources: Public Library of Nashville, Library Service for the Hearing Impaired	285B
NIDCD 1997 Directory; Information Resources for Human Communication Disorders	310B
Tennessee Directory of Services for People Who are Deaf or Hard of Hearing 1998-2000	308B

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Augmentative Communication for Children with Deaf-Blindness: Guidelines for Decision Making	100B
Book About Me (A book with thermoforms)- geared for young children	172B
Bumpy Rolls Away (A book with thermoforms)- geared for young children	165B
CHARGE Syndrome: A Booklet for Families	104B
Children and Youth Assisted by Medical Technology in Educational Settings: Guidelines for Care, 2nd Edition	283B
Choosing Options and Accommodations for Children: A Guide to Planning Inclusive Education	287B
Choosing Outcomes and Accommodations for Children: A Guide to Planning for Students with Disabilities	284B

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Creating Collaborative IEPs: A Handbook	312B
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Delivering Effective Instruction to Students with Deaf-Blindness and/or Other Severe Disabilities	247B
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Jellybean Jungle (A book with thermoforms)- geared for young children	320B
Jennifer's Messes (A book with thermoforms)- geared for young children	171B
Keys to the Workplace: Skills and Supports for People with Disabilities	298B
Lifelong Leisure Skills and Lifestyles for Persons with Developmental Disabilities	301B
A Life of Leisure: Leisure Options for Persons with Dual Sensory or Multiple Impairments	152B
Living with Sight Loss in Tennessee	309B
The Longest Noodle (A book with thermoforms)- geared for young children	167B
Making Connections- A Practical Guide for Bringing the World of Voice Output Communication to Students with Severe Disabilities	318B
Media Resources: Public Library of Nashville, Library Service for the Hearing Impaired	285B
Meeting the Needs of Youth with Disabilities: A Handbook on Supplemental Security Income Work Incentives and Transition Students	313B
One Step at a Time: A Manual for Families of Children with Deaf-Blindness	173B
The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities	262B
New England Center for Deaf-Blind Services Resource Library	161B
NIDCD 1997 Directory; Information Resources for Human Communication Disorders	310B
Now is the Time: Integrated Work for Persons with DSI	057V
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Sensory Assessment Manual	204B
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Hand in Hand Selected Reprints and Annotated Bibliography	236B
I Work with a Guy Who is Deaf-Blind	043V
Independent Support Coordination	258V
Keys to the Workplace: Skills and Supports for People with Disabilities	298B
Meeting the Needs of Youth with Disabilities: A Handbook on Supplemental Security Income Work Incentives and Transition Students	313B
A New Way of Thinking	053V
Now is the Time: Integrated Work for Persons with Dual Sensory Impairments	057V
People with Disabilities Who Challenge the System	297B
People with Physical and Multiple Disabilities Support Employment Demonstration	060V
Person Centered Planning, More Than a Meeting	255B/V
Planning Today--Creating Tomorrow "Transition Connections"	261V
Regular Lives	063V
Transition from School to Work: Preparing Students for Success in the Workplace	314V
The Work Experiences of Jennifer Syler	303V

EVALUATION OF PROGRAMS AND SERVICES	
Title	**Code**
An Assessment Instrument for Families: Evaluating Community-Based Residential Program for Individuals with Deaf-Blindness	096B
A Continuation of Integration in Early Childhood Special Education: Setting Up Cooperative Programs in Community Nursery School Setting	111B
EC-SPEED Early Childhood Special Education Program Design and Evaluation Guide	122B
Educating Children with Multiple Disabilities: A Transdisciplinary Approach, 2nd edition	299B
An Introduction to Program Evaluation in Early Childhood Special Education	150B

EVALUATION OF PROGRAMS AND SERVICES	
Title	Code
A National Survey of the Needs of Children and Adults with Mental Retardation	052V
The National Agenda	262B
Selecting a Program (A Guide for Parents of Infants & Preschoolers with Visual Impairment)	240B
SKI*HI Home-Based Programming for Children with Hearing Impairments: Demographics, Child Identification, and Program Effectiveness	206B
Strategies for Early Intervention Program from Planning to Service Delivery	209B

FAMILIES	
Title	Code
Adam's Chair: Life in a Power Wheelchair	089B
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Positioning and Handling	090B
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Expressive Communication	091B
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Receptive Communication	092B
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Interaction and Play	093B
An Assessment Instrument for families: Evaluating Community-Based Residential Program for Individuals with Deaf-Blindness	096B
As The Twig Is Bent	251B
Augmentative Communication (Chapter from Perkins Activity and Resource Guide)	226B
Being Blind: Inspirational Stories	272V
Book About Me (A book with thermoforms)- geared for young children	172B
Bumpy Rolls Away (A book with thermoforms)- geared for young children	165B
Can Do Series: Becoming a Can Do Kid	007V
Can Do Series: Going Places	008V
Can Do Series: Making Friends	009V
Can Do Series: Learning About the World	010V
Can Do Series: Seeing Things in a New Way	011V

FAMILIES	
Title	**Code**
Can I Play Too? Parent Version	014V
CHARGE Syndrome: A Booklet for Families	104B
Children with Visual Impairments; A Parents' Guide	305B
Choices in Deafness: A Parent's Guide	106B
Choices in Deafness: A Parent's Guide to Communication Options, 2nd Edition	294B
Choosing Options & Accommodations for Children (COACH): A Guide to Planning Inclusive Education	107B
Choosing Outcomes and Accommodations for Children: A Guide to Educational Planning for Students with Disabilities, 2nd Edition (Coach 2)	284B
A Circle of Inclusion	015V
Collaborative Teams: for Students with Severe Disabilities Integrating Therapy and Educational Services	108B
Communication Issues Related to Hearing Loss	241B
Cued Speech: Another Option	112B
A Curriculum for All Young Children: The EC-SPEED Curriculum Guide	115B
Dancing Cheek to Cheek (Nurturing Beginning Social, Play and Language Interactions)	243B
Deaf Students and the School-to-Work Transition	117B
Developing IFSPs: A Family Focused Approach	118B
Early Intervention For Young children and Their Families Affected by Maternal Substance Abuse	121B
Educating All Students in the Mainstream of Regular Education	125B
Education of Children with Disabilities from Birth to Three: A Handbook for Parents, Teachers and Other Care Providers	126B
Etiologies and Characteristics of Deaf-Blindness	130B
Families on the Move	029V
Families with Deaf Children: Discovering Your Needs & Exploring Your Choices	304V
Family Focused Interview	030V
Feeding Baby	131B
First Steps: A Handbook for Teaching Young children who are Visually Impaired	132B
Giggly-Wiggly Snickety-Snick (A book with theroforms)- geared for young children	323B
Gobs of Gum (A book with thermoforms)- geared for young children	168B

FAMILIES	
Title	**Code**
A Guide for Planning the Psychological Needs of the Young Hospitalized Child	134B
Hand In Hand: It Can Be Done!	252V
Hand in Hand Selected Reprints and Annotated Bibliography	236B
Hannie	292B
Hearing Development and Hearing Loss: Birth to Three Years	306V
Heart to Heart (Parents of Blind and Partially Sighted Children Talk About Their Feelings)	245B
Helping Your Child Learn Choices, Helping Your Child Learn Adaptations, Helping Your Child Learn Self-Control	040V
If Blindness Comes	250B
IFSP Handbook - Louisiana	136B
Independent Support Coordination	258V
The Insite Model	144B
Into Our Lives	147B
An Introduction to Cultural Sensitivity: Working with Puerto Rican Families in Early Childhood Special Education	149B
Jellybean Jungle (A book with thermoforms)- geared for young children	320B
Jennifer's Messes (A book with thermoforms)- geared for young children	171B
Learning to Play (Common Concerns for the Visually Impaired Preschool Child)	238B
Learning Together: A Parent Guide to Socially-Based Routines for Visually Impaired Infants	153B
The Longest Noodle (A book with thermoforms)- geared for young children	167B
Making Hay	249B
Medicaid Waiver: A State and National Perspective	263V
The Medically Complex Child - The Transition to Home Care	155B
The Medically Fragile Child	156B
Medically Fragile Infants and Toddlers: An Interdisciplinary Training Curriculum	157B
Move with Me (A Parents' Guide to Movement Development for Visually Impaired Babies)	237B
A National Survey of the Needs of Children and Adults with Mental Retardation	052V
A New Way of Thinking	053V
Not Deaf Enough: Raising a Child Who is Hard of Hearing with Hugs, Humor, and Imagination	295B

FAMILIES	
Title	**Code**
Oh! Say, Can You See...	248B
One Mother's story, Raising Deaf Children: An Educator Becomes a Parent	291B
One Step at a Time: A Manual for Families of Children with Deaf-Blindness	173B
Parents as Partners in Early Intervention	177B-188B
Parenting Preschoolers: Suggestions for raising Young Blind and Visually Impaired Children	176B
Parents & Professionals, Partners in Co-Service Coordination	059V
Playing with your Child: Mastery, Motivation, and Learning	191B
Person Centered Planning, More Than a Meeting	255B/V
Positioning for Play: Home Activities for Parents of Young Children	192B
Quality Early Intervention: Linking Research and Practices	196B
Regular Lives	063V
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 1	198B
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 2	199B
Respecting Family Needs in the IFSP Planning Process	064V
The Road to Freedom: A Parent's Guide to Prepare the Blind Child to Travel Independently	200B
Roly-Poly Man (A book with thermoforms)- geared for young children	164B
Ryan: A Mother's Story of Her Hyperactive/Tourette Syndrome Child	201B
Screening and Assessment: Guidelines for Identifying Young Disabled and Developmentally Vulnerable Children and Their Families	203B
Selecting a Program (A Guide for Parents of Infants and Preschoolers with Visual Impairments)	240B
Silly Squiggles (A book with thermoforms)- geared for young children	166B
SKI*HI Home-Based Programming for Children with Hearing Impairments Demographics, Child Identification and Program Effectiveness	206B
Something Special (A book with thermoforms)- geared for young children	163B
Steps to Independence: A Skills Training Guide for Parents and Teachers of Children with Special Needs	208B
Supporting Families and Their Prematurely Born Babies	078V
Supporting Families and Their Prematurely Born Babies: Guide for Training Care Providers and Source Book	211B

FAMILIES	
Title	Code
Supporting Young Adults Who Are Deaf-Blind in Their Communities: A Transition Planning Guide for Service Providers, Families and Friends	212B
Support Network for Inclusive Schooling: Interdependent Integrated Education	210B
Talk to Me (A Language Guide for Parents of Blind Children)	
Talk to Me II (Common Concerns)	239B
The Caterpillar (A book with thermoforms)- geared for young children	169B
The Gumdrop Tree (A book with thermoforms)- geared for young children	322B
That Terrible Awful Day (A book with thermoforms)	329B
They Don't Come with Manuals	080V
The Way to Go	084V
Thingamajig (A book with thermoforms)- geared for young children	321B
Transition Connections: Planning Today--Creating Tomorrow	261V
What Can Baby See?	259V
When Hearing Loss & Retinitis Pigmentosa Happen Together	253V
Within Reach: Getting to Know People Who Are Deaf-Blind	086V
Working with Families	087V
Working with Families of Young Children with Special Health Care Needs	223B
You & Me: A Five Part Video Series about Educating children who are Deaf-Blind	088V

HEALTH AND RELATED ISSUES	
Title	Code
Children and Youth Assisted by Medical Technology in Educational Settings: Guidelines for Care, 2nd Edition	283B
Dictionary of Developmental Disabilities Terminology	296B
Early Intervention For young Children and Their Families Affected by Maternal Substance Abuse	121B
Etiologies and Characteristics of Deaf-Blindness	130B
Feeding Baby	131B
Feeding Infants and Young Children with Special Needs	031V

HEALTH AND RELATED ISSUES	
Title	**Code**
A Guide for Planning the Psychological Needs of the Young Hospitalized Child	134B
A Guide to Conditions Which Place Children at Developmental Risk	135B
Hand in Hand Volume II	234B
Home Gastronomy Care for Infants and Young Children	041V
Home Tracheostomy Care for Infants and Young Children	042V
Medicaid Waiver: A State and National Perspective (CMRA)	263V
The Medically Complex Child - The Transition to Home Care	155B
The Medically Fragile Child	156B
Medically Fragile Infants and Toddlers: An Interdisciplinary Training Curriculum	157B
Promoting Motor Development	062V
A Resource Manual for Understanding & Interacting with Infants, Toddlers and Preschool Aged Children with Deaf-Blindness	197B
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 2	199B
Sensory Integration Therapy	065V
Steps to Independence: A Skills Training Guide for Parents and Teachers of Children with Special Needs	208B
Supporting Families and Their Prematurely Born Babies: Guide for Training Care Providers and Source Book	211B
They Don't come with Manuals	080V
Working With Families of Young Children with Special Health Care Needs	223B

HEARING	
Title	**Code**
Access for All: Integrating Deaf, Hard of Hearing and Hearing Preschoolers	224V
Assessment of Auditory Functioning of Deaf-Blind Multihandicapped Children	098B
Assistive Technology: We Can Do It	004V
Bridges Beyond Sound: An Instructional Video on Understanding and Including Students with a Hearing Loss	276V

HEARING	
Title	**Code**
Bridges Beyond Sound: An Instructional Workbook on *Understanding* and *Including* Students with a Hearing Loss	280B
A Child with a Hearing Loss in Your Classroom? Don't Panic!!: A Guide for Teachers	282B
Choices in Deafness: A Parent's Guide	106B
Choices in Deafness: A Parent's Guide to Communication Options, 2nd Edition	294B
Communication Issues Related to Hearing Loss	241B
Creating Collaborative IEPs: A Handbook	312B
Cued Speech: Another Option	112B
Cued Speech Instruction Video Set	019V
Curriculum Adaptations for the Deaf-Blind: The Sensorimotor Period	113B
Deaf and Hard of Hearing Students Education Service Guidelines	232B
Deaf Students and the School-to-Work Transition	117B
Effectively Educating Students with Hearing Impairments	302B
Families with Deaf Children: Discovering Your Needs & Exploring Your Choices	304V
Families with Hard of Hearing Children: What if Your Child Has a Hearing Loss?	277V
Games for People with Sensory Impairments: Strategies for Including Individuals of All Ages	273B
Hand in Hand Volume II	234B
Hannie	292B
Hearing Development and Hearing Loss, Birth to Three Years	264V
Helping Your Child Learn Choices, Helping Your Child Learn Adaptations, Helping Your Child Learn Self-Control	040V
Independence Without Sight or Sound: Suggestions for Practitioners Working with Deaf-Blind Adults	138B
Information about Usher Syndrome	139B
The Insite Model	144B
Media Resources: Public Library of Nashville, Library Service for the Hearing Impaired	285B
NIDCD 1997 Directory; Information Resources for Human Communication Disorders	310B
The Nonhearing World - Understanding Hearing Loss	054V
Not Deaf Enough: Raising a Child Who is Hard of Hearing with Hugs, Humor, and Imagination	295B
One Mother's Story, Raising Deaf Children: An Educator Becomes a Parent	291B

HEARING	
Title	Code
Open Doors: Options in Communication and Education for Children Who are Deaf or Hard of Hearing	315B
Program Guidelines for Individuals Who Are Deaf-Blind	194B
A Resource Manual for Understanding & Interacting with Infants, Toddlers and Preschool Aged Children with Deaf-Blindness	197B
Sensory Assessment Manual	204B
Show and Tell: Explaining Hearing Loss to Teachers	274V
Sign Language Classroom Resource	281B
SKI*HI Home-Based Programming for Children with Hearing Impairments: Demographics, Child Identification, and Program Effectiveness	206B
Technology in the Classroom: Listening and Hearing	216B
Tennessee Directory of Services for People Who are Deaf or Hard of Hearing, 1998-2000	308B
Videotape of all Five Programs from SKI*HI Institute	081V
When Hearing Loss & Retinitis Pigmentosa Happen Together	253V
When the Mind Hears: A Synopsis in ASL	222B
When the Mind Hears: A Synopsis in ASL	085V

INCLUSION	
Title	Code
Access for All: Integrating Deaf, Hard of Hearing and Hearing Preschoolers	224V
A Circle of Inclusion	015V
Administrative and Implementation Guidelines for School and Community-Based Vocational Instruction Based on the Fair Labor Standards Act	095B
Administrator's View of Inclusion	002V
Bridges Beyond Sound: An Instructional Video on Understanding and Including Students with a Hearing Loss	276V
Bridges Beyond Sound: An Instructional Workbook on Understanding and Including Students with a Hearing Loss	280B
Can I Play Too? Overview	012V
Can I Play Too? Provider Version	013V

INCLUSION	
Title	**Code**
Can I Play Too? Parent Version	014V
Children and Youth Assisted by Medical Technology in Educational Settings: Guidelines for Care, 2nd edition	283B
A Child with a Hearing Loss in Your Classroom? Don't Panic!!: A Guide for Teachers	282B
Choosing Options & Accommodations for Children (COACH): A Guide to Planning Inclusive Education	107B
Choosing Outrcomes & Accommodations for Children: A Guide to Educational Planning for Students with Disabilities, 2nd Edition (Coach 2)	284B
Collaborative Teams: For Students with severe disabilities Integrating Therapy and Educational Services	108B
Community-Based Curriculum	110B
Continuation of Integration in Early Childhood Special Education: Setting Up Cooperative Programs in community Nursery School Settings	111B
Creating Collaborative IEPs	312B
Curriculum Considerations in Inclusive Classrooms : Facilitating Learning for All Students	114B
A Curriculum for All Young Children: The EC-SPEED Curriculum Guide	115B
Early Childhood at Its Best	021V
Educating All Students in the Mainstream of Regular Education	125B
Educating Peter	022V
Educating Students Who Have Visual Impairments with Other Disabilities	300B
Effectively Educating Students with Hearing Impairments	302B
Employability: Integrating People with Developmental Disabilities into the Workplace	023V
Future of Children with Disabilities	033V
Getting Together: Peer Tutoring	035V
Getting Together: Interaction	036V
Getting Together: Awareness	037V
Hannie	292B
I Work with a Guy Who is Deaf-Blind	043V
Improving Access for Deafblind People: Open Captioned Version	279V
Including Deafblind Students: Report from a National Task Force	289B

INCLUSION	
Title	**Code**
Inclusive Instructional Design: Facilitating Informed and Active Learning for Individuals Who Are Deaf-Blind in Inclusive Schools	137B
The Journey to Inclusion (A Resource for State Policy Makers)	260B
Keys to the Workplace: Skills and Supports for People with Disabilities	298B
Kids Belong Together	047V
Lifelong Leisure Skills and Lifestyles for Persons with Developmental Disabilities	301B
MTASH/ARC Fall Conference 1993	049V
MTASH/ARC Fall Conference 1994: What Type of Reality is Inclusion? Virtual Reality - Consensual Reality - Experimental Reality	051V
MTASH/ARC Fall Conference Program Notes 1994: What Type of Reality is Inclusion?	159B
A New Way of Thinking	053V
Now is the Time: Integrated Work for Persons with DSI	057V
People with Disabilities Who Challenge the System	297B
People with Physical and Multiple Disabilities Support Employment Demonstration	060V
Person Centered Planning, More Than a Meeting	255B/V
Regular Lives	063V
Support Network for Inclusive Schooling: Interdependent Integrated Education	210B
The Way to Go	084V
Transition Connections: Planning Today--Creating Tomorrow	261V
A Unique Learner: A Manual for the Instruction of the Child with Visual and Multiple Disabilities	293B
Welcoming Students Who Are Deaf-Blind Into Typical Classrooms	229B

MOTOR	
Title	**Code**
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Positioning and Handling	090B
Adam's Chair: Life in a Power Wheelchair	089B
Chair Inserts for Preschoolers	225B

MOTOR	
Title	**Code**
Children Move to Learn: A Guide to Planning Gross Motor Activities	105B
Curriculum Adaptations for the Deaf-Blind: The Sensorimotor Period	113B
Educating Children with Multiple Disabilities	124B
First Steps: A Handbook for Teaching Young Children who are Visually Impaired	132B
Infant Motor Development	045V
Innovative Program Design for Individuals with Dual Sensory Impairments	142B
The Insite Model	144B
Mini-Grants and Volunteers: Developing Support for Augmentative communication Programs	158B
Move with Me (A Parents' Guide to Movement Development for Visually Impaired Babies)	237B
Normal Development of Functional Motor Skills	227B
Normal Infant Reflexes and Development	055V
Physical Therapy in Public Schools: A Related Service, Vol. 1	190B
Positioning for Infants & Young Children with Motor Problems	061V
Positioning for Play: Home Activities for Parents of Young Children	192B
Promoting Motor Development	062V
A Resource Manual for Understanding & Interacting with Infants, Toddlers and Preschool Aged Children with Deaf-Blindness	197B
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 2	199B
Sensory Integration Therapy	065V
Sensory Motor Activities for Early Development	288B
Technology in the Classroom: Positioning, Access, and Mobility	217B
Visual Impairment & Students with Severe Neorodevelopmental Disorders: Facilitating Visual Potential	275V

MULTIPLE DISABILITIES	
Title	**Code**
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Positioning and Handling	090B

MULTIPLE DISABILITIES	
Title	**Code**
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Expressive Communication	091B
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Receptive Communication	092B
Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Interaction and Play	093B
Assessment of Auditory Functioning of Deaf-Blind Multihandicapped Children	098B
Assistive Technology: We Can Do It	004V
Augmentative Communication (Chapter from Perkins Activity and Resource Guide)	226B
Augmentative Communication for Children with Deaf-Blindness: Guidelines for Decision Making	100B
Bringing Out the Best	006V
CHARGE Syndrome: A Booklet for Families	104B
Children and Youth Assisted by Medical Technology in Educational Settings: Guidelines for Care, 2nd Edition	283B
Choosing Options & Accommodations for Children (COACH): A Guide to Planning Inclusive Education	107B
Choosing Outcomes and Accommodations for Children: A Guide to Educational Planning for Students with Disabilities, 2nd Edition (Coach 2)	284B
A Circle of Inclusion	015V
Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps	110B
Community-Based Instruction for Children with Severe Disabilities	017V
Creating Collaborative IEPs: A Handbook	312B
Delivering Effective Instruction to Students with Deaf-Blindness and/or Other Severe Disabilities	247B
The Deaf Mentally Retarded	116B
Educating Children with Multiple Disabilities	124B
Educating Children with Multiple Disabilities: A Transdisciplinary Approach, 2nd Edition	299B
Educating Students Who Have Visual Impairments with Other Disabilities	300B
Enhancing Interactions Between Service Providers and Individuals Who Are Severely Multiply Disabled	127B
Enhancing Nonsymbolic Communication Interaction Among Learners with Severe Disabilities	128B
Ensuring That All Students count: Including students with Disabilities in State and District Accountability Systems	311V

MULTIPLE DISABILITIES	
Title	**Code**
Functional Curriculum Programming for Students with Multiple Disabilities	133B
Hand In Hand: It Can Be Done!	252V
The Insite Developmental Checklist	143B
The Insite Model	144B
The Journey to Inclusion (A Resource for State Policy Makers)	260B
Lifelong Leisure Skills and Lifestyles for Persons with Developmental Disabilities	301B
A Life of Leisure - Leisure Options for Persons with Dual Sensory or Multiple Impairments	152B
Making Connections- A Practical Guide for Bringing the World of Voice Output Communication to Students with Severe Disabilities	318B
Meeting the Needs of Youth with Disabilities: Handbook on Supplemental Security Income Work Incentives and Transition Students	313B
The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities	262B
People with Disabilities Who Challenge the System	297B
People with Physical and Multiple Disabilities Support Employment Demonstration	060V
Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities	189B
Physical Therapy in Public Schools: A Related Service Vol. I	190B
Planning Today--Creating Tomorrow "Transition Connections"	261V
Screening and Assessment: Guidelines for Identifying Young Disabled and Developmentally Vulnerable Children and Their Families	203B
Sensory Integration Therapy	065V
Sensory Motor Activities for Early Development	288B
Signs of Success: A Progressive Sign Language Manual for Deaf/Blind and the Multihandicapped	205B
Tangible Symbol Systems: Symbolic Communication for Individuals with Multisensory Impairments	079V
Technology Resources for Students with Deaf-Blindness and Severe Disabilities	213B
A Unique Learner: A Manual for the Instruction of the Child with Visual and Multiple Disabilities	293B
Visual Impairment & Students with Severe Neorodevelopmental Disorders: Facilitating Visual Potential	275V
The Way to Go	084V

ORIENTATION AND MOBILITY	
Title	**Code**
As The Twig Is Bent	251B
Can Do Series: Going Places	008V
First Steps: A Handbook for Teaching Young Children who are Visually Impaired	132B
Fun Machines for the Physically Impaired	032V
Hand In Hand: It Can Be Done	252V
Hand in Hand Volume I	233B
Hand in Hand A Trainer's Manual	235B
Hand in Hand Selected Reprints and Annotated Bibliography	236B
If Blindness Comes	250B
Independence Without Sight or Sound: Suggestions for Practitioners Working with Deaf-Blind Adults	138B
Innovative Program Design for Individuals with Dual Sensory Impairments	142B
Orientation and Mobility for Preschoolers	058V
Orientation and Mobility Primer for Families and Young Children	174B
Preschool Orientation and Mobility Screening	230B
Program Guidelines for Individuals Who Are Deaf-Blind	194B
Reaching Crawling Walking...Let's Get Moving (Orientation and Mobility for Preschool Children)	246B
A Resource Manual for Understanding and Interacting with Infants, Toddlers, and Preschool Aged Children with Deaf-Blindness	197B
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 2	199B
The Road to Freedom: A Parent's Guide to Prepare the Blind Child to Travel Independently	200B
Technology in the Classroom: Positioning, Access, and Mobility	217B

POLICY	
Title	**Code**
Administrative and Implementation Guidelines for School Community-Based Vocational Instruction Based on the Fair Labor Standards Act	095B

POLICY	
Title	Code
Deaf Students and the School-to-Work Transition	117B
Families on the Move	029V
IFSP Handbook - Louisiana	136B
Independent Support Coordination	258V
Into Our Lives	147B
The Journey to Inclusion (A Resource for State Policy Makers)	260B
Medicaid Waiver: A State and National Perspective (CMRA)	263V
Mini-Grants and Volunteers: Developing Support for Augmentative Communication Programs	158B
A New Way of Thinking	053V
The National Agenda	262B
Parents & Professional, Partners in Co-Service Coordination	059V
Parents as Partners in Early Intervention	177B - 188B
Quality Early Intervention: Linking Research and Practices	196B
Respecting Family Needs in the IFSP Planning Process	064V
Screening and Assessment: Guidelines for Identifying Young Disabled and Developmentally Vulnerable Children and Their Families	203B
SKI*HI Home-Based Programming for Children with Hearing Impairments: Demographics, Child Identification, and Program Effectiveness	206B
SSI Helping Kids	076V
SSI Presentation	077V
Understanding SSI	220B
Use of Aversive Procedures with Persons who are Disabled: An Historic Review and Critical Analysis	221B

RECREATION/LEISURE	
Title	Code
Lifelong Leisure Skills and Lifestyles for Persons with Developmental Disabilities	301B

RECREATION/LEISURE	
Title	**Code**
A Life of Leisure - Leisure Options for Persons with Dual Sensory or Multiple Impairments	152B
Dancing Cheek to Cheek (Nurturing Beginning Social, Play and Language Interactions)	243B
Games for People with Sensory Impairments: Strategies for Including Individuals of All Ages	273B
Improving Access for Deafblind People: Open Captioned Version	279V
Learning to Play (Common Concerns for the Visually Impaired Preschool Child)	238B

SYNDROMES	
Title	**Code**
CHARGE syndrome: A Booklet for Families	104B
Etiologies and Characteristics of Deaf-Blindness	130B
Hand in Hand Selected Reprints and Annotated Bibliography	236B
Information about Usher Syndrome	139B
Information about RP and Allied Retinal Degenerative Diseases	140B
The Inheritance of RP and Allied retinal Degenerative Diseases	141B
Playing with your Child: Mastery Motivation and Learning	191B
Ryan: A Mother's Story of Her Hyperactive/Tourette Syndrome Child	201B

TRANSITION	
Title	**Code**
Deaf Students and the School-to-Work Transition	117B
A Guide for Students Who are Deafblind Considering College	286B
Hand in Hand Selected Reprints and Annotated Bibliography	236B
Independent Support Coordination	258V
Interagency Collaboration for Young Adults with Deaf-Blindness: Toward a Common Transition Goal	145B
Keys to the Workplace: Skills and Supports for People with Disabilities	298B

TRANSITION	
Title	**Code**
MTASH/ARC Fall Conference 1993 - Personnel Futures Planning	050V
Medicaid Waiver: A State and National Perspective (CMRA)	263V
The Medically Complex Child - The Transition to Home Care	155B
Meeting the Needs of Youth with Disabilities: Handbook on Supplemental Security Income Work Incentives and Transition Students	313B
People with Disabilities Who Challenge the System	297B
Person Centered Planning, More Than a Meeting	255B/V
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 1	198B
Selecting a Program (A Guide for Parents of Infants & Preschoolers with Visual Impairments)	240B
Supporting Young Adults Who Are Deaf-Blind in Their Communities: A Transition Planning Guide for Service Providers, Families and Friends	212B
Transition Connections: Planning Today--Creating Tomorrow	261V
Transition from School to Work: Preparing Students for Success in the Workplace	314V
Transition Services for Youths Who Are Deaf-Blind: A "Best Practices" Guide for Educators	231B
The Work Experiences of Jennifer Syler	303V

VISION	
Title	**Code**
As The Twig Is Bent	251B
Being Blind: Inspirational Stories	272V
Book About Me (A book with thermoforms)- geared for young children	172B
Bumpy Rolls Away (A book with thermoforms)- geared for young children	165B
Can Do Series: Becoming a Can Do Kid	007V
Can Do Series: Going Places	008V
Can Do Series: Making Friends	009V
Can Do Series: Learning About the World	010V

VISION	
Title	**Code**
Can Do Series: Look How Far We've Come: "Can Do" Kids and Their "Can Do" Teachers	**270V**
Can Do Series: Seeing Things in a New Way	011V
Can Do Series#7: Moving Through the World: Gross Motor Skills and Play	266V
Can Do Series#8: Hands-On Experience: Tactual Learning and Skills	267V
Can Do Series#9: Successfully Adapting the Preschool Environment	268V
Can Do Series#10: Power at Your Fingertips: Introduction to Learning Braille	269V
Can Do Series: Tapes 6,7,8,9,10	271V
Children with Visual Impairments; A Parent's Guide	305B
Creating Collaborative IEPs: A Handbook	312B
Curriculum Adaptations for the Deaf-Blind: The Sensorimotor Period	113B
Dancing Cheek to Cheek (Nurturing Beginning Social, Play and Language Interactions)	243B
Developmental Guidelines for Infants with Visual Impairments: A Manual for Early Intervention	317B
Discovering the Magic of Reading: "Elizabeth's Story"	316V
Educating Students Who Have Visual Impairments with Other Disabilities	300B
First Steps: A Handbook for Teaching Young Children who are Visually Impaired	132B
The Freedom Bell	307B
Games for People with Sensory Impairments: Strategies for Including Individuals of All Ages	
Giggly-Wiggly Snickety-Snick (A book with htermoforms)- geared for young children	323B
Gobs of Gum (A book with thermoforms)- geared for young children	168B
Hand in Hand Volume II	234B
Hand in Hand Selected Reprints and Annotated Bibliography	236B
Heart to Heart (Parents of Blind and Partially Sighted Children Talk about Their Feelings)	245B
Helping Your Child Learn Choices, Helping Your Child Learn Adaptations, Helping Your Child Learn Self-Control	040V
If Blindness Comes	250B
Information about Usher Syndrome	139B
Information about RP and Allies Retinal Degenerative Diseases	140B
Independence Without Sight or Sound: Suggestions for Practitioners Working with Deaf-Blind Adults	138B

VISION	
Title	Code
The Inheritance of RP and Allied Retinal Degenerative Diseases	141B
The Insite Model	144B
Jellybean Jungle (A book with thermoforms)- geared for young children	320B
Jennifer's Messes (A book with thermoforms)- geared for young children	171B
Learning to Play (Common Concerns for the Visually Impaired Preschool Child)	238B
Learning Together: A Parent Guide to Socially-Based Routines for Visually Impaired Infants	153B
Living with Sight Loss in Tennessee	309B
The Longest Noodle (A book with thermoforms)- geared for young children	167B
Low Vision: A Resource Guide with Adaptations for Students with Visual Impairments, 2nd Edition	154B
Making Hay	249B
Move with Me (A Parents' Guide to Movement Development for Visually Impaired Babies)	237B
Movement Analysis and Curriculum for Visually Impaired Preschoolers	160B
The National Agenda	262B
Normal Visual Development: Birth to 6 Months	056V
Oh! Say, Can You See	248B
On the Way to Literacy: Early Experiences for Visually Impaired Children	162B
Orientation and Mobility for Preschoolers	058V
Parenting Preschoolers: Suggestions for Raising Young Blind and Visually Impaired Children	176B
Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities	189B
Program Guidelines for Individuals Who Are Deaf-Blind	194B
Psychoeducational Assessment of Students Who Are Visually Impaired or Blind	195B
Reaching Crawling Walking...Let's Get Moving (Orientation and Mobility for Preschool Children)	246B
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 1	198B
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 2	199B
A Resource Manual for Understanding & Interacting with Infants, Toddlers, and Preschool Aged Children with Deaf-Blindness	197B
The Road to Freedom: A Parent's Guide to Prepare the Blind Child to Travel Independently	200B

VISION	
Title	**Code**
Roly-Poly Man (A book with thermoforms)- geared for young children	164B
Selecting a Program (A Guide for Parents of Infants & Preschoolers with Visual Impairments)	240B
Sensory Assessment Manual	204B
Silly Squiggles (A book with thermoforms)- geared for young children	166B
Something Special (A book with thermoforms)- geared for young children	163B
Talk to Me (A Language Guide for Parents of Blind Children)	244B
Talk to Me II (Common Concerns)	239B
That Terrible Awful Day (A book with thermoforms)- geared for young children	170B
The Caterpillar (A book with thermoforms)- geared for young children	169B
The Gumdrop Tree (A book with thermoforms)- geared for young children	322B
Thingamajig (A book with thermoforms)- geared for young children	321B
A Unique Learner: A Manula for the Instruction of the Child with Visual and Multiple Disabilities	293B
Vision Exercises: A Video of Home Visual Exercises for Children	082V
Vision Tests for Infants, Closed Captioned	278V
Visual Impairment & Students with Severe Neurodevelopmental Disorders: Facilitating Visual Potential, June 19, 1998	275V
What Can Baby See	259V
When Hearing Loss & Retinitis Pigmentosa Happen Together	253V
The World Under My Fingers: Personal Reflections on Braille	290B

Updated April, 1999

NUMERICAL LISTING

Code: 001V
Activity-Based Intervention
Author: Diane Bricker, University of Oregon-EPS Outreach Training Project
Length: 13 minutes
Abstract: This video demonstrates how a young child with disabilities can learn specific skills within the context of functional, routine activities. It specifies the four components of activity-based programming to be: 1) child-directed transactions, 2) embedding objects in routine or planned activities, 3) using logical antecedents and consequences, and 4) developing functional and generalizable skills.

Code: 002V
Administrator's View of Inclusion
Author: Vern Johnson (Keynote speaker at the Application of Social Integration: Alternatives for Persons with Severe Handicaps Conference) (1987)
Length: 1 hour and 40 minutes plus information packet
Abstract: Vern Johnson speaks on the imperative need for inclusion. He uses data from his school system to argue that inclusion for students with severe disabilities is necessary. Issues in planning to move towards inclusion are discussed as are goals for inclusion.

Code: 003V
Ain't Misbehavin'
Author: Texas School for the Blind
Length: 16 minutes plus information packet
Abstract: This video discusses reasons why students with dual sensory impairments may present challenging behavior. Strategies for preventing the occurrence of undesired behaviors are presented.

Code: 004V
Assistive Technology: We Can Do It
Author: American Speech-Language and Hearing Association (1992)
Length: 16 minutes plus four manuals
Abstract: Open captioned videotape demonstrating the use of technology with children from ages 2 to 7 with severe disabilities. This videotape accompanies the 4 manuals entitled Technology in the Classroom.

Code: 005B
Auditory and Speech Training Curriculum Guide
Author: Kendall Demonstration Elementary School - Gallaudet University
Length: 150 pages
Abstract: This curriculum guide emphasizes a comprehensive program for:
1) describing a students' communication skills; 2) setting appropriate IEP goals; and 3) choosing strategies, activities, and materials to meet the goals.

Code: 006V
Bringing Out the Best
Author: Oregon Research Institute (Elizabeth Cooley & George Singer)
Length: 24 minutes plus workbook
Abstract: This is a video training program designed to introduce teachers, staff, and parents to a variety of techniques for teaching expressive communication skills to children with multiple disabilities. The focus is on methods to initiate communication, arrange the environment, and promote generalization. It includes children with a wide range of communication abilities. A workbook accompanies this videotape.

Code: 007V
Can Do Series: Becoming a Can Do Kid
Author: VIPS (Visually Impaired Preschool Services-Kentucky)
Length:1 10 to 15 minutes
Abstract: This video presents parenting information on teaching a child with a visual impairment independent feeding, dressing, and toileting skills through modeling by families of children with visual impairments.

Code: 008V
Can Do Series: Going Places
Author: VIPS (Visually Impaired Preschool Services-Kentucky)
Length: 10 to 15 minutes
Abstract: This video defines orientation and mobility and presents parenting information on teaching skills necessary for independent mobility.

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Code: 009V **Can Do Series: Making Friends**
Author: VIPS (Visually Impaired Preschool Services-Kentucky)
Length: 10 to 15 minutes
Abstract: This video discusses delays in social skills typically seen in children with visual impairments and shows parents modeling ways to facilitate social skill development.

Code: 010V **Can Do Series: Learning About the World**
Author: VIPS (Visually Impaired Preschool Services-Kentucky)
Length: 10 to 15 minutes
Abstract: This video discusses ways children typically develop concepts through the use of their vision. It demonstrates ways for parents to assist their child with this process.

Code: 011V **Can Do Series: Seeing Things in a New Way**
Author: VIPS (Visually Impaired Preschool Services-Kentucky)
Length: 10 to 15 minutes
Abstract: This video offers parents an introduction to visual impairments. It responds to possible questions and concerns.

Code: 012V **Can I Play Too? Overview**
Author: Partnerships for Inclusion-Frank Porter Graham Child Development Center
University of North Carolina
Length: 20 minutes
Abstract: This video presents the legal, social, and educational rationale for inclusion.

Code: 013V **Can I Play Too? Provider Version**
Author: Partnerships for Inclusion-Frank Porter Graham Child Development Center
University of North Carolina
Length: 20 minutes
Abstract: This video introduces the viewer to Tommy, a young boy with cerebral palsy, his parents, and the individuals who provide services to Tommy in his child care program.

Code: 014V **Can I Play Too? Parent Version**
Author: Partnerships for Inclusion-Frank Porter Grahan Child Development Center
University of North Carolina
Length: 20 minutes
Abstract: In this video, several parents share their experiences and feelings about inclusion.

Code: 015V **A Circle of Inclusion**
Publisher: Learner Managed Designs, Inc.
Length: 27 minutes plus information packet
Abstract: This video presents the integration of three preschoolers with severe disabilities into a Montessori program. The parents of the children, parents of typically developing peers, Montessori teachers at the school, and the children's special education teacher discuss issues and benefits of inclusion.

Code: 016V **Communication with Preverbal Infants and Young Children**
Publisher: Learner Managed Designs, Inc
Length: 29 minutes plus test packet and pamphlet
Abstract: This video discusses how communication develops in children who are at risk for speech and language problems. Techniques for encouraging communication from young children are demonstrated.

Code: 017V **Community-Based Instruction for Children with Severe Disabilities**
Author: Presentation at the Deaf-Blind Best Practices Conference (1989)
Length: 1 hour
Abstract: This presentation defines severe/profound and multiple disabilities. It also discusses appropriate ways to program these individuals in the community. It reviews a community questionnaire that must be completed with families in order to determine which environments are important to them.

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Code: 018V Computer Applications Presentation
Author: Molly Littleton
Length: 1 hour and 30 minutes
Abstract: In this presentation, Molly Littleton discusses the benefits of using computers with students with disabilities. Numerous adaptations and software packages are demonstrated.

Code 019V Cued Speech Instruction Video Set
Author: Hope, Inc
Length: 3 hours, 8 minutes (2 videos) plus accompanying monograph
Abstract: This video was developed for parents of young children with hearing impairments and for those professionals who work with these families. Cued Speech Instruction is a 120 lesson training program to teach cued speech techniques.

Code: 021V Early Childhood at Its Best
Publisher: Advent Media, Inc. (1992)
Length: 24 minutes
Abstract: In 1988, the Ohio Department of Education, Division of Special Education funded a project to assist with the design of a comprehensive cost-effective state wide service delivery system. In this videotape, educational and business leaders discuss the inclusion of children with special needs into early childhood programs. The Preschool Special Education Service Delivery Project looked at 13 exemplary programs throughout Ohio and the United States and discovered 4 basic findings dealing with: 1) the variety of funding sources and types; 2) the definition of mainstreaming; 3) developmental focus versus an academic focus; and 4) the celebration of human diversity

Code: 022V Educating Peter
Author: An HBO Special Presentation (1993)
Length: 29 minutes
Abstract: This videotape demonstrates the process of moving a child who has Down Syndrome into the mainstream of a third grade classroom. Peter had previously attended segregated programs for his education and is now being included in his neighborhood school. The videotape shows interviews with the classroom teacher, classroom peers, etc. both at the beginning of the school year and at the end of the year.

Code: 023V Employability: Integrating People with Developmental Disabilities into Workplace
Publisher: The Woolworth Corporation (1993)
Length: 28 minutes plus guide for the videotape
Abstract: This video presents adults with disabilities in supported, competitive employment. Through the comments of executives, supervisors, co-workers, parents, and the individuals themselves, the benefits to the business and to the individuals employed are discussed. This program is closed captioned.

Code: 024V Enhancing Communication and Language with Milieu Teaching
Author: Steven Warren - Peabody College of Vanderbilt University
Length: 2 hours
Abstract: This video was produced by Project Precede, Preschool and Rural Education Collaborative Electronic Distance Education. Dr. Warren describes a naturalistic model of language intervention that includes child-oriented, transactional approaches.

Code: 025V Every Move Counts - Sensory-Based Communication Techniques
Publisher: Therapy Skill Builders (1993)
Length: 10 minutes plus 162 page manual
Abstract: This video and manual contain criterion-based sensory response and communication assessments for identifying activities and response modes. It also reviews four levels of instruction, illustrations showing positioning alternatives, data collection formats and recordkeeping forms, and a reproducible implementation guide.

Code: 026V Facilitated Communication Workshop Part One
Author: Presenter at Workshop
Length: 2 hours and 14 minutes
Abstract: This video is a training workshop based on facilitated communication.

Code: 027V Facilitated Communication Workshop Part Two
Author: Presenter at Workshop
Length: 1 hour and 30 minutes

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Abstract: This video is a training workshop based on facilitated communication.

Code: 028V **Facilitative Communication with Barbara Retenback**
Author: Barbara Retenback (LRE for Life Conference-8/92)
Length: 57 minutes
Abstract: This video presents a young woman talking with an audience at an LRE for Life Conference using facilitative communication.

Code: 029V **Families on the Move**
Author: National Center for Policy Coordination in Maternal and Child Health
Length: 12 minutes
Abstract: In this videotape, Doris Haar discusses the 14 components of IDEA, Part H and explains how they all fit together.

Code: 030V **Family Focused Interview**
Publisher: Hope, Inc
Length: 74 minutes plus workbook
Abstract: This video and supplemental materials are a training guide for family-focused interviews. The family-focused interview serves the dual purposes of assessment and collaborative goal setting.

Code: 031V **Feeding Infants and Young Children with Special Needs**
Publisher: Learner Managed Designs, Inc. (1989)
Length: 26 minutes plus test packet and pamphlet
Abstract: This video presents information divided into three parts. Part 1 includes information on the importance of eating and problems that can occur. Part 2 contains information concerning specific techniques for feeding children with special needs who have eating problems. Part 3 contains information on behavior problems and safety precautions.

Code: 032V **Fun Machines for the Physically Impaired**
Publisher: Rock N' Roll, Inc. (1990)
Length: 10 minutes
Abstract: This video features cycles that are individually customized for children who physically impaired.

Code: 033V **Future of Children with Disabilities**
Author: Bud Fredericks-MTASH Conference
Length: 1 hour and 34 minutes
Abstract: In this keynote presentation, Bud Fredericks discusses the need to include individuals with disabilities in their community (from child-care centers to employment).

Code: 034V **Getting in Touch**
Publisher: Research Press Company (1987)
Length: 19 minutes plus manual
Abstract: This video demonstrates techniques that involve the use of two types of tactile cues for those who work with children who have sensory impairments. Seven communication principles are given.

Code: 035V **Getting Together: Peer Tutoring**
Producer: Carola Murray, Lori Goetz, and Susan Beckstead
Length: 19 minutes
Abstract: Special educators, administrators, and regular education teachers must work together if integration is going to be successful. This video shows how one program used peer tutoring to facilitate the process of integration.

Code 036V **Getting Together: Interaction**
Producer: Carola Murray, Lori Goetz, and Susan Beckstead
Length: 16 minutes
Abstract: This video emphasizes the need for special education teachers and regular education teachers to work together to promote group interactions. Staff from several programs discuss how they facilitate these interactions and how they use "special friends".

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Code: 037V
Getting Together: Awareness
Producer: Carola Murray, Lori Goetz, and Susan Beckstead
Length: 16 minutes
Abstract: In order for integration to be successful, administrators and special educators must work together to foster an atmosphere of interactions. This video stresses the need to present awareness activities through inservice training and simulation activities to the students in "regular education" classes on the specifics of disabilities.

Code: 038V
Going to School with Facilitated Communication
Author: Syracuse University (1991)
Length: 10 minutes
Abstract: This video gives information concerning the use of facilitated communication within a school setting.

Code: 039V
Growing Up Capable
Author: AbleNet, Inc. (1991)
Length: 9 minutes
Abstract: This video presents ideas for involving children and youth in age-appropriate activities for home and school through the use of simple technology.

Code: 040V
Helping Your Child Learn Choices, Helping Your Child Learn Adaptations, Helping Your Child Learn Self-Control
Author: Baker Street Productions
Length: 34 minutes (3 segments)
Abstract: This video discusses ways parents can assist their child to learn through choice making, through adaptive devices, and through self-control. The first segment discusses the importance of choice making and talks about the value of being able to express our preferences. The second segment discusses adaptations and adaptive devices that will allow the child to perform more effectively in travel, to communicate more effectively, and to participate in more meaningful activities. The final segment discusses how to discipline and teach the child self-control.

Code: 041V
Home Gastronomy Care for Infants and Young Children
Publisher: Learner Managed Designs, Inc. (1990)
Length: 26 minutes plus test packet and manual
Abstract: This video provides information for parents and caregivers of infants and young children who have gastronomies. A discussion of two different types of gastronomy procedures, feeding tubes, feeding process, medication process, and possible problems are presented. This video has an accompanying manual.

Code: 042V
Home Tracheostomy Care for Infants and Young Children
Publisher: Learner Managed Designs, Inc. (1989)
Length: 37 minutes plus test packet and manual
Abstract: This video covers the whole spectrum of tracheostomy care for infants and young children. Equipment and supplies are also discussed. This video has an accompanying manual.

Code: 043V
I Work with a Guy Who is Deaf-Blind
Author: Lotus Development Corporation
Length: 11 minutes
Abstract: This video illustrates how a person with dual sensory impairments can become a part of a team in the workplace.

Code: 044V
I'm not Autistic on the Typewriter
Producer: Syracuse University
Length: 12 minutes
Abstract: This video presents an introduction to facilitated communication. It portrays several students (variety of ages) in the Syracuse School System using facilitated communication.

Code: 045V
Infant Motor Development
Publisher: Therapy Skill Builders, Inc. (1988)
Length: 20 minutes plus instructor's booklet
Abstract: This video presents information on typical motor development from birth through 12 months. Components of movement and skills that are acquired during the infantile, preparation, modification, and refinement phases are discussed.

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Code: 046V **Kids Are Kids: An Activities Based Curriculum Guide**
Author: Kathy Meredith Russell
Length: 30 minutes
Abstract: This video demonstrates activity-based intervention and shows:
1. how it promotes development of whole child.
2. how to create a supportive environment.
3. how to incorporate activity-based intervention into routines.

Code: 047V **Kids Belong Together - A Policy of Inclusion**
Author: Minnesota Department of Education Unique Learners Needs
Length: 23 minutes
Abstract: Shows children in inclusive preschool and kindergarten classes. Professors of Special Education, parents, teachers, and administrators discuss the benefits of inclusion for children with disabilities and for their typically developing peers.

Code: 049V **MTASH/ARC Fall Conference 1993**
Speaker: Dr. Wayne Sailors, 1993
Length: 2 hours
Abstract: This video includes the Keynote Presentation "Building Inclusive Environments: A Global Perspective" as well as the session "building Inclusive Environments at School" presented by Dr. Sailor at the ARC/MTASH Fall Conference

Code: 050V **MTASH/ARC Fall Conference 1993 - Personnel Futures Planning**
Presenters: LaWanna Edwards and Cathy Livingston, 1993
Length: 1 hr. 30 min.
Abstract: This session on personal futures planning focuses on transitioning from school to adult life but many of the principles are applicable to younger children.

Code: 051V **MTASH/ARC Fall Conference 1994 - What type of Reality is Inclusion? Virtual Reality - Consensual Reality - Experimental Reality**
Speaker: Kent Logan, 1994
Length: 51 minutes plus 2-page hand-out.
Abstract: During the presentation, Kent Logan describes and defines the three types of reality for inclusion. Plus 2-page handout.

Code: 052V **A National Survey of the Needs of Children & Adults with Mental Retardation**
Author: Presidents Committee on Mental Retardation
Length: 55 minutes
Abstract: The committee conducted a national survey with families to determine what parents thought about services and programs, the quality of services, and the continuum of services that are to exist.

Code: 053V **A New Way of Thinking**
Publisher: American Production Services
Length: 23 minutes
Abstract: Shows a three-year old, a teenager, and three adults participating in inclusive environments. Parents, teachers, therapists, and employers discuss inclusion. The need for changes in governmental funding is addressed.

Code: 054V **The Nonhearing World - Understanding Hearing Loss**
Author: Films for the Humanities and Sciences (1993)
Length: 17 minutes
Abstract: This video presents an overview of different levels of hearing loss. It also simulates hearing loss for the viewers.

Code: 055V **Normal Infant Reflexes and Development**
Publisher: Therapy Skill Builders (1991)
Length: 15-20 minutes and manual
Abstract: This video describes normal primitive reflexes and their development. Includes a discussion of the significance of these reflexes to normal development.

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Code: 056V
Normal Visual Development: Birth to 6 Months
Publisher: Erhartt Developmental Products
Length: 30 minutes
Abstract: This video provides information on visual development from birth to 6 months. Information is organized by clusters of visual skills.

Code: 057V
Now is the Time: Integrated Work for Persons with Dual Sensory Impairments
Publisher: American Production Services
Length: 13 minutes
Abstract: This video shows adults with dual sensory impairments in supported employment. Employers discuss the benefits of employing individuals with disabilities.

Code: 058V
Orientation and Mobility for Preschoolers
Author: E. Hill, S. Rosen, V. Correa, & M. Langley
Length: 1 hour plus article
Abstract: Dr. Everett Hill presents an overview of the processes of utilizing sensory information to establish and maintain one's position in the environment (orientation) and of moving safely, efficiently, and gracefully within one's environment (mobility). Dr. Hill describes the broadened definition of orientation and mobility (O & M) and the changing role of the O & M instructor.

Code: 059V
Parents & Professionals, Partners in Co-Service Coordination
Publisher: Waisman Center University of Wisconsin - Madison
Length: 20 minutes plus guide
Abstract: This video presents an overview of co-service coordination, how it develops and some of its mutual benefits to parents and professionals.

Code: 060V
People with Physical & Multiple Disabilities Support Employment Demonstration
Publisher: American Production Services (1988)
Length: 14 minutes
Abstract: This video shows individuals with physical and multiple disabilities working in supported employment situations. Employers comment on employing individuals with disabilities. Individuals with disabilities talk about working.

Code: 061V
Positioning for Infants & Young Children with Motor Problems
Publisher: Learner Managed Designs, Inc. (1988)
Length: 30 minutes plus test packet and manual
Abstract: In this video parents are featured demonstrating techniques for positioning young children with motor problems during daily activities.

Code: 062V
Promoting Motor Development
Publisher: Learner Managed Designs, Inc (1992)
Length: 23 minutes plus manual
Abstract: This video illustrates abnormal postures and movements often seen in infants and young children who have been hospitalized for extended periods. Positioning and handling techniques that can be used during daily routines are shown.

Code: 063V
Regular Lives
Publisher: Washington Educational Telecommunications Association, Inc. (1988)
Length: 30 minutes plus 14 page discussion guide
Abstract: This video shows individuals with disabilities participating in the community with their typically developing peers in a variety of settings: an elementary school, a middle school, supported employment, and supported living. Teachers, administrators, employers, parents, typically developing peers, and individuals with disabilities discuss inclusion.

Code: 064V
Respecting Family Needs in the IFSP Planning Process
Author: Jerome H. Morton
Length: 1 hour plus 27 page in-service training manual
Abstract: During an IFSP meeting a parent of a 26 month old child with a hearing impairment discusses her search for discovering what was wrong with her child and the many recommendations given to her.

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Code: 065V Sensory Integration Therapy
Publisher: Therapy Skill Builders (1991)
Length: 16 minutes plus manual
Abstract: This video is an introduction to the developmental process of sensory integration and therapeutic activities for intervention.

Code: 066V SKI*HI Coactive Sign System
Publisher: Hope, Inc.
Length: 60 minutes plus instruction booklet (each video)
Abstract: This program contains a set of nine videos and an instruction book to teach coactive signing. for each sign the ASL sign is shown and then the coactive sign is demonstrative.

Code: 067V SKI*HI Interactive Series
Author: Hope, Inc.
Length: Topic # 1-Encouraging Independent Signing: Moving from Coactive to Interactive Signing. 18 minutes
Topic # 2-Establishing a Foundation for Conversational Interactions. 15 minutes
Encouraging the Child to Sign Interactively.
Topic # 3-Suggestions to Encourage Language Development: Vocabulary. 16 minutes
Topic # 4-Suggestions to Encourage Language Development: Using Comments, Directions, and Questions, 15 minutes
Topic # 5-Creating a Communicative Environment: Using Calendar Systems. 18 minutes
Topic # 6-Creating a Communicative Environment: Encouraging Independence and Providing Rich Language Opportunities. 14 minutes
Topic # 7-Selecting Materials and Activities that Promote Interaction. 10 minutes
Topic # 8-Establishing Guideline for Effective Conversation. 15 minutes
Topic # 9-Conveying Emotions and Meanings Through Tactile Sign. 10 minutes
Topic #10-Fingerspelling. 14 minutes
Topic #11-Encouraging Interaction with Peers and Others Within the Community. 18 minutes
Topic #12-Interpreting for the Individual Who is Deaf-Blind. 12 minutes
Abstract: These videotapes explore some ways in which you can assist your child move from coactive signing into independent signing and conversational interactions.

Code: 068V SKI*HI Introduction to the Tactile Communication Series
Author: Hope, Inc.
Length: 32 minutes
Abstract: This videotape describes how to interact using tactile signing with children who are deaf-blind. It suggests ways to assist the child to access new people, places, and activities. It also discusses how to recognize and accept all forms of communication.

Code: 069V SKI*HI Signals Series: Communication with Children who are Deaf-Blind (Signals and Cues)
Author: Hope, Inc
Length: Topic # 1 - Encouraging your child to relate to people. 7 minutes
Topic # 2 - Letting your child know who you are and what you will do. 10 minutes
Topic # 3 - Deciding what signals and cues to use. 9 minutes
Topic # 4 - A model for using signals and cues. 6 minutes
Topic # 5 - Skill: Anticipation & Activity: Getting up to play. 25 minutes
Topic # 6 - Skill: Awareness of child's signals & Activity: Toileting, bathing, brushing teeth. 25 minutes
Topic # 7 - Skill: Responding & Activity: Eating or feeding. 32 minutes
Topic # 8 - Skill: Encouraging turn-taking & Activity: Waking up, going to bed, and dressing. 25 minutes
Topic # 9 - Skill: Giving choice & Activity: Playing and actions. 24 minutes
Topic #10 - Skill: Using coactive signs & Activity: Placing and calming your child. 23 minutes
Topic #11 - Skill: Enriching activities & Activity: Feelings and senses. 37 minutes
Topic #12 - Skill: Encouraging active communication & Activity: Going somewhere. 22 minutes
Abstract: These videotapes lay the foundation for using signals and cues in daily routines and activities with your child who is deaf-blind.

Code: 070V SMALLTALK - Tape 1 - Introduction to SMALLTALK
Publisher: Riverside Publishing Company (1991)
Length: 9 minutes plus booklet
Abstract: This video provides a brief overview of the SMALLTALK series.

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Code: 071V SMALLTALK - Tape 2 - Conversations Throughout the Day
Publisher: Riverside Publishing Company (1991)
Length: 13 minutes plus booklet
Abstract: This videotape shows how to recognize opportunities for conversations and how to find good times to start conversations with children.

Code: 072V SMALLTALK - Tape 3 - Ways to Create Conversations
Publisher: Riverside Publishing Company (1991)
Length: 22 minutes and booklet
Abstract: This video presents ways to encourage another turn, interpret with words what a child feels, add on to a child's turn, describe the child's focus of interest and (when necessary) introduce a new topic.

Code: 073V SMALLTALK - Tape 4 - Helping Young Children Learn to Take Turns
Publisher: Riverside Publishing Company (1991)
Length: 18 minutes plus booklet
Abstract: This video shows how to help child learn when and how to take turns, how to wait long enough for the child to take a turn, find moments for one-to-one conversations and time for long conversations, and how to notice and respond to tiny turns.

Code: 074V SMALLTALK - Tape 5 - Designing the Environment for Conversation
Publisher: Riverside Publishing Company (1991)
Length: 19 minutes plus booklet
Abstract: This video shows how to design your environment for good topics for conversations, arrange interesting things at the child's level, and design the environment with plenty of things for children to do independently, so you are free to join in play and conversation.

Code: 075V SMALLTALK - Tape 6 - Helping Children Take Turns with Each Other
Publisher: Riverside Publishing Company (1991)
Length: 19 minutes plus booklet
Abstract: This video shows how to join in children's play and help them take turns with each other, how to create child-size spaces that bring children together, and ways to help those who are especially shy, quiet, or less skilled than the others to join in small group activities.

Code: 076V SSI Helping Kids
Author: National Center for Policy Coordination in Maternal and Child Health
Length: 10 minutes
Abstract: This tape provides general information on SSI and how to apply for it. It contains interviews with parents who have children who qualify for benefits. These parents share their own personal stories about what they have been through and how SSI has helped.

Code: 077V SSI Presentation
Author: Tim Kotora
Length: 1 hour and 15 minutes
Abstract: Tim Kotora presents a general overview of Supplemental Security Income (SSI).

Code: 078V Supporting Families and Their Prematurely Born Babies
Author: Infancy Institute
Length: 102 minutes plus accompanying 293 page manual
Abstract: This video and accompanying manual is intended for training medical, allied health care, and Early Intervention providers. The book is divided into two units: Unit I introduces the trainee to the issues involved in supporting and addressing the needs of infants, families, and the providers that serve them; Unit II focuses specifically on the special issues of families with preterm infants. A source book of related readings is also provided.

Code: 079V Tangible Symbol Systems: Symbolic Communication for Individuals with Multisensory Impairments
Publisher: Communication Skill Builders (1990)
Length: 1 hour plus booklet
Abstract: This video shows how to help students with severe sensory or developmental disabilities learn to

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express needs, make choices, and follow a schedule using tangible symbol systems.

Code: 080V
They Don't Come with Manuals
Publisher: Fanlight Productions
Length: 29 minutes
Abstract: This video features candid discussions by parents and adoptive parents of children with special needs concerning their day-to-day caring experiences.

Code: 081V
Videotape of all Five Programs from SKI*HI Institute
Author: SKI-HI Institute
Length: 50 minutes
Abstract: This video shows all five SKI*HI programs: home hearing aid, home communication, home auditory, aural-oral, and home tactile communication.

Code: 082V
Vision Exercises: A Video of Home Visual Exercises for Children
Publisher: Learning Skills Company (1989)
Length: 45 minutes
Abstract: Dr. Joel Zaba (optometrist) presents home vision exercises for children and young adults. These exercises should assist in improving visual skills related to performance, etc.

Code: 084V
The Way to Go
Author: San Francisco State University
Length: 17 minutes
Abstract: This video shows children with multiple disabilities in school and community settings integrated with regular education students. Comments are given by parents and teachers concerning the benefits to both regular education students and special education students. Innovative ways to develop basic skills are shown.

Code: 085V
When the Mind Hears: A Synopsis in ASL
Author: Harlan Lane
Length: 12 videotapes which accompany individual chapters in 537 page book
Abstract: These 12 videotapes are ASL synopsis of each chapter from the book which is a study of the history of people who are deaf in Europe and American. It traces the beginnings of formal education for students who are deaf in France and the U.S.

Code: 086V
Within Reach: Getting To Know People Who Are Deaf-Blind
Publisher: TASH Technical Assistance Project
Length: 25 minutes
Abstract: This video shows a number of individuals with dual sensory impairments engaged in their typical environments. The video presents a variety of interaction and communication techniques which can be used. Three parents of children with dual sensory impairments talk about their children.

Code: 087V
Working with Families
Author: Tom Powell - MTASH
Length: 1 hour and 15 minutes
Abstract: This presentation focuses on issues related to empowering families and working together with professionals.

Code: 088V
You & Me: A Five Part Video Series about Educating Children who are Deaf-Blind
Author: Teaching Research, Western Oregon University, 1995
Length: Tape #1 (18 minutes), Tape #2 (manual accompanies video), Tape #3 (21 minutes), Tape #4 and #5 (16 minutes)
Abstract: This video series describes the life of a child who is deaf-blind. It includes information on general introduction to Riley and his family, the interpreter-tutor, communication; mobility, and social networks for Riley.

Code: 089B
Adam's Chair: Life in a Power Wheelchair
Author: C.A. Marienau
Length: 33 pages
Abstract: A mother describes the opportunities that her son's power wheelchair has allowed him.

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Code: 090B — Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Positioning and Handling

Length: 12 pages

Author: Cynthia Yates

Abstract: This booklet discusses: 1) Goals of good positioning, 2) Examples of functional positions, 3) Adapted seating, and 4) Handling/handling techniques.

Code: 091B — Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Expressive Communication

Author: Cheryl S. Creel

Length: 16 pages

Abstract: This booklet discusses early forms of communication that occur before language. These levels include: 1) early communication, 2) conventional communication and 3) emerging symbol communication. The booklet also discusses the functions of expressive communication and setting up a communication program

Code: 092B — Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Receptive Communication

Author: Kathleen Stremel Campbell

Length: 12 pages

Abstract: This booklet discusses how you can enhance the child's understanding of his social and physical world through interactions. It reviews types of cues, selecting cues based on interactions and the use of receptive communication to support the child's expressive system.

Code: 093B — Adapt-a-Strategy Booklet Series for Parents and Teachers of Infant/Young Children with Multiple Disabilities: Interaction and Play

Author: Jimmie Matthews

Length: 16 pages

Abstract: This booklet list strategies to encourage interactions and play with your child. This includes interactions with people, interactions with objects, and combining interactions on people and objects. Information is also provided on how to develop strategies to enhance interactions through play.

Code: 094B — Activity Descriptions: Activity-Based Language Training

Author: Steven F. Warren, 1988

Length: 29 pages

Abstract: This book presents play activities for language training. Each activity includes a list of materials, time necessary, a description of the activity, variations of the activity, basic vocabulary, syntax skills, morphology, and pragmatic skills.

Code: 095B — Administrative and Implementation Guidelines for School Community-Based Vocational Instruction Based on the Fair Labor Standards Act

Author: N. Elliot, Houser, E., Alberto, P., Taber, T., and Arnold, S. , 1993

Length: 49 pages

Abstract: Monograph provides regulations that are in compliance with the law and required by Dept. of Labor in regards to wage and hours. It provides "best practices" for the implementation of a community-based vocational training program.

Code: 096B — An Assessment Instrument for Families: Evaluating Community-Based Residential Program for Individuals with Deaf-Blindness

Author: Helen Keller National Center - Technical Assistance Center, Hilton/Perkins Project, Members of the National Parent Network Advisory Committee, 1991

Length: 12 pages

Abstract: An evaluative list for parents when selecting or monitoring their child's residential program. The tool offers three areas of assessment: 1) physical attributes of the home; 2) available resources for promoting capabilities; and 3) philosophy of the agency.

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Code: 097B — Annotated Resource Guide to Early Intervention Training Material

Author: Faculty Institute for Training - J.F.K. Center, University of Colorado, 1992

Length: 159 pages

Abstract: This publication is a resource guide for those who teach, consult or do advocacy work in early

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intervention. References are listed under ten general topics.

Code: 098B Assessment of Auditory Functioning of Deaf-Blind Multihandicapped Children
Author: Deborah Kukla and Theresa Thomas Connolly (South Central Regional Center for Services to Deaf-Blind Children) - 1978
Length: 105 pages
Abstract: This assessment will allow teachers to determine to what extent a child who is deaf-blind or multiply disabled uses his residual hearing in the classroom.

Code: 099B Augmentative & Alternative Communication Systems for Persons with Moderate and Severe Disabilities
Author: D. Baumgart, J. Johnson, & E. Helmstetter, 1990
Length: 254 pages
Abstract: This book describes communication systems and services and illustrates the process for assessing, designing, implementing, and evaluating a communication system for children, youth, and adults with moderate and severe disabilities.

Code: 100B Augmentative Communication for Children with Deaf-Blindness: Guidelines for Decision Making
Author: C. Cress, P. Mathy-Laikko, & J. Angelo
Length: 59 pages
Abstract: The focus of this book is to discuss issues that are likely to occur in developing an augmentative communication system for an individual with dual sensory impairments. Specific implementation or modification of general techniques for deaf-blind individuals are covered with each step in the decision process. Equipment and resources specific to dual sensory impairments are covered.

Code: 101B Bibliography of Print Resources
Author: Library Services for the Hearing Impaired
Length: 80 pages
Abstract: A categorical bibliography.

Code: 102B Can't Wait to Communicate: Fun Activities that Shape Nonverbal Communication
Author: R. Wise
Length: 75 pages
Abstract: This book provides activity ideas for incorporating the use of communication boards into daily routines in a way that is fun and meaningful for the student.

Code: 103B Catalog of Community Services for Children
Author: Metropolitan Board of Education, 1992
Length: 68 pages
Abstract: This catalog provides a listing of services available to children in the Nashville area. Both public and private agencies are listed, as well as volunteer and advocacy groups.

Code: 104B CHARGE Syndrome: A Booklet for Families
Author: M. Hefner, J. Thelin, S. Davenport, & J. Mitchell, 1988
Length: 48 pages
Abstract: This booklet gives both general and specific information about CHARGE syndrome. A list of resources about CHARGE syndrome is included.

Code: 105B Children Move to Learn: A Guide to Planning Gross Motor Activities
Author: J. Kline,
Length: 52 page booklet
Abstract: This guide suggests questions and observations that lead to positive assessment of selected gross motor abilities; makes it possible to detect and identify delays; and then initiate, develop and implement corrections.

Code: 108B Collaborative Teams: For Students with Severe Disabilities Integration Therapy and Educational Services
Author: B. Rainforth, J. York, and C. Macdonald, 1992
Length: 284 pages
Abstract: This book describes ways in which families and professionals can work together to create learning opportunities for students. It discusses transitions, the collaborative team, and details

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how to implement team strategies.

Code: 110B Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps
Author: Mary A. Falvey
Length: 372 pages
Abstract: This book offers strategies and materials for community-based instruction, including information on: Improving curricula; establishing priorities in educational programs; focusing on instructional issues, skills, and strategies; and determining the how, where, and why of a particular activity.

Code: 111B A Continuation of Integration in Early Childhood Special Education: Setting Up Cooperative Programs in Community Nursery School Settings
Author: M. Bruder
Length: 20 page booklet
Abstract: This booklet gives information about program evaluations. A Planning Guide is included for evaluating early childhood programs.

Code: 112B Cued Speech: Another Option
Author: S. Horning & M. Walworth, 1989
Length: 45 pages
Abstract: This monograph describes Cued Speech and how it can be used in the SKI*HI home visit lessons.

Code: 113B Curriculum Adaptations for the Deaf-Blind: The Sensorimotor Period
Author: Judy A. Goodrich & Patricia G. Kinney, 1985
Length: 235 pages
Abstract: This guideline was developed to assist providers as they assess, plan for and implement programs for students who are deaf-blind. The guideline includes: an overview, procedures for adapting the curricula, sample activities, and supplemental readings.

Code: 114B Curriculum Considerations in Inclusive Classrooms: Facilitating Learning for All Students
Author: S. Stainback & W. Stainback
Length: 275 pages
Abstract: This book focuses on how to promote inclusive education by designing, adapting, and delivering curriculum in general education classrooms.

Code: 115B A Curriculum for All Young Children: The EC-SPEED Curriculum Guide
Publisher: Ohio Department of Education (1989)
Length: 108 pages
Abstract: This guide provides functional curricular suggestions that correlate with best practices from the Program Design and Evaluation Guide (#122B).

Code: 117B Deaf Students and the School-to-Work Transition
Author: T. Allen, B. Rawlings, & A. Schildroth, 1989
Length: 253 pages
Abstract: This book is a comprehensive study of youth with severe and profound hearing impairments. Discusses laws and regulations, reviews available services, examines existing relationships between educational programs and vocational rehabilitation agencies, and provides parents' perspectives on the transition process.

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Code: 118B Developing IFSPs: A Family Focused Approach
Author: Interdisciplinary Human Development Institute-University of Kentucky (1991)
Length: 113 page manual plus appendices
Abstract: The modules in this manual were designed to provide a framework and philosophy for developing Individualized Family Service Plans (IFSPs). The modules focus on: 1) Introduction to Public Law 99-457; 2) Philosophy and Framework for Developing the IFSP; 3) The IFSP Process: Working with Families; and 4) Skills to Implement the Process.

Code: 119B Directory of Agencies and Organizations Serving Individuals who are Deaf-Blind
Author: Helen Keller Center for Deaf-Blind Youths and Adults, 1992
291 pages
This directory contains a listing of services/agencies who have worked with individuals with

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deaf-blindness. This should serve as a resource guide to services in the United States.

Code: 120B **Directory of Community Services**
Author: Council of Community Services
Length: 364 pages
Abstract: This directory contains a listing of community services available in Davidson County.

Code: 121B **Early Intervention For Young Children and Their Families Affected by Maternal Substance Abuse**
Author: The Boling Center for Developmental Disabilities-University of Tennessee, Memphis (1993)
Length: 73 pages
Abstract: This book contains the history and development of the Boling Center. It also includes information on the components of the project and the results of follow-up procedures.

Code: 122B **EC-SPEED Early Childhood Special Education Program Design and Evaluation Guide**
Publisher: Ohio Department of Education (1989)
Length: 68 pages
Abstract: This provides a basis for designing and evaluating exemplary early childhood special education programs. It includes information on legal, program, and service delivery options.

Code: 123B **EC-SPEED Model Program Conference: Summary of Conference Proceeding**
Publisher: Ohio Department of Education (1993)
Length: 72 pages
Abstract: These Conference Proceedings are from a two-day problem solving conference held in Columbus, Ohio on March 8 and 9, 1991. It includes information on parent involvement, funding, staff development, collaboration, integrated related services, class size, scheduling, and transition.

Code: 125B **Educating All Students in the Mainstream of Regular Education**
Author: S. Stainback, W. Stainback, & F. Forest
Length: 286 pages
Abstract: This book addresses approaches for merging or integrating special and regular education and for educating all students in the mainstream of regular education as a regular, normal, and expected practice.

Code: 126B **Education of Children with Disabilities from Birth to Three: A Handbook for Parents, Teachers and Other Care Providers**
Author: M. Mapes, J. Mapes, & M. Lian, 1988
Length: 71 pages
Abstract: This easy-to-read handbook provides basic information on birth-to-three programs for children with disabilities.

Code: 127B **Enhancing Interactions Between Service Providers and Individuals who are Severely Multiply Disabled**
Author: E. Siegel-Causey & D. Guess, 1988
Length: 106 pages
Abstract: This book begins with an introduction to nonsymbolic communication, offers instructional guidelines for incorporating it, and presents examples that help move plans into practice. In addition, specific hands-on strategies and procedures for better understanding and developing functional communication repertoires are presented.

Code: 128B **Enhancing Nonsymbolic Communication Interaction among Learners with Severe Disabilities**
Author: E. Siegel-Causey & D. Guess, 1989
Length: 208 pages
Abstract: This book is for caregivers, educators, clinicians, therapists, and others dedicated to developing communication and instructional skills among students with severe and multiple handicaps.

Code: 129B **Engineering the Preschool Environment for Interactive Symbolic Communication 18 Months to 5 Years Developmentally**
Author: C. Goosens, S. Crain, & P.S. Elder, 1992
Length: 201 pages
Abstract: This book discusses engineering or designing the preschool environment so that use of

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augmentative and/or alternative communication systems (AAC) is feasible and encouraged. The AAC needs to be an integral part of the classroom and should be designed in a timely and cost-efficient manner. Part I of the book focuses on designing the environment while Part II centers around training frequent, interactive, and generative use.

Code: 130B Etiologies and Characteristics of Deaf-Blindness
Author: K.W. Heller & C. Kennedy, 1994
Length: 72 pages
Abstract: This monograph was developed to assist state coordinators, administrators, educators, related staff and parents to gain a better understanding of the terminology and major causes of deaf-blindness.

Code: 131B Feeding Baby
Author: Gerber Products Company, 1976
Length: 34 pages
Abstract: This is a simple, sensible, and convenient set of guidelines for new parents.

Code: 132B First Steps: A Handbook for Teaching Young Children who are Visually Impaired
Author: Blind Children's Center, 1993
Length: 203 pages
Abstract: This book provides information on teaching children with visual impairments. Chapters cover behavior management, speech and language development, sensorimotor integration, motor development, orientation and mobility skill development, and self-help skills.

Code: 133B Functional Curriculum Programming for Students with Multiple Disabilities
Author: Peabody Integration Project, Community-based curriculum: Instructional strategies for students with severe handicaps. TOT (Tennessee Outreach Training) Project
Length: 54 pages
Abstract: The assessment strategies emphasized in this booklet are those that will assist educators and parents to develop chronological age-appropriate and functional educational programs for students with severe handicaps.

Code: 134B A Guide for Planning the Psychological Needs of the Young Hospitalized Child
Author: S. Cohen, N. Brill, M. Fauvre, S. Clark, L. Garcia, & N. Klein, 1987
Length: 65 pages
Abstract: This guide has been complied to assist child life workers and other health care providers in delivering services to young hospitalized children and their families.

Code: 135B A Guide to Conditions Which Place Children at Developmental Risk
Author: Tennessee Children's Services Commission (1986)
Length: 98 pages
Abstract: The guide was developed to assist service providers of young children to understand handicapping conditions, to recognize potential problems, and to make appropriate referrals.

Code: 136B IFSP Handbook - Louisiana
Author: S. Bertrand, R. Fewell, M. Hockless, D. Sexton, and P. Snyder (1991)
Length: 43 pages plus appendices
Abstract: This handbook serves as a guide for developing IFSPs for children in Louisiana.

Code: 137B Inclusive Instructional Design: Facilitating Informed and Active Learning for Individuals Who Are Deaf-Blind in Inclusive Schools
Author: Kathy Gee, Morgan Alwell, Nan Graham, Lori Goetz, 1994
Length: 106 pages
Abstract: This manual recommends practices to ensure successful inclusion of students who are deaf-blind. Chapters focus on the definition of inclusion, definition of deafblind, team planning, and creating programs.

Code: 138B Independence Without Sight or Sound: Suggestions for Practitioners Working with Deaf-Blind Adults
Author: D. Sauerburger
Length: 194 pages
Abstract: This book provides insights, strategies, and techniques for how to communicate and feel comfortable with our deaf-blind clients, colleagues, and acquaintances.

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Code: 139B Information about Usher Syndrome
Author: RP Foundation Fighting Blindness
Length: 24 pages
Abstract: This book provides basic information about Usher syndrome and also lists organizations and resources for individuals with visual impairments.

Code: 140B Information about RP and Allied Retinal Degenerative Diseases
Author: RP Foundation Fighting Blindness
Length: 23 pages
Abstract: This book provides basic information about retinitis pigmentosa (RP). Organizations and resources for individuals with visual impairments are listed.

Code: 141B The Inheritance of RP and Allied Retinal Degenerative Diseases
Author: J. C. Hennessey
Length: 16 pages
Abstract: This book explains the genetic inheritance of retinitis pigmentosa (RP). Addresses for RP research centers are listed.

Code: 142B Innovative Program Design for Individuals with Dual Sensory Impairments
Authors: L. Goetz, D. Guess & K. Stremel-Campbell, 1987
Length: 365 pages
Abstract: This book gives practical guidance in the areas of nonverbal or nonsymbolic communication systems, assessment of residual sight and hearing, orientation and mobility skills, functional living skills, and the use of natural cues and prompting sequences.

Code: 143B The Insite Developmental Checklist
Author: E. Morgan & S. Watkins, 1989
Length: 49 pages
Abstract: A comprehensive developmental skill assessment for young multihandicapped, sensory impaired children. The assessment includes: 1) short form for 0-2 years, 2) long form for 0-6 years, 3) Instruction Manual - Assessment of Developmental Skills for Young Multihandicapped Sensory Impaired Children

Code: 144B The Insite Model
Author: S. Watkins, Editor
Length: (Available by Chapters)
Abstract: Volume 1: Introduction, Overview, Background, Rationale, & Description
The MHSI Child, His Family, and the Parent Advisor
Psychological and Emotional Support
Supportive Services
Planning, Delivering, and Reporting
Getting Started Program
Hearing Program
Communication Program

Volume 2: Vision Program
Cognition Program
Motor Impairments Program
Developmental Resources

Code: 145B Interagency Collaboration for Young Adults with Deaf-Blindness: Toward a Common Transition Goal
Author: J. Everson, P. Rachal, & M. Michael (1992)
Length: 89 pages
Abstract: This monograph discusses ways agencies can work together for the purpose of transitioning students who are deaf-blind. Chapter topics include: 1) TAC Interagency Training and Technical Assistance Activities; 2) Collaborative Interagency Transitional Services; 3) Salient Aspects of the Collaborative Transition Process; 4) Parents: Vital Members of the Interagency Transition Team; and 5) Collaborative Interagency Transition.

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Code: 146B
Interpreting and Transliterating for Persons who are Deaf-Blind
Author: Illinois Department of Rehabilitation Services
Length: 13 pages
Abstract: Delineates the skills necessary to interpret or transliterate for a person who is deaf-blind. A comprehensive list of the modes of communication is given.

Code: 147B
Into Our Lives
Author: Children's Hospital Medical Center of Akron (1989)
Length: 44 pages
Abstract: For families who have a child with a special need, this book serves as a guide to the IFSP process.

Code: 148B
An Introduction to Behavior Management in Early Childhood Special Education
Author: M. Bruder
Length: 12 page booklet
Abstract: This booklet explains how to create a behavior management program.

Code: 149B
An Introduction to Cultural Sensitivity: Working with Puerto Rican Families in Early Childhood Special Education
Author: M. Bruder
Length: 7 page booklet
Abstract: This booklet gives basic information about cultural sensitivity, characteristics specific to the Puerto Rican culture, and a guide to help you communicate with families of different cultures.

Code: 150B
An Introduction to Program Evaluation in Early Childhood Special Education
Author: M. Bruder
Length: 10 page booklet
Abstract: This booklet gives information about program evaluations. A planning guide is included for evaluating early childhood programs.

Code: 151B
Kids Are Kids: An Activities Based Curriculum Guide for Infants, Toddlers, & Preschoolers
Author: Kathy Meredith Russell, 1994
Length: 225 pages
Abstract: This guide presents many activities appropriate for children ages birth to 3 who have developmental disabilities. It includes 9 monthly theme units and 5 theme units for summer camp. These materials can be used for all preschool educational programs, whether they have children with or without disabilities.

Code: 152B
A Life of Leisure - Leisure Options for Persons with Dual Sensory or Multiple Impairments
Author: M. Clyne & L. Cummings, 1992
Length: 128 pages
Abstract: This book contains a rationale for leisure programming with suggestions for the teaching of specific individual and group recreational activities that, when learned, allow people to choose leisure time activities for the rest of their lives.

Code: 153B
Learning Together: A Parent Guide to Socially-Based Routines for Visually Impaired Infants
Author: D. Chen, C.T. Friedman, and G. Calvello (1988)
Length: 39 pages
Abstract: This book contains activities and strategies for infants between 6 and 24 months that can be done during home routines.

Code: 154B
Low Vision: A Resource Guide with Adaptations for Students with Visual Impairments, 2nd Edition
Author: Nancy Levack (1994)-Texas School for the Blind and Visually Impaired
Length: 263 pages
Abstract: This guide provides guidelines for assessing visual functioning, guidelines for planning and implementing programming, and serves as a reference guide for information related to low vision.

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Code: 155B The Medically Complex Child - The Transition to Home Care
Author: N. J. Hochstadt & D. M. Yost, 1991
Length: 323 pages
Abstract: This book provides information on the theoretical, ethical, and practical issues surrounding transition and home care for medically complex children.

Code: 156B The Medically Fragile Child
Author: M. Krajicek & R. Tompkins, 1993
Length: 162 pages
Abstract: This book reviews problems and issues met by families of medically fragile infants in a variety of settings. In addition to physiological and developmental contexts, the book provides readers with practical suggestions and solutions to problems encountered in caring for medically fragile infants.

Code: 157B Medically Fragile Infants and Toddlers: An Interdisciplinary Training Curriculum
Author: JFK Center for Developmental Disabilities, University of Colorado, 1994
Length: 294 pages
Abstract: This curriculum covers: overview of medically fragile; family adjustment and family-centered; interdisciplinary team assessment and intervention; feeding problems-assessment and intervention; service coordination; and community interaction.

Code: 158B Mini-Grants and Volunteers: Developing Support for Augmentative Communication Programs
Author: C. R. Musselwhite, 1991
Length: 115 pages
Abstract: This book suggests two ways to develop support for augmentative communication programs: developing mini-grants for funding and utilizing nontraditional volunteers for hands on support.

Code: 159B MTASH/ARC Fall Conference Program Notes 1994: What Type of Reality is Inclusion?
Author: Kent Logan, 1994
Length: 2 pages plus video of keynote speech
Abstract: Kent Logan defines and compares the 3 types of reality in relation to inclusion: 1) virtual reality, 2) consensual reality, 3) experimental reality.

Code: 160B Movement Analysis and Curriculum for Visually Impaired Preschoolers
Author: Pinellas County Public Schools in Florida (1986)
Length: 230 pages
Abstract: This was designed for O & M Specialist; however, it is also beneficial to OT, PT, Vision Specialist, and Preschool Teachers who work with young children with visual impairments. Covers positioning and handling techniques and offers movement activities.

Code: 161B New England Center for Deaf-Blind Services Resource Library
Author: New England Center for Deaf-Blind Services (1992)
Length: 405 pages
Abstract: This directory includes a list of the articles, publications, videotapes, and additional resources which are available at the New England Center Resource Library.

Code: 162B On the Way to Literacy: Early Experiences for Visually Impaired Children
Author: J. M. Stratton & S. Wright, 1991
Length: 112 pages
Abstract: This book provides information on a child's needs in developing the foundations of literacy. Within each developmental level (infants, toddlers, and preschoolers), communication, hand skills/tactual exploration, concepts, and book experiences are discussed.

Code:163-172B On the Way to Literacy: Early Experiences for Visually Impaired Children:
Publisher: American Printing House for the Blind (1991)
Length: From 7 to 24 pages
Abstract: Tactile/Visual storybooks for young children who are blind or visually impaired. These books may be used along with the guide book 162B.
-Something Special 163B
-Roly-Poly Man 164B
-Bumpy Rolls Away 165B
-Silly Squiggles 166B

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-The Longest Noodle 167B
-Gobs of Gum 168B
-The Caterpillar 169B
-That Terrible Awful Day 170B
-Jennifer's Messes 171B
-Book About Me 172B

Code: 173B One Step at a Time: A Manual for Families of Children with Deaf-Blindness
Author: S. Bolton, 1989
Length: 38 pages
Abstract: This book shares practices from families of children who are deaf-blind. Written primarily for parents, this manual will also help therapists.

Code: 174B An Orientation and Mobility Primer for Families and Young Children
Author: Bonnie Dodson-Burk and Everett W. Hill, 1989
Length: 42 pages
Abstract: Part I of this book provides information on basic concepts related to the instruction of orientation and mobility. Part II provides functional suggestions that families can incorporate into their routines to facilitate orientation and mobility skills.

Code: 175B PACT: Partners in Augmentative Communication Training
Author: D. M. Culp & M. Carlisle, 1988
Length: 142 pages
Abstract: This is a resource guide for interaction facilitation training for children. The book gives information of improving communication between young augmentative communication users and their communication partners.

Code: 176B Parenting Preschoolers: Suggestions for Raising Young Blind and Visually Impaired Children
Author: Kay Alicyn Ferrell, 1984
Length: 28 pages
Abstract: This booklet gives an overview of what families may expect when they first discover that their child is blind or visually impaired. Using a question-answer format, the booklet covers topics from mobility to braille to early childhood programs.

Code: 177B-188B Parents as Partners in Early Intervention:
Author: Outreach to Infants in Rural Settings, 1990
Length:

177B-Transition Issues in Early Intervention	5 pages
178B-The IEP, Facts to Know	6 pages
179B-Service Coordinator	5 pages
180B-Preschool Services	5 pages
181B-Goal Setting	5 pages
182B-Public Law 99-457	5 pages
183B-Child Assessment	5 pages
184B-Family Assessment	5 pages
185B-Case Manager	5 pages
186B-Early Intervention Services	5 pages
187B-Procedural Safeguards	11 pages
188B-Transition Issues	5 pages

Abstract: These booklets were designed to assist families in understanding Public Law "IDEA"- Part H and Part B.

Code: 189B Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities
Author: C. Cushman, K. Heydt, S. Edwards, M. J. Clark, & M. Allon
Length: (Available by chapters)
Abstract: This guide provides techniques and methods for working with children who are visually impaired with additional multiple disabilities. It contains information specific for most all areas of development.

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Code: 190B Physical Therapy in Public Schools: A Related Service Vol. 1
Author: B. Blossom & F. Ford, 1991
Length: 182 pages
Abstract: This book contains specific information for assessment and intervention strategies that will facilitate student success in multiple learning and community environments.

Code: 191B Playing with Your Child: Mastery Motivation and Learning
Author: S. Hupp, T. Alpert, & S. Goetz, 1992
Length: 17 page booklet
Abstract: This booklet will provide you with strategies to encourage mastery motivation in children.

Code: 192B Positioning for Play: Home Activities for Parents of Young Children
Author: R. B. Dianmant
Length: 213 pages
Abstract: This book includes home activities for parents which combine the principles of positioning with play to encourage sensory and motor development.

Code: 193B Proceedings for the National Symposium on Children and Youth Who Are Deaf-Blind
Author: J. W. Reiman & P. A. Johnson, 1992
Length: 240 pages
Abstract: These proceedings present abstracts and texts of all formal Symposium papers and theme-centered lists of specific recommendations emerging from the Symposium focus groups from the 1992 National Symposium on Children and Youth Who are Deaf-Blind.

Code: 194B Program Guidelines for Individuals Who Are Deaf-Blind
Author: California Department of Education - Bill Honig , 1990
Length: 83 pages
Abstract: These guidelines were developed to assist in identifying, assessing, planning, and providing educational services.

Code: 195B Psychoeducational Assessment of Students Who Are Visually Impaired or Blind
Author: S. Bradley-Johnson, 1994
Length: 253 pages
Abstract: This book covers issues related specifically to assessing students with visual impairments. The book contains descriptions of procedures which can be used to obtain information during assessment, background information on assessing individuals with visual impairments, special procedures needed to obtain information on these children and adolescents, and detailed reviews of published tests.

Code: 196B Quality Early Intervention: Linking Research and Practices
Author: M. Graham & D. Bryant, 1990
Length: 36 pages
Abstract: This report summarizes best practices through review of the literature and site visits to national and state programs. The goal of this report is to suggest directions for practices, not to dictate policy.

Code: 197B A Resource Manual for Understanding & Interacting with Infants, Toddlers and Preschool Aged Children with Deaf-Blindness
Author: SKI*HI Institute, P. Alsop
Length: 576 pages
Abstract: This manual gives basic information about deaf-blindness and intervention with young children who are deaf-blind, information on learning strategies, communication and tactile signaling and signing, hearing and auditory stimulation, vision and visual stimulation, touch and tactile stimulation, daily care and self-help skills, massage, motor skills and positioning and handling, orientation and mobility, behavior management, special health-care needs, and play and toys.

Code: 198B Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 1
Author: E. Morgan, Editor, 1992
Length: 459 pages
Abstract: This volume includes a model for home and center-based services, information on working with families and support services, assessment, planning and program delivery, interacting with people (communication, language, social), and childcare and self-care.

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Code: 199B
Resources for Family Centered Intervention for Infants, Toddlers and Preschoolers Who Are Visually Impaired, Vol. 2
Author: E. Morgan, Editor, 1992
Length: 608 pages
Abstract: This volume includes information on gross motor and orientation and mobility, learning through the senses, and cognition.

Code: 200B
The Road to Freedom: A Parent's Guide to Prepare the Blind Child to Travel Independently
Author: R. Webster, 1980
Length: 115 pages
Abstract: This book is intended to teach parents how to provide their child with visual impairments the prerequisite skills necessary to benefit from orientation and mobility training.

Code: 201B
Ryan: A Mother's Story of Her Hyperactive/Tourette Syndrome Child
Author: Susan Hughes, 1990
Length: 153 pages
Abstract: A mother of a child with hyperactivity disorder and Tourette syndrome describes the triumph over a life full of struggles with her son Ryan.

Code: 202B
Semi-Annual Accessions List July-December 1996
Author: Perkins School for the Blind, 1996
Length: 39 pages
Abstract: Bibliography of available materials.

Code: 203B
Screening and Assessment: Guidelines for Identifying Young Disabled and Developmentally Vulnerable Children and Their Families
Author: Samual J. Meisels and Sally Provence (1989)
Length: 65 pages
Abstract: This book discusses the rationale and guidelines for screening and assessing young children (ages 0-5) who have disabilities. It includes information on Public Law 99-457, information on the development of children, procedures for screening and assessment, information on risks to child's development, and guidelines for developing appropriate screenings and assessments.

Code: 204B
Sensory Assessment Manual
Author: P.J. Cress
Length: 21 pages
Abstract: This book discusses visual and auditory assessment of individuals with dual sensory impairments.

Code: 205B
Signs of Success: A Progressive Sign Language Manual for Deaf/Blind and the Multihandicapped
Author: L. G. Cummings, 1985
Length: 166 pages
Abstract: This is a "workbook" which describes the communication mode and signs which individuals with dual sensory impairments or multiple disabilities utilize. The book contains suggestions and practice sentences for the development of sign language classes for staff working with individuals with disabilities in a variety of settings.

Code: 206B
SKI*HI Home-Based Programming for Children with Hearing Impairments: Demographics, Child Identification, and Program Effectiveness
Author: C. Strong, T. Clark, D. Barringer, B. Walden, & S. Williams, 1992
Length: 313 pages
Abstract: This book summarizes the results of a study of SKI*HI home-based programming. The study attempted to describe the demographic characteristics of the children receiving home-based instruction, to study the relationship between demographic characteristics and child achievement, to study the effectiveness of identification procedures for hearing impairments, and to investigate the effect of various aspects of home-based intervention, including amount, intensity, and time of program start, on language development.

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Code: 207B Special Education Technology: Classroom Applications
Author: R. B. Lewis, 1993
Length: 552 pages
Abstract: This book focuses on ways teachers can use computers and other technologies to improve the education of students with disabilities.

Code: 208B Steps to Independence: A Skills Training Guide for Parents and Teachers of Children with Special Needs
Author: B. Baker & A. Brightman, 1989
Length: 323 pages
Abstract: Offers a step-by-step approach for teaching children with disabilities self-help skills, toileting skills, play skills, advanced self-care, home care, and information necessary for getting along in the world.

Code: 209B Strategies for Early Intervention Program from Planning to Service Delivery
Author: L. Arnn and C. Kelsey, 1989
Length: 94 pages
Abstract: This book describes suggestions for organizing forms so that outreach and programming will be most functional. It is a practice tool designed to provide information on how to deliver quality services in early childhood intervention settings.

Code: 210B Support Network for Inclusive Schooling: Interdependent Integrated Education
Author: W. Stainback & S. Stainback
Length: 259 pages
Abstract: This book outlines a broad range of strategies for implementing inclusive education and shows how the respect children learn for each other in the classroom can carry over into the wider community.

Code: 211B Supporting Families and Their Prematurely Born Babies: Guide for Training Care Providers and Source Book
Author: Infancy Institute, 1990
Length: 293 page manual with accompanying 102 minute video
Abstract: This manual and accompanying video are intended for training medical, allied health care, and Early Intervention providers. The book is divided into two units: Unit I introduces the trainee to the issues involved in supporting and addressing the needs of infants, families, and the providers that serve them; Unit II focuses specifically on the special issues of families with preterm infants. A source book of related readings is also provided.

Code: 212B Supporting Young Adults Who Are Deaf-Blind in Their Communities: A Transition Planning Guide for Service Providers, Families and Friends
Author: Jane M. Everson, Ph.D., 1995
Length: 352 pages
Abstract: This comprehensive guide describes how to secure the necessary supports- optimal health care, enhanced communication skills, and improved orientation and mobility- and encourages those involved in the transition process to move beyond traditional options. Administrators, families, and others will use this comprehensive handbook to help individuals who are deaf-blind have a broader range of experiences and gain greater independence.

Code: 213B Technology Resources for Students with Deaf-Blindness and Severe Disabilities
Author: N. Sall & H. Mar, 1992
Length: 97 pages
Abstract: Information on adaptive technology based, in part, on a research project that aimed to identify, demonstrate, and validate the uses of technology for preschool and school-age children with deaf-blindness and severe disabilities.

Code: 214B Technology in the Classroom: Communication
Author: S. Blackstone, 1992
Length: 72 pages plus appendices (A-0)
Abstract: This book discusses intervention for young children with severe communication disorders. Accompanying videotape.

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Code: 215B
Technology in the Classroom: Education
Author: E.L. Cassatt-James, 1992
Length: 102 pages plus appendices (A-F)
Abstract: This book explains the integration of assistive technology into sensorimotor, preschool, and elementary curricula. Accompanying videotape.

Code: 216B
Technology in the Classroom: Listening and Hearing
Author: Carol Flexer
Length: 69 pages
Abstract: This book describes how assistive technology relates to children with severe listening and hearing disorders. Accompanying videotape.

Code: 217B
Technology in the Classroom: Positioning, Access, and Mobility
Author: E. Trefler
Length: 57 pages plus appendices (A-F)
Abstract: This book provides basic principles regarding the use of assistive technology to meet a child's positioning and mobility needs. Accompanying videotape.

Code: 218B
The Transdisciplinary Training, Assessment and Consultation Model
Author: Carol S. Eagen, Kathleen Petisi, and Amy L. Toole (1980)
Length: 60 pages plus appendices
Abstract: This manual was developed for a classroom of children (ages 3 & 4) who had mild to moderate disabilities. It focuses on: 1) introduction to the transdisciplinary process; 2) roles of people on the team; 3) training activities to make the process work; and 4) the implementation plan.

Code: 219B
Tri-Wall Pattern Portfolio
Author: M. J. Baker & D. Kilburn, 1992
Length: 21 pages
Abstract: This book provides patterns and instructions to build seven basic designs of adaptive equipment for infants and toddlers including: regular seat, incline seat, recline V-back seat (small and medium), recline V-back floor sitter, highchair insert, and table.

Code: 220B
Understanding SSI
Author: The Department of Health and Human Services Social Security Administration, 1994
Length: 62 pages
Abstract: The purpose of this book is to inform advocates and others in interested agencies and organizations about supplemental security income (SSI) eligibility requirements and processes.

Code: 221B
Use of Aversive Procedures with Persons who are Disabled: An Historic Review and Critical Analysis
Author: D. Guess, E. Helmstetter, H. Turnbull, & S. Knowlton, 1987
Length: 68 pages
Abstract: This monograph addresses the underlying assumptions of the 1981 resolution calling for the termination of the use of aversive procedures to modify the behavior of persons with severe handicaps, and provides both data and arguments to support the original concerns that led to the action taken at that time by the Executive Board of The Association for Persons with Severe Handicaps (TASH).

Code: 222B
When the Mind Hears: A Synopsis in ASL
Author: H. Lane, 1989
Length: 537 pages with 12 accompanying videotapes
Abstract: A study of the history of Deaf people in Europe and America. This book traces the beginnings of formal education for deaf students in France and in the U.S.

Code: 223B
Working with Families of Young Children with Special Health Care Needs
Author: E. C. Morgan, Editor - Hope, Inc., 1993
Length: 193 pages
Abstract: This monograph includes 5 sections on medical conditions and interventions, service providers, psycho-emotional issues, the role of the parent advisor in providing early intervention services to the family, and developmental activities adapted for children with special health care needs.

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Code: 224V
Author:
Length:
Abstract:

Access for All: Integrating Deaf, Hard of Hearing and Hearing Preschoolers
Gail Solit, Maral Taylor, and Angela Bednarczyk
1 hr 11 min
This video is intended for child-care providers, early childhood educators, and administrators considering integrating children with hearing impairments into their setting. The video presents information on hearing impairments, hearing aids, interagency collaboration, and inclusion and adaptation.

Code: 225B
Author:
Length:
Abstract:

Chair Inserts for Preschoolers
E. Horn, C. E. Millen, C. L. Cavanaugh, & S. Komisar
5 pages
Provides detailed procedures for making chair inserts for preschoolers with physical disabilities in order to provide customized adaptive seating at reduced cost.

Code: 226B
Author:
Length:
Abstract:

Augmentative Communication
C. Cushman
20 pages
This chapter from Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities presents an introduction to augmentative communication systems and then presents resources related to augmentative communication.

Code: 227B
Author:
Length:
Abstract:

Normal Development of Functional Motor Skills
R. Alexander, R. Boehme, & B. Cupp
243 pages
This book presents information on the development of a typical infant from birth to 12 months in the areas of postural control, gross motor, fine motor, oral-motor, and speech and language. Each chapter includes a summary chart and a list of reference materials.

Code: 229B
Author:
Length:
Abstract:

Welcoming Students Who Are Deaf-Blind Into Typical Classrooms
Norris G. Haring & Lyle T. Romer, 1995
447 pages
This book offers guidance to educators to create supportive environments for students with deaf-blindness. Information includes an overview of population, collaborative teamwork for program planning, functional communication, social relationships, and support strategies.

Code: 230B
Author:
Length:
Abstract:

Preschool Orientation and Mobility Screening
Bonnie-Dodson & Everett Hill, 1989
27 pages
The screening is designed for O & M instructors to identify areas needing further assessment and to identify current functioning levels and needs with O & M.

Code: 231B
Author:
Length:
Abstract:

Transition Services for Youths Who Are Deaf-Blind: A "Best Practices" Guide for Educators
Helen Keller National Center - Technical Assistance Center, 1995
139 pages
This guide provides information and suggestions for successful transitions for youths who are deaf-blind.

Code: 232B
Editor:
Length:
Abstract:

Deaf and Hard of Hearing Students Educational Service Guidelines
S. Baker-Hawkins and S. Easterbrooks, 1994
85 pages
This document provides information to education agencies, service providers, and families on the program elements and features needed when designing a program for students who are deaf or hard of hearing. The document is divided into 5 sections:
1) Foundations for educating students who are deaf or hard of hearing
2) Supportive Structures and Administration
3) Assessment
4) Placement and program options
5) Personnel

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Code: 233B
Hand in Hand (Essentials of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind) Volume I
Editor: Kathleen Mary Huebner, Jeanne Glidden Prickett, Therese Rafalowski Welch and Elga Joffee, 1995
Length: 687 pages
Abstract: Volume I of a two-volume self-study text that explains how students who are deaf-blind learn and focuses on essential communication and mobility skills. Includes self-study questions and answers, resources and references.

Code: 234B
Hand in Hand (Essentials of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind) Volume II
Editor: Kathleen Mary Huebner, Jeanne Glidden Prickett, Therese Rafalowski Welch and Elga Joffee, 1995
Length: 136 pages
Abstract: Volume II of a two-volume self-study text that explains how students who are deaf-blind learn and focuses on essential communication and mobility skills. Includes self-study questions and answers, resources and references.

Code: 235B
Hand in Hand (Essentials of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind) A Trainer's Manual
Editor: Kathleen Mary Huebner, Jeanne Glidden Prickett, Therese Rafalowski Welch and Elga Joffee, 1995
Length: 134 pages
Abstract: An in-service training guide which gives structured information and guidelines for using the self-study materials with various audiences. Focusing on the needs of the trainer, this manual provides sample blueprints for workshops based on the Hand in Hand project components, as well as an overview of training, assessment, and evaluation.

Code: 236B
Hand in Hand (Selected Reprints and Annotated Bibliography on Working with Students Who Are Deaf-Blind
Editor: Kathleen Mary Huebner, Jeanne Glidden Prickett, Therese Rafalowski Welch and Elga Joffee
Length: 282 pages
Abstract: A collection of 27 journal articles on the topics of communication, orientation and mobility, functional skills, implications of various etiologies, and instructional strategies and intervention issues accompanied by a description of more than 160 important print and audiovisual resources and information on how to obtain them.

Code: 237B
Move with Me (A Parent's Guide to Movement Development for Visually Impaired Babies)
Editor: Doris Hug, Nancy Chernus-Mansfield, Dori Hayashi
Length: 12 pages
Abstract: This booklet offers a variety of ways for you to promote your baby's movement development. The suggestions are meant to be guidelines.

Code: 238B
Learning to Play (Common Concerns for the Visually Impaired Preschool Child)
Editor: Susan L. Recchia
Length: 12 pages
Abstract: Certain play situations seem to be especially difficult for children who do not see. This booklet focuses on three areas: exploring toys and materials, making transitions from one activity to another and playing with other children. The authors discuss why these areas sometimes pose problems for blind children and share some of the suggestions they've gathered over the years from parents and professionals.

Code: 239B
Talk to Me II (Common Concerns)
Editor: Nancy Chernus-Mansfield, Dori Hayashi, Linda Kekelis
Length: 14 pages
Abstract: In this booklet, the authors point out some areas of concern to watch for in a child's language development. These serve as guidelines regarding potential difficulties. The authors hope to alleviate unnecessary worry and to help caregivers decide when professional help may be needed.

Code: 240B
Selecting a Program (A Guide for Parents of Infants and Preschoolers with Visual Impairments)
Editor: Deborah Chen, Mary Ellen McCann
Length: 28 pages
Abstract: The aim of this booklet is to help parents select the program which is best for their child, and to help during transitions. This booklet focuses on how to select a program in your particular community.

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Code: 241B Communication Issues Related to Hearing Loss
Editor: Samuel Trychin, 1993
Length: 60 pages
Abstract: This book enumerates and describes the essentials of communication issues related to hearing loss. It presents an overview of the issues related to communication problems and is written for people who are hard of hearing, their hearing family members, their employers and coworkers, their friends and professionals who provide services to them.

Code: 242B An Assessment Instrument for Families: Evaluating Employment for individuals with Deaf-Blindness
Editor: Helen Keller National Center - Technical Assistance Center, 1995
Length: 8 pages
Abstract: This book was created to assist parents in looking at different aspects of employment for their family member who is deaf-blind. The goals in developing this book were threefold: first, to construct an instrument that allows parents to examine the strengths and weaknesses of various employment programs in relation to their child's employment wants and needs; second, to guide parents in advocating for what is needed from a specific job to ensure their son or daughter's success; and third, to ensure that the instrument is user friendly for parents.

Code: 243B Dancing Cheek to Cheek: Nurturing Beginning Social, Play and Language Interactions
Editor: Laura Meyers, Ph.D., Pamela Lansky, M.A.
Length: 33 pages
Abstract: This book is based on four years of intensive research with babies with severe visual impairments and their parents. The goal of our research was to find techniques that parents and babies can use to successfully bypass some of the obstacles to the development of social, play and language skills that are the result of lack of vision. This book is a summary of those findings.

Code: 244B Talk to Me: A Language Guide for Parents of Blind Children
Editor: Linda Kekelis, M.A., Nancy Chernus-Mansfield, M.A.
Length: 11 pages
Abstract: Your child is like other children, but he does have special needs because of his visual impairment. Blind children develop differently from sighted children. This booklet provides you different ways of making interactions with your child both satisfying and fun.

Code: 245B Heart to Heart (Parents of Blind and Partially Sighted Children Talk about Their Feelings)
Editor: Nancy Chernus-Mansfield, M.A., Dori Hayashi, M.A., Marilyn Horn, M.S.W., Linda Kekelis, M.A.
Length: 12 pages
Abstract: The impact of blindness upon a family is tremendous and places great demands on parents' time, energies, and emotional resources. Feelings arise which are not always understood or easy to talk about. This book is meant to be a description, not a prescription, of many feelings which parents have experienced. The families hope that their candid thoughts will help other parents who are just beginning to confront the challenges of raising a visually impaired child.

Code: 246B Reaching, Crawling, Walking...Let's Get Moving (Orientation and Mobility for Preschool Children)
Editor: Susan S. Simmons, Ph.D., Sharon O'Mara Maida, M.Ed., 1992
Length: 24 pages
Abstract: Every child's independence, self confidence, and self-image affects how they learn. Orientation and Mobility means independence and independence means freedom. This book is to help parents of young children who are visually impaired or blind understand what orientation and mobility is and how it can influence the independence of their child.

Code: 247B Delivering Effective Instruction to Students with Deaf-Blindness and/or Other Severe Disabilities
Editor: Exceptional Children Support Team, 1995
Length: 206 pages
Abstract: This manual was prepared as a resource guide for local administrators, principals, teachers and others who are responsible for providing services to the severely/profoundly disabled population including the deaf-blind. Developed by teachers and others who work with students with severe disabilities, it is a practical guide and ready reference to information about placement, instructional planning and programming, related services, and other relevant items that practicing teachers have identified as necessary.

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Code: 248B
Oh! Say, Can You See...
Editor: American Action Fund for Blind Children and Adults, 1992
Length: 180 pages
Abstract: This large type book provides information about resources that are available for people who are deaf-blind. It also provides some short stories about an adult and child who are deaf-blind.

Code: 249B
Making Hay
Editor: NFB (Kenneth Jernigan), 1993
Length: 116 pages
Abstract: This large type book provides inspirational stories about people who are blind. It tells how these people have learned to live full lives.

Code: 250B
If Blindness Comes
Editor: NFB (Kenneth Jernigan), 1994
Length: 248 pages
Abstract: This large type book provides information about where to obtain things and how to acquire new techniques for persons who are blind or losing their sight. The book also defines "blind," discusses Braille, independent travel, cooking techniques, sewing techniques, older persons with visual impairments, eye conditions and causes of blindness.

Code: 251B
As the Twig Is Bent
Editor: NFB (Kenneth Jernigan)
Length: 116 pages
Abstract: This large type book portrays short stories written by persons (children and adults) who are blind. They share information about obstacles they may have faced as well as success stories.

Code: 252V
Hand In Hand: It Can Be Done!
Editor: AFB Press
Length: 68 Minutes
Abstract: This video offers essential information on how families, teachers, and other educational team members can work effectively together with children who are deaf-blind to deliver successful educational programs. It also demonstrates the basic components of educating and interacting with children who are deaf-blind.

Code: 253V
When Hearing Loss and Retinitis Pigmentosa Happen Together: Meeting Educational Needs
Editor: Pennsylvania Department of Education, 1996
Length: 3 hours
Abstract: This videotape is a PenTech Teleconference presentation on Usher Syndrome. It provides an in-depth description of the characteristics of retinitis pigmentosa and hearing loss in students with Usher Syndrome. Educational strategies and adaptations are provided for students with dual sensory impairments. Resource information is also provided. A thirty-four page handout accompanies this videotape.

Code: 255B/V
Person Centered Planning, More Than a Meeting
Editor: California Department of Developmental Services, 1994
Length: book, 280 pages; video, 14:30 minutes
Abstract: Includes the video, Person Centered Planning, Building Partnerships and Supporting Choices. Person Centered Planning, More Than a Meeting, a Pocket Guide to the Person-Centered Individual Program Plan, and an Individual Program Plan Resource Manual. These provide an overview of person-centered planning, including an explanation of the essential values, a description of roles and responsibilities, a format for IPP's, and examples of person-centered approaches. Both the booklet and video are also in Spanish.

Code: 256B
The Carolina Curriculum for Infants and Toddlers with Special Needs (Second Edition)
Editor: Nancy M. Johnson-Martin, Kenneth G. Jens, Susan M. Attermeier, Bonnie Hacker, 1991
Length: 376 pages
Abstract: This curriculum is designed to be used with infants and toddlers with special needs. It provides curriculum sequences in the major developmental domains, systematically provides information about adapting intervention stragegies for children with motor, visual and hearing limitations, and provides suggestions for integrating intervention activities into normal daily routines.

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Code: 257B
The Carolina Curriculum for Preschoolers with Special Needs
Editor: Nancy M. Johnson-Martin, Susan M. Attermeier, Bonnie Hacker, 1990
Length: 334 pages
Abstract: This curriculum was written as an extension of a previous Carolina curriculum. This curriculum is intended for children who function beyond the 24-month level. This curriculum emphasizes the integration of intervention activities into the daily life of children in group care settings.

Code: 258V
Independent Support Coordination
Editor: Produced by CMRA
Length: 2 1/2 hours
Abstract: This is a video of a CMRA panel presentation on 8/15/96 regarding independent support coordination. Panel members discuss and answer questions about independent support coordination, including how it is done in Florida and the future of this coordination in Tennessee. Questions are then fielded from the audience.

Code: 259V
What Can Baby See?
Editor: Dr. Deborah Chen, Special Education Department, California State University, 1996
Length: 30 minutes
Abstract: This video provides an introduction to (a) the process of gathering information from parents and for making multiple observations of infant responses, (b) vision test appropriate for infants under one year of age, and (c) the importance of the consistent and appropriate use of corrective lenses when recommended for infants with visual impairments.

Code: 260B
The Journey to Inclusion (A Resource for State Policy Makers)
Editor: US Department of Health and Human Services, 1995
Length: 132 pages
Abstract: This is the 1995 report of the President's Committee on Mental Retardation. This report highlights the lives and preferences of people with mental retardation through their own words and stories. This document also provides background on the theoretical framework that governs the provision of services and supports to people with mental retardation, the best practices that the field endorses, and the changes in the form, scope and substance that mental retardation systems around the country have experienced over the past several decades.

Code: 261V
Transition Connections: Planning Today--Creating Tomorrow
Editor: Helen Keller National Center and The Blumberg Center, 1996
Length: 24:40
Abstract: This videotape was developed to help educators & parents understand the transition process, shows individuals with severe disabilities being supported in their home community and covers information needed to develop a successful transition plan. The video focuses on transition to adult life while highlighting two young women who are deaf-blind. Several key themes in the transition planning process are discussed, such as person-centered planning, involvement of adult service agencies, the development of social relationships, and supports necessary to live and work in the community. The video is captioned and comes with a booklet.

Code: 262B
The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities
Editor: Anne L. Corn, Phil Hatlen, Kathleen M. Huebner, Frank Ryan, Mary Ann Siller, 1995
Length: 32 pages
Abstract: This booklet presents a vision and plan of action for the future education of children who are blind or visually impaired, as well as those with multiple disabilities. Eight goal statements are presented with strategies for achieving these goals.

Code: 263V
Medicaid Waiver: A State and National Perspective (CMRA)
Editor: CMRA, 1996
Length: 1:50
Abstract: This video features a CMRA presentation on 8/16/96. Rick Campbell, a consultant from Utah, discussed DDMR, waivers, cash vouchers for families, manpower planning, family centered services, systems working together, different models of services and rates for services.

Code: 264V
Hearing Development and Hearing Loss, Birth to Three Years
Editor: Bill Wilkerson Center Press, 1995
Length: 14:12
Abstract: This videotape illustrates the milestones of hearing development in the first three years of life. The structures of the ear and their role in hearing are described. In risk factors and conditions associated with hearing loss are discussed. Conductive hearing loss and sensorineural hearing loss are defined and the

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consequences of each are outlined. Information is presented on where to seek assistance if a caregiver suspects a child has a hearing loss.

Code: 265V
Can Do Series #6: Through Their Eyes: An Introduction to Low Vision
Editor: Visually Impaired Preschool Services
Length: 14 minutes
Abstract: It can be difficult to understand low vision conditions and to determine how they affect a young child's visual functioning. This video discusses several common causes of low vision, how they affect visual functioning, and adaptations that can be incorporated simply into home and classroom to meet the special needs of children who have low vision.

Code: 266V
Can Do Series #7: Moving Through the World: Gross Motor Skills and Play.
Editor: Visually Impaired Preschool Services
Length: 10 minutes
Abstract: Visual impairment can significantly impact the development of gross motor skills needed for young children to successfully move out into the environment and learn about the world. This video 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.

Code: 267V
Can Do Series #8: Hands-On Experience: Tactual Learning and Skills
Editor: Visually Impaired Preschool Services
Length: 10 minutes
Abstract: Children who are blind or visually impaired need to be able to use their other senses to gain information about the world. This video discusses the importance of tactual learning, the progression of tactual skills from infancy through preschool needed for preparing children for Braille reading, and how parents and teachers can help

Code: 268V
Can Do Series #9: Successfully Adapting the Preschool Environment
Editor: Visually Impaired Preschool Services
Length: 11 minutes
Abstract: Parents and teachers may worry that children who are visually impaired may not be able to be as successful in preschool as other children. This video demonstrates a variety of adaptations that can be introduced easily and effectively into the typical preschool classroom to accommodate the special needs of students with visual impairments

Code: 269V
Can Do Series #10: Power At Your Fingertips: Introduction to Learning Braille
Editor: Visually Impaired Preschool Services
Length: 22 minutes
Abstract: Braille is not a mysterious code! It is a very logical system of reading and writing for persons who are blind. Anyone can learn Braille, as this video demonstrates using a class of parents and teachers of children who are blind. This video features instruction in the Braille alphabet and numbers, an introduction to the use of contractions, and training in the use of the slate and stylus and Braille writer. This video is accompanied by a handbook and slate & stylus.

Code: 270V
Can Do Series: Look How Far We've Come: "Can Do" Kids and Their "Can Do" Teachers
Editor: Visually Impaired Preschool Services, 1996
Length: 36 minutes
Abstract: Visit with some of the "Can Do" kids and their "Can Do" teachers several years later.

Code: 271V
Can Do Series: Tapes 6, 7, 8, 9 and 10
Editor: Visually Impaired Preschool Services
Length: 1 hour, 7 minutes
Abstract: See individually numbered tapes above for descriptions.

Code: 272V
Being Blind: Inspirational Stories
Author: Institute for Families of Blind Children
Length: 20 min.
Abstract: Six students talk about what it is like to be blind, friends, parents, dating, activities, and the future.

Code: 273B
Games for People with Sensory Impairments: Strategies for Including Individuals of All Ages
Author: L. J. Lieberman & J. F. Cowart, 1996
Length: 144 pp.
Abstract: This practical reference provides 70 ready-to-use games that individuals of all ages with sensory impairments- both visual and hearing- can play. Fifteen of the country's best practitioners have submitted their most successful group activities for this how-to guide.

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Code: 274V
Show and Tell: Explaining Hearing Loss to Teachers -handout materials available with video
Publisher: The Mainstream Center
Length: 15:00 minutes
Abstract: This video was developed as an orientation to deafness to help regular and special education teachers understand some of the fundamental challenges deafness imposes on a child's access to information. It simulates hearing loss and explains how the addition of vision (lipreading) and familiarity with the material increase access to understanding.

Code: 275V
Visual Impairment & Students with Severe Neurodevelopmental Disorders: Facilitating Visual Potential, June 19, 1998
Publisher: The Distance Learning Center, 1998
Length: 4 hours, 50 minutes
Abstract: Provides information for providers working with students with visual impairments and severe multiple disabilities. Objectives of the video include: 1) To identify postural and movement components critical to the evaluation of visual components and strategies; 2) To identify the diagnostic markers of students who are cortically visually impaired and become familiar with intervention strategies; 3) To differentiate the student whose visual behaviors are influenced primarily by profound cognitive impairment and identification of a means of encouraging visual behavior; 4) and to develop functional strategies for eliciting visual behaviors within typical routines and activities across environments. Rather lengthy and technical video.

Code: 276V
Bridges Beyond Sound: An Instructional Video on Understanding and Including Students with a Hearing Loss
Author: Corinne K. Jensema, Ph.D., 1996
Length: 16:00 minutes
Abstract: This captioned videotape gives teachers an effective way to address their students' questions and concerns. Scenes from classrooms, community playgrounds, and homes help instructors dispel common stereotypes about deafness. As children view the tape, they will naturally learn to make accommodations for their friends who are deaf. Instructional Booklet also available.

Code: 277V
Families with Hard of Hearing Children: What if Your Child Has a Hearing Loss?
Publisher: Boys Town Press, 1997
Length: 35 minutes
Abstract: This video is designed to provide answers when you need them. The parents in this tape went through the pain and confusion you might be experiencing, and all of them wanted to see their children as individuals who could succeed as active members of their family and community. The professionals on the second half of the tape discuss the many issues you might be facing.

Code: 278V
Vision Tests for Infants, Closed Captioned
Author: Dr. Deborah Chen, Special Education Department, California State University, 1997
Length: 20:00 minutes
Abstract: This video shows an ophthalmologist performing very thorough eye exams, explaining the instruments used, what they are testing, and how diagnosis and acuity measures are reached.

Code: 279V
Improving Access for Deafblind People: Open Captioned version
Publisher: Deafblind Service Center, 1995
Length: 17:30 minutes
Abstract: This video provides a quick, effective and upbeat overview of individuals who are deafblind, accommodations they might require, and information on how to get assistance in making those accommodations. While the intended audience is workers in zoos, museums, or other recreational facilities, this video provides good information that would be useful to anyone interested in individuals who are deafblind.

Code: 280B
Bridges Beyond Sound: An Instructional Workbook on *Understanding* and *Including* Students with a Hearing Loss
Author: Corinne K. Jensema, Ph.D., 1996
Length: 154 pp.
Abstract: This helpful supplement to the *Bridges Beyond Sound* videotape provides educators with the materials necessary for effectively leading a unit on hearing impairments. Workbook fact sheets provide additional information not covered in the videotape, and suggested activities and worksheets that can be photocopied give students the chance to apply what they are learning.

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Code: 281B
Sign Language Classroom Resource
Illustrators: Traci Jacobson and Teri Rider, 1992
Length: 143 pp.
Abstract: This helpful resource with illustrated pictures helps you to learn basic sign language words along with an appendix in the back of the resource with sign descriptions for each illustration.

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Code: 282B
A Child with a Hearing Loss in Your Classroom? Don't Panic!!: A Guide for Teachers
Author: Amanda J. Mangiardi, M.S., C.E.D., Cert. A.V.T., 1993
Length: 29 pp.
Abstract: This booklet is designed to assist the classroom teacher who has discovered that a child with a hearing loss will be among their students. It is a light-hearted approach to the very serious subject of mainstreaming.

Code: 283B
Children and Youth Assisted by Medical Technology in Educational Settings: Guidelines for Care, 2nd Edition
Author: Stephanie Porter, Marilynn Haynie, Timaree Bierle, Terry Heintz Caldwell, & Judith S. Palfrey, 1997
Length: 394 pp.
Abstract: This hands on reference provides the help needed to give the care and support required to include students assisted by medical technology in school settings. Extensively illustrated, this manual describes in detail the health care procedures many students may require during the day. Featured are detailed guidelines and emergency procedures for working with a range of students.

Code: 284B
Choosing Outcomes and Accommodations for Children: A Guide to Educational Planning for Students with Disabilities, 2nd Edition (Coach 2), includes student record for data (please photocopy)
Author: Michael F. Giangreco, Chigee J. Cloninger, Virginia Salce Iverson, 1998
Length: 379 pages
Abstract: Substantially revised in response to research and feedback, the 2nd edition of this popular planning tool is more user friendly and family oriented than ever. Organized into two parts, it's even easier to use- with redesigned forms, detailed explanations, explicit instructions, "helpful hints" for each step, and tabs and icons for pinpointing information. The established and field-tested methods of this practical edition make it easy for general and special educators, related service providers, school administrators, and parents to collaborate and work toward developing a meaningful IEP for each student.

Code: 285B
Media Resources: Public Library of Nashville, Library Service for the Hearing Impaired
Publisher: The Library Service for the Hearing Impaired and The Public Library of Nashville and Davidson County, 1998
Length: 147 pages
Abstract: This resource book lists videos and detailed descriptions about each video that are available to view through the LSHI.

Code: 286B
A Guide For Students Who Are Deafblind Considering College
Author: JoAnn Enos and Beth Jordan, Helen Keller National Center
Length: 85 pages
Abstract: This guide is specifically designed to assist students in assessing their own learning style and to help students measure strengths and weaknesses of potential post secondary settings. The optimal time to begin using the Guide is when the student is still in high school and beginning to determine what career choices they may want to pursue. The Guide can also be used by adults or non-traditional students interested in attending college.

Code: 287B
Choosing Options and Accommodations for Children: A Guide to Planning Inclusive Education
Author: Michael F. Giangreco, Chigee J. Cloninger, Virginia Salce Iverson, 1994
Length: 189 pages
Abstract: With today's growing emphasis on inclusion in special education, professionals need a reference that can guide them in the development of quality programs that include students with disabilities in general education settings. This is an essential resource that enables educational teams to move beyond the philosophy of inclusion and into a practical assessment and planning process. Carefully revised to reflect current exemplary practices in the field, this well-known, widely used guidebook can be tailored to meet the needs of students with a wide variety of characteristics and can provide invaluable assistance in developing a number of IEP components.

Code: 288B
Sensory Motor Activities For Early Development
Author: Chia Swee Hong, Helen Gabriel, & Cathy St. John, 1996
Length: 93 pages
Abstract: A complete package of tried and tested gross and fine motor activities, this practical manual was developed with, and is therefore essential to, carers and practitioners in health, education, social service and voluntary sectors. Ideal for use with children who have profound learning disabilities, cerebral palsy and dyspraxia, this manual will help careers and practitioners select varied activities which are appropriate to the child's development.

Code: 289B
Including Deafblind Students: Report From a National Task Force
Lori Goetz, Ph.D., 1997
160 pages, additional appendixes

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Abstract: The Task force is a group of 15 members that developed case studies on individuals with deafblindness. This manualcontains the case studies of these individuals. The focus of the task force is to address the concerns, challenges, and successes of including deafblind students full-time in general education classrooms.

Code: 290B The World Under My Fingers: Personal Reflections on Braille
Editor: Barbara Pierce, 1995
Length: 150 pages
Abstract: Different accounts of the usefulness of Braille as told by people who are visually impaired.

Code: 291B One Mother's Story, Raising deaf Children: An Educator Becomes A Parent
Author: Barbara Leutke-Stahlman, Ph.D., 1996
Length: 99 pages
Abstract: As the Director of Deaf Education at the University of Kansas, the author tells the story of raising four children, two of whom are deaf. All members of the family strive to provide an environment in which deaf culture is respected. Parents of both deaf and hard of hearing children, as well as teachers and interpreters, will find this book packed with ideas for living and growing with toddlers, preschoolers, and young school-aged children. The author tells of her struggles and joys in a way that will encourage us all to work together to improve deaf education in the years to come.

Code: 292B Hannie
Author: Barbara Leutke-Stahlman, Ph.D., 1996
Length: 186 pages
Abstract: This novel for children features a hearing girl, Hannah, who has two deaf siblings. Hannah's little sisters attend public school, sign, are working on speech and audition skills, and attend a residential after-school program to learn ASL and, to associate with deaf adults.

Code: 293B A Unique Learner: A Manual for the Instruction of the Child with Visua and Multiple Disabilities
Author: Dr. Jane N. Erin, the University of Texas at Austin
Length: 123 pages, references and activities included
Abstract: This manual was produced under a training project grant from Texas Education Agency to Education Service Center Region XIII for the development of materials for professionals who work with children with visual and disabilities.

Code: 294B Choices in Deafness: A Parents' Guide to Communication Options, 2nd Edition
Author: Sue Schwartz, Ph.D., 1996
Length: 304 pages
Abstract: This non-judgemental book contains professional descriptions of different communication options available for families with children who are deaf or hard of hearing. By avoiding negative criticisms of other points of view, the author has illustrated the integrity of each option and their respective educational ramifications.

Code: 295B Not Deaf Enough: Raising a Child Who Is Hard of Hearing with Hugs, Humor, and Imagination
Author: Patricia Ann Morgan Candlish, M.L.S., 1996
Length: 242 pages
Abstract: The author wrote this book so that other parents of children who are hard of hearing with mild hearing losses might in the knowledge that she had acquired in raising her youngest child Reid, who is hard of hearing. The story she tells shows what a remarkable difference a dedicated, informed, imaginative, and loving parent can make in the life and the future of a child who is hard of hearing.

Code: 296B Dictionary of Developmental Disabilities Terminology
Author: Pasquale J. Accardo & Barbara Y. Whitman, 1996
Length: 348 pages
Abstract: With thorough and easy-to-understand definitions, the authors answer scores of questions that arise every day for caregivers of children with disabilities. Here is a resource that demystifies technical jargon and crosses disciplinary lines. Used as an interpretive tool, this volume enhances communication among parents, service providers, and educators-communication that is essential for providing high-quality care to children with developmental disabilities.

Code: 297B People with Disabilities Who Challenge the System
Author: Donna H. Lehr & Fredda Brown, 1996
Length: 438 pages
Abstract: This exceptional book demonstrates how to build supports to surmount the unique challenges of including people who are deaf-blind, have severe cognitive disabilities, or have serious behavior problems in school, the workplace, and the community. Compelling case examples and practical text not only promote self-determination, but also identify ways to overcome barriers to meaningful inclusion.

Co[illegible]3 Keys to the Workplace: Skills and Supports for People with Disabilities

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Author: Michael J. Callahan & J. Bradley Garner, 1997
Length: 275 pages
Abstract: No ordinary resource on employment for people with disabilities, this book introduces a unique, easy-to-implement process for developing and carrying out individualized, effective job search plans. The author presents a seven phase sequence that fosters *natural* supports that are vital to long-term job satisfaction and success. Including detailed descriptions of the role of each person involved in the vocational support process, this no-nonsense guide delivers specific, step-by-step instructions for teaching employees, analyzing tasks, motivating workers, and collecting data on jobs and employee performance.

Code: 299B
Educating Children with Multiple Disabilities: A Transdisciplinary Approach, 2nd Edition
Author: Fred P. Orelove & Dick Sobsey, 1991
Length: 481 pages
Abstract: This revised version of a respected text combines the transdisciplinary team model with a functional array of assessment, intervention, and evaluation techniques. It is a practical, valuable guide to curricular planning and implementation for children with severe or profound mental retardation who have motor or sensory impairments. This book will benefit professors in special education and other disciplines, occupational and physical therapists, nurses, parents, and all others involved in the challenges of educating children with multiple disabilities.

Code: 300B
Educating Students Who Have Visual Impairments with Other Disabilities
Author: Sharon Z. Sacks & Rosanne K. Silberman, 1998
Length: 519 pages
Abstract: This practical text brings together expertise from a broad range of disciplines to assist general educators, special educators, related-services personnel, and families in developing exemplary methods and strategies to meet the unique educational needs of students who have visual impairments with other disabilities.

Code: 301B
Lifelong Leisure Skills and Lifestyles for Persons with Developmental Disabilities
Author: S. Schleien, L. Meyer, L. Heyne, B. Brandt, 1995
Length: 316 pages
Abstract: The heart of this creative book lies in its step-by-step descriptions of 10 popular activities, including aerobics, pottery, and hand-held video games. Using sample chart, reproducible forms, simple diagrams, and concise explanations, this practical resource shows parents, recreation professionals, teachers, and leisure educators how to do a variety of things. Parents, teachers, recreation professionals, and anyone who values the inclusion and empowerment of individuals with disabilities can look to this guide to learn effective methods for teaching people with disabilities essential lifelong leisure skills.

Code: 302B
Effectively Educating Students with Hearing Impairments
Author: B. Leutke-Stahlman &John Luckner, 1991
Length: 468 pages
Abstract: The first *methods* text for teachers-in-training and practitioners who will work with deaf and hearing-impaired students in preschool and elementary programs. A developmental approach provides the foundation for the proposed intervention methods.

Code: 303V
The Work Experiences of Jennifer Syler
Publisher: Washington High School Teleproductions, 1996
Length: 20 minutes
Abstract: This video depicts the various jobs that a young woman had the opportunity to experience in her transition planning. It explores the importance of this experience for successful transition from school to work.

Code: 304V
Families with Deaf Children: Discovering Your Needs & Exploring Your Choices
Publisher: Boys Town Press, 1997
Length: 27 minutes
Abstract: This video was designed to provide answers when you need them. Each of the parents in this two part video has experienced what you might be feeling, and found answers. They each had different feelings and made different choices, but all of them saw their children as individuals who could succeed as members of families and communities. The video provides parents and professionals with a starting point for discussing and decision making.

Code: 305B
Children with Visual Impairments; A Parents' Guide
Editor: M. Cay Holbrook, Ph.D., 1996
Length: 395 pages
Abstract: Written by parents and professionals, this book covers crucial topics such as literacy, family life and adjustment, legal issues, and many more. With this compassionate guide in hand, families will have the answers to many of their most important questions. CHILDREN WITH VISUAL IMPAIRMENTS helps parents to feel better equipped to raise their child, and more hopeful about their child's future.

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Code: 306V
Hearing Development and Hearing Loss: Birth to Three Years
Publisher: Bill Wilkerson Center Press, 1995
Length: 14:12 minutes
Abstract: This videotape illustrates the milestones of hearing development in the first three years of life. The structures of the ear and their role in hearing are described. In addition, risk factors and conditions associated with hearing loss are discussed. Conductive hearing loss and sensorineural hearing loss are defined and the consequences of each are outlined. Information is presented on where to seek assistance if a caregiver suspects a child has a hearing loss.

Code: 307B
The Freedom Bell
Editor: NFB (Kenneth Jernigan), 1992
Length: 117 pages
Abstract: In this book, people who are visually impaired tell their stories as ordinary men and women who think about last night's dinner, today's taxes, and tomorrow's hopes and dreams. After reading this book, the reader should have a better picture of what it's like to be blind and to understand how blind people feel.

Code: 308B
Tennessee Directory of Services for People Who are Deaf or Hard of Hearing 1998-2000
Publisher: Library Service for the Hearing Impaired, 1998
Length: 41 pages
Abstract: This directory lists services all over the state of Tennessee available to people who are Hard of Hearing or Deaf as well as professionals and educators. Each listing in the directory has a detailed description of what the agency or business does and lists a contact person. This book should be helpful to anyone seeking assistance.

Code: 309B
Living With Sight Loss in Tennessee
Publisher: Prevent Blindness Tennessee, 1998
Length: 63 pages
Abstract: This directory briefly explain vision impairments and some of the causes. It also lists resources available for those with vision impairments. Each listing has a contact name, address, and phone number.

Code: 310B
NIDCD 1997 Directory: Information Resources for Human Communication Disorders
Publisher: NIDCD (National Institute on Deafness and Other Communication Disorders), 1997
Length: 119 pages
Abstract: This book is a reference guide listing organizations and foundations all over the country that deal with hearing impairments. Each organization has a contact person, phone number, and a brief description of services offered.

Code: 311V
Ensuring That All Students Count: Including Students with Disabilities in State and District Accountability Systems
Author: Martha Thurlow, Associate Director of the National Center on Educational Outcomes at the University of Minnesota
Length: 1 hour and 30 minutes
Abstract: This video is a presentation of the Third Annual Britt Henderson Training Series presented by the Kennedy Center. This presentation addresses what is known about the participation of students with disabilities in assessments and accountability systems, the provision of accommodations to enable students to participate, and how data are reported. Strategies for ensuring that all students count are highlighted.

Code: 312B
Creating Collaborative IEPs: A Handbook
Editor: Kate Wallace McCoy, 1998
Length: 80 pages
Abstract: This handbook was developed by parents and educators as a quick-tip resource for those who believe collaboration is the best way to plan for positive and possible futures for students with disabilities. The handbook is intended for students, parents, paraprofessionals, general and special education teachers, related service providers, building and central office administrators, and others who participate in the IEP process. The purpose of this handbook is to provide information about developing collaborative IEPs in a format that is easily understood by all who might be involved in the IEP process.

Code: 313B
Meeting the Needs of Youth with Disabilities: Handbook on Supplemental Security Income (SSI) Work Incentives and Transition Students
Publisher: The Study Group, Inc., 1998
Length: 41 pages
Abstract: This handbook is designed for school personnel, youth with disabilities, parents, IEP/transition team members, adult service providers and others who are involved in student-focused transition planning. The handbook is intended to serve as a resource for understanding how supplemental security income (SSI) work incentives can be included in the IEP/transition plan for students who have paid employment through a community-based vocational

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education program in high school and when they are beginning to work or plan for further training upon graduation.

Code: 314V
Transition from School to Work: Preparing Students for Success in the Workplace (handouts included)
Publisher: California Deaf-Blind Services, 1998
Length: 3 hours
Abstract: This is a training presented by the CDBS about a new transition model being piloted in California. Very good overview of transitioning planning for families, teachers, VR counselors, and adult agency personnel.

Code: 315B
Open Doors: Options in Communication and Education for Children Who are Deaf or Hard of Hearing
Publisher: Oticon, Inc., 1998
Length: 36 pages
Abstract: The objective of this booklet is to provide unbiased information to families with young children who are deaf or hard of hearing to assist them with communication, socialization and education choices. The booklet will provide a description of the various modes of communication available, a look at important issues that parents must face when making decisions for their child, information based on legal rights, and a listing of resources to which parents might turn for more information.

Code: 316V
Discovering the Magic of Reading: "Elizabeth's Story" (brochure included)
Publisher: American Printing House for the Blind, Inc. (APH), 1995
Length:
Abstract: The brochure and the accompanying video provide a compelling account of the value of reading to young children with a visual impairment. The beneficial effects of reading aloud are apparent for children who are sighted and, perhaps, more so for those who are visually impaired.

Code: 317B
Developmental Guidelines for Infants with Visual Impairments: A Manual for Early Intervention
Editor: Amanda Hall Leuck, Ph.D., Deborah Chen, Ph.D., Linda S. Kekelis, Ph.D., 1997
Length: 178 pages
Abstract: This manual presents developmental guidelines for infants with visual impairment from birth to 24 months who have a wide range of vision loss in order to assist professionals as they work with families to support the development of these children. This manual describes what is known about the development of infants with visual impairment based upon research and empirically-based observations. It was written for professionals who work with infants with visual impairment, exploring issues that are critical to understanding the effects of visual impairment on infant development. Merging research with practice, the manual also suggests intervention approaches that support the developmental progress of infants with visual impairments.

Code: 318B
Making Connections- A Practical Guide for Bringing the World of Voice Output Communication to Students with Severe Disabilities
Author: Peggy Locke, Ph.D. and Jackie Levin, M.A., 1999
Length: 78 pages
Abstract: This is a practical guide for professionals and family members who are supporting a beginning communicator to use a voice output communication aid. It is written with the vision that someday, all people, regardless of their disability will have a voice. This guide includes: a simple, effective process to teach voice output communication; the benefits of using voice output communication; strategies for putting voice output communication to work right away; and much more.

Code: 319B
The Individual in a Changing Society, Volume One and Volume Two: 1997 National Conference on Deafblindness Workshop Proceedings
Publisher: Hilton/Perkins Program in cooperation with the Conrad N. Hilton Foundation, 1997
Length: 888 pages (total of two volumes)
Abstract: These two volumes include all of the workshop proceedings for the National Conference on Deafblindness, June 6-9, 1997, Washington, D.C. These volumes include the proceedings from many interesting workshops on various aspects of deafblindness. Highly recommended reading for those serving individuals with deafblindness.

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Code: 320B
Jellybean Jungle (A book with thermoforms)
Author: Suzette Wright, APH (American Printing House for the Blind), 1996
Length: 29 pages
Abstract: This book is one of a variety of Tactile/Visual Storybooks developed as a part of *On the Way to Literacy: Early Experiences for Visually Impaired Children*, a total approach to developing the foundations of literacy in young blind and visually impaired children. Colorful thermoformed jellybeans and scented stickers illustrate *Jellybean Jungle*, a counting rhyme about a magical jungle where the narrator finds "...jellybeans of every kind, as thick as they could be-top, bottom, middle, sides-covering every tree." From one to ten, the jellybeans appear in rows for easier counting. Each page features a new number and flavor. Additional scented stickers depicting each of the

jellybean flavors are included.

Code: 321B **Thingamajig (A book with thermoforms)**
Author: Suzette Wright, APH (American Printing House for the Blind), 1996
Length: 30 pages
Abstract: This book is one of a variety of Tactile/Visual Storybooks developed as a part of *On the Way to Literacy: Early Experiences for Visually Impaired Children*, a total approach to developing the foundations of literacy in young blind and visually impaired children. Jamie is a collector of "thingamajigs"- little things everyone loses, throws away, or forgets about. Through thermoformed illustrations, readers explore Jamie's treasures (coins, marbles, buttons, paper clips, keys, and many other common objects) and follow events as his treasures begin to mysteriously disappear. His carefully stored treasures introduce the concept of grouping items, and the illustrations can be used to challenge readers to identify the missing items as the mystery develops.

Code: 322B **The Gumdrop Tree (A book with thermoforms)**
Author: Elizabeth Spurr, APH (American Printing House for the Blind), 1995
Length: 29 pages
Abstract: This book is one of a variety of Tactile/Visual Storybooks developed as a part of *On the Way to Literacy: Early Experiences for Visually Impaired Children*, a total approach to developing the foundations of literacy in young blind and visually impaired children. This book is about a child's dream come true-a tree which grows from a gumdrop she plants and nurtures into a sprout, a shoot, a blade, a stem, a twig, a twig with a branch, branches with leaves, buds, and finally gumdrops! The raised-line drawings depict the growth of the gumdrop tree. The gumdrops are shown as the child places them in a row, circle, square, and other configurations before she eats them. Scented stickers depict the flavors of the gumdrops.

Code: 323B **Giggly-Wiggly Snickety Snick (a book with thermoforms)**
Author: Robyn Supraner, APH (American Printing House for the Blind), 1996
Length: 29 pages
Abstract: This book is one of a variety of Tactile/Visual Storybooks developed as a part of *On the Way to Literacy: Early Experiences for Visually Impaired Children*, a total approach to developing the foundations of literacy in young blind and visually impaired children. *Giggly-Wiggly Snickety-Snick* is an adaptation of a classic out-of-print children's book. Words in this story capture the poetry of a range of tactile experiences- soft, bumpy, smooth, fluffy, crunchy, hard, squishy, stretchy, tickly, cold, warm, curly, sticky. Recloseable envelopes on the book's pages can be filled with objects to illustrate each experience. Common objects for each experience are suggested but not included.

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APPENDIX G

Levels of Collaboration Table

Levels of Collaboration

AGENCY/ORGANIZATION	IS	CC	EC	AC	SC
American Association for the Deafblind (AADB)	X				
Alexander Graham Bell - Tennessee Chapter	X				
American Council for the Blind	X				
Bill Wilkerson Speech and Hearing Center	X			X	X
Coalition for Tennesseans with Disabilities	X				
Community Rehabilitation Agencies of Tennessee (CMRA)	X				
Consortium of Services for Deaf, Hard-of-Hearing, and Deafblind Persons	X	X		X	X
Coordinating Council for Persons with Disabilities - Davidson County	X			X	X
Children's Special Services (CSS)	X				X
Family Resource Center	X			X	X
Foundation for Fighting Blindness-Middle TN	X				
Head Start	X			X	
Helen Keller National Center	X			X	
League for the Hearing Impaired	X			X	X
Library Services for the Blind	X			X	
Library Services for the Deaf	X			X	X
Lions Club	X				
LRE for Life	X			X	X
Mid Cumberland Head Start	X			X	
Middle TN Association for Persons with Severe Handicaps(MTASH)	X				
Middle Tennessee Council of the Blind	X			X	
Middle Tennessee Share Group	X	X		X	X
Mobility Services	X				
Nashville Area Association for the Education of Young Children (NAEYC)	X			X	
National Family Association for the Deaf-Blind	X			X	
National Federation of the Blind (Davidson County & Nashville)	X			X	
National Foundation to Fight Blindness	X				
National Technical Assistance Center (NTAC)	X	X		X	X
Parents Encouraging Parents (PEP)	X			X	X
PAVE Project	X		X		
Perkins School for the Blind: Deaf-Blind Training Project	X			X	
Prevent Blindness Tennessee	X				
Special Technology Access Resource (STAR) Center	X				
Support and Training for Exceptional Parents (STEP)	X			X	X
Technology Access Center of Chattanooga	X				
Technology Access Center of Knoxville	X				
Technology Access Center of Nashville	X			X	

AGENCY/ORGANIZATION	IS	CC	EC	AC	SC
Tennessee Association for the Education of Young Children	X			X	
Tennessee Association for Education and Rehabilitation of the Blind and Visually Impaired	X			X	
Tennessee Cued Speech Family Network	X			X	
Tennessee Department of Education (TDOE)	X	X		X	X
Tennessee Department of Human Services	X				
Tennessee Developmental Disabilities Council	X				
Tennessee Disability Information and Referral Service	X				
Tennessee Early Intervention System (TEIS)	X			X	
Tennessee Infant Parent Services (TIPS)	X	X		X	X
Tennessee Organization of Deaf-Blind	X				X
Tennessee Respite Network	X				
Tennessee School for the Blind	X				X
Tennessee School for the Deaf	X	X	X	X	X
Tennessee Valley Parents of Blind Children	X				
Tennessee Voices for Children	X				
Universal Newborn Hearing Screening	X				
Vanderbilt University - School of Nursing	X				
Vanderbilt University Medical Center (Ophthalmology)	X				X
VITAL Center	X				
Vocational Rehabilitation - Tennessee Services for the Blind and Visually Impaired	X			X	X

IS = Information Sharing AC = Activities Collaboration EC = Events Coordination

CC = Calendar Coordination SC = Strategy Collaboration

APPENDIX H

Sample Workshop Evaluation Form

EVALUATION FORM

Ready, Set, Communicate!

PRESENTERS: Caren Wayburn & Lisa Hirtzer Keown

1999 LRE Kick-Off to Success Conference
August 3, 1999
Knoxville, TN

PLEASE COMPLETE THE FOLLOWING:

1. The topic was relevant and appropriate:	**Relevant**	**5**	**4**	**3**	**2**	**1**	**No Relevance**
2. The organization of the session was:	**Excellent**	**5**	**4**	**3**	**2**	**1**	**Poor**
3. The objectives of the session were:	**Clear**	**5**	**4**	**3**	**2**	**1**	**Vague**
4. The ideas and activities were:	**Excellent**	**5**	**4**	**3**	**2**	**1**	**Poor**
5. The materials (overheads, handouts) were:	**Beneficial**	**5**	**4**	**3**	**2**	**1**	**No Benefit**
6. My attendance at this session was:	**Beneficial**	**5**	**4**	**3**	**2**	**1**	**No Benefit**
7. Overall this session was:	**Excellent**	**5**	**4**	**3**	**2**	**1**	**Poor**

What I liked most about the session:

_____

_____

What I liked least about the session:

_____

_____

Suggestions for future workshops/sessions:

_____

_____

One thing I plan to implement from this session:

_____

_____

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