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ABSTRACT The resource guide on physical education and recreation for the multiply handicapped contains 161 bibliographic references, descriptions of 35 audiovisual aids, and listings of other resources. Divided into sections for the cerebral palsied, deaf-blind, multiply handicapped blind, multiply handicapped deaf, and other handicapping conditions, the bibliography contains entries which often include annotations, as well as authors, titles, and publication data. Sources for films, records, cassettes, videotapes, and 10 1/2-hour programs for television broadcasting are contained in the audiovisual part of the book. Listed are general contact sources, specific resources on deaf blindness, and program listings for the multiply handicapped. Periodicals containing articles relevant to physical education and motor development for the handicapped are indicated. (EF)
PHYSICAL EDUCATION AND RECREATION FOR INDIVIDUALS WITH MULTIPLE HANDICAPPING CONDITIONS: REFERENCES AND RESOURCES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This publication was originally prepared by Dolores M. Geddes, former Research Associate in Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC), AAHPER. (Dr. Geddes is now Associate Professor of Physical Education at the University of Southern California in Los Angeles.) Under the direction of Liane Summerfield, Information Materials Assistant, AAHPER/IRUC, this publication has been revised to include up-to-date information on physical education and recreation for individuals with multiple handicapping conditions.
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EXPLANATION OF SYMBOLS USED IN LIST OF REFERENCES

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PART ONE: LIST OF REFERENCES

Cerebral Palsied


A description of rules, regulations, equipment and modifications for table tennis is presented. A brief discussion on special considerations for cerebral palsied participants is included.


An automated procedure for range of motion training involving use of a goniometer was tried with two cerebral palsied retarded young men. Extension or flexion of a limb closed an electric circuit that activated a radio, providing reinforcement.


Retarded and nonretarded cerebral palsied infants and preschoolers were compared as to motor development. All showed slow progress in motor development. Maturity level of play interests was found more positively related to mental than motor development.


Author designed a body surfing device for use by individuals with hand or arm impairments. The device was successfully used by cerebral palsied and post polio persons and amputees.


The Second Midwest Region Cerebral Palsy Games involved cerebral palsied athletes in track and field, swimming, weight lifting, bowling, archery, and other events. The classification system used for participants is described.

Therapeutic activities are provided for moderately and severely cerebral palseid children in the physical education program at Betheny School in Peapack, New Jersey. Activities described are football, volleyball, bean bag games, relay races, bowling, direction games, wrestling and hockey.


Described and illustrated are modifications of angling, archery, and ping pong equipment for persons with cerebral palsy.


This book deals with cerebral palseid infants and young children up to five years of age and is primarily aimed toward parents or others who assist and teach these youngsters. The book includes sections on activities of daily living, movement skills, self-help competencies and play activities.


Describes a wrestling program for older boys enrolled in a special school in Milwaukee. Participants had varying handicapping conditions: cerebral palsy, muscular dystrophy, hearing problems, visual difficulties, mental retardation, and learning disabilities.


Proposes a blueprint for International Games for the cerebral palseid, based on individual pentathlon, which encourages all-around fitness, training, agility, endurance, strength, speed, and coordination.


Author believes it is possible to devise competitive sport activities for cerebral palseid participants with the use of a few simple aids. Suggests suitable sports activities, adaptations, and a scoring system based on an individual standard of achievement.

Three cerebral palsied adults were among handicapped persons who participated in a seven-day Outward Bound course. Activities included rock climbing, rappelling, and a solo camp-out.


Describes how a spastic cerebral palsied person can be a functional horseback rider when a western saddle is used that enables him to sit independently and use muscles of his lower extremeties. Mounting, dismounting, and seating skills are illustrated by photographs in which the rider uses a western saddle.


Suggests activities that parents can use at home to improve sensory motor integration of children with cerebral palsy or other physical or mental handicaps.


This article discusses the early childhood education program of United Cerebral Palsy of Manhattan. The program integrates therapy and early education for three to six year old children with severe cerebral palsy.


Describes a classification system for cerebral palsied participants used at a Springfield (Massachusetts) College sports meet in 1976. Fair grouping leads to better competition.


The report describes a demonstration program in early education for multiply handicapped preschool children carried on by United Cerebral Palsy of New York City (UCP) in cooperation with Bureau of Education for the Handicapped. Reviewed are project objectives, home and family involvement, staff team, physical development program, nutrition, a special device for toilet training, facility's floor plan, general learning guidelines, demonstration aspects of the project, and learning that takes place on the school bus.
Author delivered this presentation at the International Conference on Models of Service for the Multi-Handicapped Adult, in October 1973. The discussion centers upon many aspects of services for the multi-handicapped, including physical and recreational activity programming.


Reviews in detail a planned and organized recreation program for individuals with cerebral palsy. Recreational activities are described.

Deals with information and resources in physical education and recreation for cerebral palsied persons. Covers such topics as nature and causes of the condition, music, art, dance, and recreational activities.

Two occupational therapists suggest numerous toys and activities that aid in development of hand function. Several ideas for cerebral palsied children are included.

Educational therapy for cerebral palsied, spina bifida, speech impaired, and children with other impairments at the Dallas Society for Crippled Children is typical of early childhood education. This paper describes techniques in adapting music, art, gross motor activities, cooking, gardening, and field trips.

Information is presented on United Cerebral Palsy bowling tournaments. Regulations and rules for conducting these events are described.


This book focuses on providing recreational activities for the homebound cerebral palsied person. The discussion includes suggestions for various activities and special considerations due to different handicapping conditions.


Author describes techniques used in her dance/movement therapy program for cerebral palsied adults. Objectives of the program include development of flexibility, range of motion, muscle control, and self-expression.


Conference proceedings include programs to aid non-employable cerebral palsied teenagers and adults. Sections include summaries of workshop findings on physical care, education, recreation, and social/emotional factors; position papers on medical needs, status of handicapped in society, communication/perceptual disorders and emotional/psychological factors; and other appendices.


Information on planned pre-school experiences for cerebral palsied and multihandicapped children are included in this booklet. Social, emotional, mental, and physical development and appropriate activities are presented.


Twelve cerebral palsied children with sensory-motor integration problems were studied to assess effectiveness of an Ayres program. All showed improvement after six months of treatment, suggesting that sensory-integrative therapy does have value in treating such children.

Describes a course outline for an education program for parents of cerebral palsied children. Recreational activities are also included.

Deaf-Blind


Various topics concerning deaf-blind children are covered in this series of workshop presentations: adapted physical education, summer camping, curriculum development, parent involvement, and rural services.


Approximately twenty papers are included in these proceedings of a 1975 conference. Areas such as music and rhythms, community support, outdoor learning, sports, swimming, and resources are covered.


Discusses the value of the kinaesthetic sense in giving deaf-blind persons an understanding and appreciation of rhythm. Helen Keller and Helen Uty Martin, the deaf-blind pianist, are given as examples.


47. Curtis, W. Scott, and Edward T. Donlon. An Analysis of Evaluation Procedures, Disability Types, and Recommended Treatments for 100 Deaf-Blind Children. (ED 043 151)


Reviews services provided by regional centers for deaf-blind children and the national center for deaf-blind youths and adults. A directory of names and addresses for these contacts and the geographic area served by each is listed.


Reports on participation of deaf-blind children in a district meet of Special Olympics in Alabama.


The Dallas County Association Lighthouse for the Blind sponsors a mobility training program for blind and deaf-blind persons. Physical therapy and individual exercise are components of the program.

54. Fiocchi, G. A. After School Needs of Deaf-Blind and Other Mutli-handicapped Children. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), December 1974.
These workshop proceedings discuss sensory stimulation and recreation, as well as describing materials and how to use them in working with deaf-blind children.

55. Picciello, Carmella, and Dale Rudin. Movin' and Groovin': A Program for the Development of Auditory-Motor Integration. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), 1973.

Fifty-five auditory-motor activities are described in terms of objectives, materials used, and directions for conducting each.


Recreation coordinator at the Helen Keller National Center stresses the deaf-blind person's need for social interaction and recreation activities.

58. George Peabody College for Teachers. Recipes for Homemade Materials and Activities for Deaf-Blind Children. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), 1974.

Recipes for nineteen activities, such as match and sort, small-medium and large, and clothespin fun, are provided in this paper.

59. Green Linda. A Primer of Activities for Deaf-Blind Children. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), 1976. 112 pp.

Outlines activities, their purposes, and equipment needed in the following areas: gross motor/fine motor assimilation, body image development, tactile/esthetic internalization, auditory/visual internalization, language development, perception, daily living, and recreation and games.


61. Hatlen, Philip. Proceedings of a Special Study Institute: Conference for Teachers of Deaf-Blind Children. (ED 031 615)

Definition, incidence, and characteristics of deaf-blind children are presented. Recreation's role in rehabilitating deaf-blind individuals is discussed.


66. Lange, Ernest K. *Adapted Physical Education for Deaf-Blind Children*. Boone, North Carolina: Appalachian State University (8607), n.d. 18 pp. (IRUC Order No. 152)

Values of physical activity for deaf-blind children are discussed. In addition, author suggests specific activities for an adapted physical education program.


68. Lokey, Ruby. *Swimming Program for Deaf-Blind Children*. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1956 Inwood Road, 75235), n.d.

Discusses why deaf-blind children should learn to swim and demonstrates possible learning sequences.


This test is a screening instrument for placing deaf-blind children into training categories.


Assessment instruments and sequential training guidelines for deaf-blind and low functioning multiply handicapped students are presented in this manual. Areas covered include self-help, gross and fine motor development, movement through space, and sensory training.
71. Mariani, Mary Ann. *Motor Development: Mini-Workshop Proceedings*. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966-Inwood Road, 75235), March 1974.

These are proceedings of a workshop held at Pinecrest State School (Pineville, Louisiana), including motor activities for ambulatory and non-ambulatory deaf-blind children.


Proceedings of an environmental program workshop on deaf-blind individuals at which principles, techniques and examples of behavior modification were discussed and demonstrated.


Papers from Workshop on Diagnosis and Evaluation of deaf-blind children focus upon roles of various professionals who may be involved with deaf-blind children at the diagnostic stage.


Presents fifty brief articles on activities, play, camping, hobbies, sports, leisure education, and other areas for deaf-blind people; based on a National Institute on Program Development and Training in Recreation for Deaf-Blind Children, Youth and Adults.


Chapters deal with such topics as rationale for recreation with the deaf-blind, specific programs, such as gardening, motor skills, and swimming, and activity areas, including camping, arts and crafts, music, physical activities, and sports.


Reviews literature dealing with the etiology of deaf-blindness and treatment difficulties. Two occupational therapy programs are described, including activities of daily living, play and perceptual motor activities.


Report describes Summer Sessions for Preschool Rubella, Deaf-Blind Children conducted in 1970 and 1971 by the Northwest Regional Center for Deaf-Blind Children in Vancouver, Washington. Summer programs were primarily designed to evaluate preschool deaf-blind children in learning and living situations. Described are program objectives and learning station concept upon which program was based. Detailed are methods of description and evaluation utilized as well as the process of forming recommendations for children.


Reviews recreational activities that were found successful in a summer program for deaf-blind children.


Discusses factors involved in the normal development of the movement repertoire and the motor base for learning. Body image, environmental space, and certain basic skills need to be considered in planning gross motor activities.
86. Stone, Cynthia. Developmental Exercises for Non-Ambulatory Deaf-Blind Children. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), n.d.

This paper was presented at a Motor Development Workshop; Pinecrest State School (Pineville, Louisiana). Author discusses the importance of the trunk in movement and position, motor bases for learning, and components of gross motor performance (body awareness, motor planning, balance, agility, and physical fitness).

87. Thomas, Janice K. Recreation via Motor Education. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), n.d.

A recreation therapist presents her ideas on how recreation and motor education can be accomplished with deaf-blind children in ways that are fun and therapeutic.

88. Valentine, Tom. The Use of the Trampoline in Developing a Gross Motor Program for Ambulatory Deaf-Blind Children. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), 1974.

Describes three steps to set up a gross motor program using the trampoline: observation of child's movement pattern; goals for the child; methods to meet goals.

89. van Uden, A. Principles and Practices of a Cybertical Approach to the Physical Education of the Pré-Lingually Deaf Child. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), n.d.

Discusses the motor feedback process as the beginning step in development of sound perception.


Multiple Handicapped Blind


Guidelines for a program of instruction with individual teaching for retarded blind children are provided. Areas covered are living skills, handwork, learning through music, reading readiness, recognition of the Braille alphabet, mathematics, science, social studies, self-expression and creativity, recreation, and suggested poetry and songs.


Three program suggestions to enhance enjoyment and promote learning in the blind educable mentally handicapped child are made. Adaptions of games (Hide and Seek) to promote later adult adjustment, music's role in the socialization of the blind retardate, and ideas gathered from the blind themselves are discussed.


Selected training activities for mentally retarded blind persons are described including fishing, games involving sense of smell, and emotional experiences of simulation to evoke sensations of awe and grandeur.


A swimming program for multiply handicapped blind children is detailed. The stated objective is to encourage freedom of movement and develop needed muscle control. Each child was assisted individually, and allowed to develop and proceed at his own rate. Descriptions of water orientation and adjustment and problems dealing with physical limitations are cited.


Provided individualized programs for improving performance of multi-handicapped blind children in communication skills, perceptual and psychomotor training, social development, and other areas. Findings indicated that, although children did not improve the desired amount, no participant decreased in terms of areas under consideration.


In a cerebral palsy-blind experimental school unit for day and residential care, a staff of thirteen served thirty children in six years with twelve to seventeen children each year. All but six children progressed. The children were taught how to play and use their leisure time to establish interaction with the world; personality was also developed by use of any creative ability. Case studies are provided of one child and of four older girls.


An Introduction to Development of Curriculum for Educable Mentally Retarded Visually Handicapped Adolescents. (ED 026 785)


Described is an overhead "running cable" constructed for use by blind retarded youngsters during running activities. The cable is used for exercise, ambulation and release of excess energy.


Multiple Handicapped Deaf


Activities for an educational/training program for severely retarded deaf students are presented. Contents include descriptions of activities for development of skills and concepts in communication, numerals, colors, words, art and texture. Some physical and recreational activities are described.


Miscellaneous Multiple Handicapping Conditions


Games, sports, and physical fitness exercises for the physically handicapped are described. Focus is on the recreational programs, procedures, and athletic equipment for individuals with amputations, auditory impairments, cardiovascular diseases, cerebral palsy, chronic obstructive lung disease, diabetes mellitus, epilepsy, hemophilia, hernia, kidney disorders, legg-calve perthes, arthritis, scoliosis, slipped femoral capital epiphysis, spina bifida, spinal cord injuries, undernutrition, and visual impairments.


Describes three consecutive summer programs for multiply handicapped children, which were sponsored by Easter Seal Society of New York State. Inservice teacher training was conducted simultaneously.


Olympia (Washington) Public Schools offer physical education for trainable and educable mentally retarded and multihandicapped children in elementary grades. This program has been adopted by four other districts.


This selected bibliography on multiply handicapped includes sources published between 1947 and 1971.


Describes the adaptation of a beach ball for use as a tetherball by severely impaired children.


A double-handled table tennis paddle suspended from a standard is described and pictured. Authors also devised a method of constructing walls for the game table so that multiple handicapped persons in wheelchairs do not have to retrieve balls.


Examines effects of motor skill development and impairment on young children's overall functioning. Guidelines for assessing motor skills in multiply handicapped children are given.


Reviews all aspects of providing swimming programs for handicapped individuals, including those with multiple conditions. Volunteers, transportation, assisting in pool entry, and specific swim skills are among areas covered.


This outdoor learning area for trainable mentally retarded and multi-handicapped preschoolers was planned by teachers and student architects.


Developmental scales for evaluating and activities for developing language, perceptual, and motor skills are included in this curriculum guide.

The Washington State Cooperative Program for the Handicapped provided a summer program for short-term evaluation and training of children with multiple and severe handicaps. The program was also used to develop and evaluate techniques for dealing with such children. Objectives were diagnostic evaluation and placement; intensive training for children; counseling for parents; training staff; and program development.

*140. Los Angeles County Superintendent of Schools. An Educational Program for Multihandicapped Children. Los Angeles: Los Angeles County Superintendent of Schools, 1972. (ED 065 951)


Reviews current strategies for measuring effects of intervention on multihandicapped infants. Direct tracking of developing motor behaviors offers a useful measurement technique for assessing impact of intervention.


Described is the first annual swim meet for twenty-five severely physically handicapped children at Angel View Crippled Children's Foundation, Desert Hot Springs, California. The meet is an outgrowth of children's swim therapy sessions, in which motor development and increased muscular strength are stated objectives.


Intended for swimming instructors working with severely impaired children, this article presents techniques and progressions used with three multiply handicapped children who were originally afraid of the water. After spending three months getting used to the water, children learn to put their faces in the water, breath control exercises, back float, forms of swim patterning, sculling, and front crawl.


Lists references concerning multiply handicapped children obtained from Research in Education (RIE), Current Index to Journals in Education (CIJE), and Exceptional Child Education Abstracts, in addition to other sources.

Focuses on providing an individualized instruction program for each disabled student. Chapters cover such areas as task analysis, psychosocial aspects of disability, life experience programing, leisure, and advocacy.


Takes a comprehensive look at how the private agency or community can begin a recreation program for the physically, severely and multiply handicapped. Qualifications and duties of leaders in the program, public relations, program planning, transportation, facilities and equipment are all thoroughly treated. Individual chapters deal with program activities, including music, dance, arts and crafts, games and sports. Particular emphasis is given to adaptations of activities.


Experiences at the Recreation Center for the Handicapped (San Francisco, California) in providing a variety of recreation services to multiple handicapped individuals are shared.


Simple, practical educational activities for preschool multihandicapped children are offered in this book. All activities are conducted using regular household articles.


This well-illustrated book gives descriptions, sources and information on aids for (1) transfer, travel and mobility, (2) personal care, (3) communications and learning, and (4) recreation.


Reported is a home-based intervention program serving seventy-five preschool multiply handicapped children aged zero to six years living in rural areas.


Analyzes various creative dramatic activity areas, suggests resources for such activities, and presents an overview of values these activities hold for the child.

155. Stensrud, Carol. *Creative Drama: Sensory Stimulation and Creativity For the Multiply Handicapped Child.* Chico, California: California State University at Chico, n.d. 12 pp. (IRUC Order No. 380)

Idea for creative dramatics presented in this paper include movement, story dramatization, puppetry, rhythms, and dress-up play. An extensive bibliography lists useful resources for the teacher/leader.


Includes a variety of information on swim programs, including philosophy, staff, participants, volunteers, curriculum, parental participation, and evaluation. Appendices provide a swimming skill checklist and procedural materials.


A Dutch architect, father of a severely handicapped child, presents detailed instructions for making noisy, challenging, rewarding play materials for handicapped children who show no interest in commercial toys.

158. Walsh, Sara R. "I'm Me!" *Teaching Exceptional Children* 6:2: 78-83; 1974.

A teacher at Georgia Center for the Multi-handicapped in Atlanta discusses her experiences with multi-handicapped children and shares language development activities which she used to help her students work toward establishing an improved self-identity.

Difficulties involved in providing appropriate play materials for this population are discussed. Author suggests a taxonomy of play materials and suggests various play materials.


In a consulting role, a physical therapist utilized attendant staff to teach a physically handicapped retarded child beginning walking behavior. The therapist's consulting role was found more effective than a direct treatment role.


A six-week enriched sensorimotor, communication, and recreational summer day camp for twenty multiply handicapped children is described. Evaluation indicated that children made major gains in several areas, most notably play and basic motor skills.
1. And So They Move (16mm; sound, black and white, 19 minutes).
Audio Visual Center, Michigan State University, East Lansing, Michigan, 48824.

Although this film deals with the application of movement to the physically handicapped, the rationale, activities, methods, and procedures are appropriate for mentally retarded of all functional levels. As each individual moves in his own way, he develops greater awareness of himself, struggles to succeed, and develops a feeling of adequacy. Children are encouraged to extend themselves in purposeful and enjoyable movement. They become better able to relate to one another, create their own play environment, enjoy trying, and thrill to the adventure of exploration. Much of the program is built around improvised equipment--boxes, blocks, hoops, ropes, and benches--innovative indoor obstacle courses, and creative use of conventional playground equipment.

2. Cast No Shadow (16mm, sound, color, 27 minutes).
Professional Arts, Inc., Box 8484, University City, California, 92122.

This unique and dramatic film vividly depicts a wide range of recreation activities for severely and profoundly mentally retarded, physically handicapped, multihandicapped, and emotionally disturbed children, teens, and adults at the Recreation Center for the Handicapped (San Francisco, California). Emphasis is on values of recreation and its effects upon lives of handicapped persons as an integral part of their total learning experiences and social development. Equally, it is about handicapped individuals, ages two to eighty-five, as people. Enthusiasm, satisfaction, enjoyment are shown on their faces as they participate in a variety of activities from snow skiing at Squaw Valley's Olympic Village to wheelchair surfing in the Pacific Ocean.

3. Children of the Silent Night (16mm, sound, color, 7 minutes).
Film Library, Campbell Films, Academy Avenue, Saxtons River, Vermont, 05154.

This documentary film shows how deaf-blind children can be taught to communicate and talk. This film deals mainly with one deaf-blind child--how she learns to hear through her fingers; how she is first introduced to the mysteries of language; and how she learns to say her first few words. Research and teacher training activities at Perkins School for the Blind (Watertown, Massachusetts) are also discussed. This film presents how children with multiple conditions of deafness and blindness are being educated to lead lives of usefulness and sometimes brilliance. Play and physical activity are shown as important ways by which these children learn new concepts and life skills. Creative activities such as arts and crafts and movement are used to help them explore and learn about their environment, train their hands and bodies, and develop social awareness. The physical education program includes ball activities, play, tricycle riding, calisthenics, skating, stall box activities, rhythms, swimming, and physical fitness activities.

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to all of these educational approaches that recognize the hands as the
eyes and ears of deaf-blind children is the thrust to help each one of
them open the gates to the mind and to be better able to communicate.

4. Dark Silence (16mm, sound, color, 11 minutes).
National Audiovisual Center (GSA), Washington, D. C., 20409.

Program, activities, and services of the National Center for Deaf-
Blind Youth and Adults (Sand's Point, New York) and its four field
offices are discussed. In addition to providing client services to
deaf-blind residents, this Center serves as a clearinghouse for
cooperative exchange of information and materials dealing with edu-
cation, training, habilitation, and rehabilitation of deaf-blind
persons. Research conducted at or sponsored by the Center have dealt
with training methods, technology, devices and equipment, and surveys
of and about deaf-blind persons. Personnel preparation for individuals
outside the Center staff is also available and provided through Center
sponsorship. Specific program areas and activities shown include
communication skills, activities and skills of daily living, mobility
and physical orientation, industrial arts, physical therapy, and
counseling. When evaluation, program, and research activities and
efforts are coordinated, prognosis for effective rehabilitation of
deaf-blind persons is possible, probable, and promising.

5. Deaf/Blind Workshop (1/2 inch videotape, 3 reels, black and white, sound,
80 minutes).
Central Wisconsin Colony, 1974. Available on loan only to personnel
in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin from:
Regional Developmental Disabilities Information Center, 317 Knutson
Drive, Madison, Wisconsin, 53704.

The Deaf/Blind Workshop presented on this three-reel videotape has
two main parts: lecture and demonstration. The lecture, on reel one
and part of reel two, deals with roles of motor skills specialists and
considerations in programming for and teaching motor skills to deaf-blind
children. The majority of reel two and all of reel three are devoted to
demonstrations with three deaf-blind children. With the first child,
the motor skill specialist demonstrates ways of teaching a deaf-blind child
to jump, step up and down, and hop. The second child, who has difficulty
holding her head up, is used in a demonstration of pre-crawling skills
and backward and forward rolls. The third child exhibited many bizarre
mannerisms and very disturbed behavior. The demonstrator attempted to
teach this child to walk and stand by himself and discussed ways of
discouraging bizarre mannerisms and self-destructive behavior.

6. Even Love Is Not Enough...Children With Handicaps (filmstrips, color,
records or audio cassettes).
Parents' Magazine Films, 52 Vanderbilt Avenue, New York, New York, 10017.
Complete series of four sets, with records, $160; with cassettes, $200.
Per set, with record, $49; with cassette, $58.

This filmstrip series was specifically prepared to provide adults with
knowledge necessary to contribute to the healthy development of children
with special needs. Four sets of filmstrips focus on children with

No. 4 Physical Disabilities: Dramatized sequences tell the stories of three children with physical disabilities. Linda was born with cerebral palsy and requires extensive rehabilitation. A victim of a car accident, Teresa suffered a broken back; her legs will be paralyzed for the rest of her life. Marty, who physically appears to be just like any normal youngster, can't hit a baseball, and his writing is almost impossible to read. While Linda, Teresa, and Marty each have different problems to overcome, they are typical of children with congenital, acquired, and subtle motor handicaps. The viewer is shown that physical disabilities can retard the child's progress. Viewers learn causes and symptoms of a congenital disorder like cerebral palsy, spina bifida, and club foot; how obstacles for future development can be brought on by an acquired disability; and unique problems with clumsiness, incoordination, and slow reaction time encountered by those with a subtle motor handicap. Effects of a physically impaired child on the family are discussed. Emphasis is placed on how parents can help their child function in society. Practices and procedures of diagnostic, treatment, and rehabilitation centers are observed by following Linda, Teresa, and Marty as they undergo evaluation and therapy. In addition, there is an explanation of a total rehabilitation team to coordinate medical assistance, education, recreation, and financial aid.

Focus on Ability (16mm, color, sound, 22 minutes).

This is a comprehensive presentation of teaching swimming to people with various handicapping conditions—cerebral palsey, orthopedically impaired, mentally retarded and emotionally disturbed, and those with sensory disabilities. Focus on Ability is more than a training film. It goes beyond techniques and clearly demonstrates the importance of warm understanding as a basis for the important interpersonal relationship between student and instructor. Emphasis is upon abilities—not disabilities—of each participant, recognizing the worth and dignity of each participant. Viewers are able to develop greater sensitivity towards needs and personalities of individuals with various handicapping conditions. This film is an excellent companion to the new Red Cross texts to assist volunteers and professionals in providing swimming and aquatic activities for special populations.

Free (16mm, sound, color, 18 minutes).
Hawaii Association for Retarded Children, 245 North Kukui Street, Honolulu, Hawaii, 96815. Purchase $150.

Severely/profoundly mentally retarded and multiple handicapped individuals are in too many cases still isolated from society and deprived of opportunities to be freed from their bondage. A program conducted by the Hawaii Association for Retarded Children for young children is presented in this film. This program is based on the premise that every child is capable of learning, playing, smiling, and
being a part of society. Type, degree, or severity of condition need not restrict or limit participation in and learning through classroom activities, arts and crafts, music and rhythmic activities, toy-play, puppetry, perceptual-motor and physical fitness activities, field trips, trampoline activities, and swimming. Emphasis in these activities is upon fun and enjoying oneself. Numerous activities and skills learned spontaneously by many individuals must be taught to these populations. Values and benefits of approaches that stress active participation are vividly expressed in happiness shown on each youngster's face. Over-learning through practice, patience and acceptance by leaders are vital for reaching and teaching these individuals. Planned opportunities to stimulate these children and increase both range and quality of their experiences begin with simple and basic activities of daily living and extend into a variety of recreational and social activities in the community. This is a positive film that not only offers hope but shows what can be done when dedicated persons want to make each of these individuals free and give each a life worth living.

9. **Halfway There** (16mm, sound, color, 15 minutes).
The National Foundation-March of Dimes, 800 Second Avenue, New York, New York, 10017.

Rehabilitation care at the Birth Defects Center in Charlottesville, Virginia is depicted. Patients of different ages and with various disabilities receive physical, recreational, emotional and intellectual training needed for them to lead meaningful lives outside the Center.

10. **He's Not the Walking Kind** (16mm, sound, color, 28½ minutes).
Cention Educational Films, 621 West Ninth Street, Lawrence, Kansas, 66044. Purchase $435.00.

This is the story of a spastic cerebral palsyed young man who is confined to a motorized wheelchair. He lives alone in an apartment where he has adapted the environment and learned to do things which are difficult for him. Other devices and adaptations contribute to his ability to live independently, have productive work, and take part in a variety of recreational activities. He freely discusses various personal problems and effects of attitudes—his own as well as those of others—on his life. Discussions about his early life and growing up emphasize the importance of family support and encouragement. Two strong sequences involve the boy and his father as he is taught to drive a speed boat and a tractor. Participation in recreational, leisure, and social activities is presented and discussed. This film focuses on an individual with an impairment, not on a handicapped person. It is the successful and encouraging story of how this young man, his family, and others deal effectively with his condition.

11. **It's Ability That Counts** (16mm, sound, color, 28 minutes).
International Rehabilitation Film Library, 20 West 40th Street, New York, New York, 10018.

Sir Ludwig Guttmann, pioneer in the development of sports for individuals with spinal cord injuries, introduces this film which features the new and modern sports facility at the National Spinal Injury Center.
(Stoke Mandeville, England). Various competitive opportunities available for these populations at national and international levels are discussed; competitors tell what these programs mean to them. A variety of physical recreational activities for children and individuals not interested in highly organized and competitive activities is also emphasized. Blind and partially sighted adults are shown taking part in soccer, gymnastics, bowling on the green, track and field events. Scenes from the first international games for the multihandicapped are included. Values and contributions of sports and physical recreational activities in giving fresh insights and new dimensions for each participant's life are eloquently expressed in the symbol of the international games for the physically disabled—friendship/unity/sportsmanship.

12. The Legacy of Annie Sullivan (16mm, sound, color, 28 minutes).

Film Library, Campbell Films, Academy Avenue, Saxtons River, Vermont, 05154. Loaned free.

This film deals with problems of deaf-blind persons from infancy through adulthood. It shows what deaf-blind individuals of today owe to Helen Keller's teacher (Annie Sullivan) by portraying progress of children at Perkins School for the Blind (Watertown, Massachusetts) where deaf-blind children are educated and at the Industrial Home for the Blind where deaf-blind people are rehabilitated. In addition it tells the story of eight successful deaf-blind adults, their jobs, their accomplishments; and shows the role deaf-blind can play in the world. Sections of the film also deal with the role of sight and hearing in communication, implications for mobility, compensation by individuals with sensory deprivations, and ways deaf-blind individuals break through various barriers. Importance and role of physical and recreational activities are discussed in some detail.

13. Like Other People (16mm, sound, color, 37 minutes).

Perennial Education, Inc., 1825 Willow Road, Northfield, Illinois, 60093. Purchase $37.50, Rental $37.50.

This penetrating film deals with sexual, emotional, and social needs of mentally or physically disabled persons. The two central characters are cerebral palsied adults who, in their own words, make a plea to humanity for the understanding that they are real people. They express their feelings and attitudes about relationships with each other and with other people. They explore in depth love and what it means to them, attitudes of others toward romance and marriage for special populations, and their own emotions toward these same things. Frustrations toward others are expressed because of others' tendencies to look down upon, patronize, and not give them a chance to live a normal life. Parents also tend to keep the impaired and disabled individual a child all his/her life. This adds to their feelings of inadequacy and dependence. Counseling and group home sessions provide opportunities for frank treatment of the most delicate of topics. Scenes after marriage show them looking after and caring for each other. Vividly and realistically the film brings out the fact that a handicapping condition does little to change basic drives, interests, and needs of all people. It also raises questions about the quality of life in residential homes and institutions.
14. **Little Marty** (16mm, sound, color, 5 minutes).
The National Foundation—March of Dimes, 800 Second Avenue, New York, New York, 10017.

Marty, eight year old poster boy of the National Foundation, was born with no arms, one leg shorter than the other, and other birth defects. With artificial arms and a built-up shoe, he feeds himself, paints, types, swims, plays softball, soccer, cards, and his great determination and courage are truly inspirational. In general, he is treated as normally as possible by his parents, brothers, and friends.

15. **Maybe Tomorrow** (16mm, sound, color, 28 minutes).
Adventures in Movement, 945 Danbury Road, Dayton, Ohio, 45420.

Punctuated by blind, deaf, mentally retarded, cerebral palsied, and orthopedically impaired children actively participating in movement activities, the role and contributions of AIM are vividly shown. AIM began in 1958 in Dayton, Ohio, to provide movement experiences for children with various handicapping conditions. Throughout the film AIM instructors show many innovative, original, and effective ways of reaching and teaching youngsters with these various conditions. Emphasis is on use of basic movements, importance of success, achievement, and fun, teaching and reinforcing a variety of concepts through movement, and use of approaches that are basically the same as those used in teaching normal children. The AIM program is viewed through the eyes, heart, and active participation of a young physical education teacher who enrolls in the training program so she too can contribute.

16. **New Horizons for the Retarded Child.**

This is a series of ten half-hour television programs dramatizing new avenues available to persons training or teaching mentally retarded children. While the purview of the series includes all aspects of mental retardation, academic education and physical education are the two principal subjects. No. 4—*Multiple Handicaps* (one of a ten-part series): This program deals with the problems of multiple handicapping conditions in which one of the afflictions is retardation. This program focuses on the Recreation Center for the Handicapped, San Francisco, and shows the effective and dynamic approach this agency has devised in working with multiple handicapped persons of all ages.

17. **No Barrier** (16mm, sound, color, 14 minutes).
The President's Committee on Employment of the Handicapped, Washington, D. C., 20210.

A moving example of a person overcoming the problems encountered in being deaf-mute is presented. Harry Huff is shown living life to the fullest at home, at work, and in community activities.
18. **Nursing Measures In the Care of a Child with Multiple Handicaps** (16mm, sound, color, 34 minutes).
United Cerebral Palsy Associations, Inc., Professional Services Program Department, 66 East 34th Street, New York, New York, 10016.

Briefly reviews normal growth and development with special reference to a little boy with cerebral palsy at eight months of age. Part of the film is devoted to demonstrating various types of improvised equipment useful in the care of older individuals with cerebral palsy.

19. **Perceptual-Motor Development** (½“ Sony videotape, sound, black and white, 33 minutes).
Leonard Kalakian and Jack Lellyn, Department of Physical Education, Mankato State College, Mankato, Minnesota, 56001.

Ways movement can foster perceptual-motor functions in developmentally disabled children are described. After a brief introduction in which perceptual-motor development is defined and interpreted for viewers, four basic areas of perceptual-motor function are identified: (1) basic motor proficiency, (2) tactile and kinesthetic perception, (3) visual-perceptual and awareness, and (4) auditory perception. In each instance basic description and discussion of the particular area are followed by scenes of children with various developmental disabilities taking part in the programs.

20. **Play Learning Centers for Preschool Handicapped Children** (16mm, sound, color, 25 minutes).
Division of Educational Resources, University of South Florida, Tampa, Florida, 33620.

This presents a visual report of an investigation of the design, construction, and evaluation of play learning centers for preschool children with various handicapping conditions. Three different play learning centers are discussed by the project staff; children are shown actively using each of these play learning centers. Basic criteria followed in developing each center include: (1) provide safe developmental opportunities for young children, (2) use basic tools and materials that are available to others and within cost capabilities of similar facilities, and (3) can be built by non-professional personnel in a reasonable amount of time.

21. **Progress Through Determination** (8mm, audio cassette, color, 25 minutes).
Susan J. Grosse, F. J. Gaenslen School, 1301 East Auer Avenue, Milwaukee, Wisconsin, 53212. Rental $15.

This film illustrates the aquatic program at the F. J. Gaenslen School for orthopedically handicapped children (Milwaukee, Wisconsin). It includes description of swimming instruction, recreational swimming, small craft safety, elementary rescue techniques, and use of mask and snorkel. Participants in the film have a variety of handicapping conditions, including cerebral palsy, spina bifida, arthrogryposis, perthes disease, and muscular dystrophy. Many students have multiple conditions with hearing or vision problems, learning deficiencies, or mental retardation.
22. Recreation Center for the Handicapped (16mm, sound, color, 23 minutes). East of the Mississippi River apply to American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N. W., Washington, D. C., 20036; west of the Mississippi River apply to Janet Pomeroy, Director, Recreation Center for the Handicapped, 207 Skyline Boulevard, San Francisco, California, 94132.

Founded in 1952, the Recreation Center for the Handicapped provides year-round programs for severely handicapped participants of all ages. The program stresses achievement of happiness and contentment as each individual, regardless of his condition, learns to do for himself and to stand on his own two feet. The film shows participants active in checkers, music activities (tambourine and bongos), clay work, outdoor activities, table games, wrestling, swimming, fishing and casting, woodworking, playground activities, snow and winter activities, and dancing. Some of the many ways in which the participants help each other are also featured.

23. Somebody Waiting (16mm, sound, color, 25 minutes).
Extension Media Center, University of California, Berkeley, California, 94720.

This is a story about children who live in Corcoran Cottage, Sonoma, California State Hospital. They have severe cerebral dysfunction and are among the most physically, emotionally and mentally handicapped children in society. They are totally dependent on the hospital staff for every physical, nutritional and personal need. The film demonstrates that further handicapping can be avoided by appropriate environmental stimulation and therapeutic handling. It depicts the children's response to loving care, new physical therapies, and new experiences. The staff begins to learn, first from visiting professionals such as physical therapists and later from their own experience, how to make life more pleasant, interesting, and rewarding for the children—and themselves.

24. A Song for Michael: A Demonstration of How Music Therapy is Used to Develop Language in a Multiply Handicapped Boy of Fourteen (16mm, sound, black and white, 22 minutes).
Music Therapy Center, 840 Eighth Avenue, New York, New York, 10019.

This film presents a condensation of one actual music therapy session at the Music Therapy Center where music is a functional tool to promote emotional and social growth as an adjunct to psychotherapy. Even in the space of one session, Michael displays the bewildering variety of symptoms and responses on which his conflicting diagnoses of autism, schizophrenia, brain damage, and mental retardation were based. The viewer sees how the therapist deals with the many levels of behavior in terms of the goals of establishing and strengthening associative thinking and eliciting communication. More than a dozen songs and games are used in this film and out of their phrases, rhythms, and meaning are devised materials for facilitating interaction; establishing identity, and achieving autonomy. Despite some production flaws—the photographer's too frequent use of the zoom lens results in some
distracting out-of-focus frames—the film is well worth seeing, especially by therapists, special education teachers, and others who work with mentally disturbed children. The film is intended for professional audiences rather than for the general public.

25. **Special Children Special Needs** (16mm, color, sound, 22 minutes).
Campus Film Corporation, 2 Overhill Road, Scarsdale, New York, 10583.

A sensitive and comprehensive developmental approach to educating young, multihandicapped children is presented. The film documents three adapted learning environments—an infant school, a preschool learning laboratory, and an outdoor therapeutic playground. The educational orientation of the program is developmental-interaction in that each child's therapeutic program is based on specific abilities and disabilities. Each child is provided with maximum opportunities to be effective and more competent in experiences with people and objects. Various program activities are shown at the Institute for Rehabilitation Medicine (New York University Medical Center). Dramatic play, art, and academic readiness activities are included along with specific roles of physical therapists, teachers, and parents in the total program. The playground is designed so that each child has access to natural materials, experiences activities as freely and independently as possible, understands an outdoor environment, and has an opportunity to be outdoors in a protective environment.

26. **Splash** (16mm, sound, color; 21 minutes).
Ms. Layne C. Hackett, 1455 Johnson Avenue, San Jose, California, 95129.

Exciting, stimulating, and fun ways to use water environments—pans, sprinklers, wading pools, and swimming pools—and aquatic activities to introduce and reinforce a variety of concepts are presented to trainable, severely mentally retarded and multiple handicapped children in practical, functional, and meaningful ways. Emphasis is on developing self-help skills, such as undressing and dressing, paying attention and responding to directions through simple instructions and signals, improving kinesthetic awareness and balance with aquatic games and water exploration, stimulating language development by talking about things, promoting breath control by bubbling and blowing, sharpening visual and auditory discrimination by retrieving objects from underwater and with different games, and encouraging memory and attention through most all games and activities.

27. **Testing Multihandicapped Children** (16mm, sound, black and white, 31 minutes).
United Cerebral Palsy Research and Education Foundation, 66 East 34th Street, New York, New York, 10016.

Using three multihandicapped children as subjects, assessment and diagnostic procedures developed by Elsa Haeusserman (Department of Pediatric Neurology, Jewish Hospital, Brooklyn, New York) are discussed. Ways of getting around sensory and motor problems and deficits that mask the true potential of a child are included. Common sense adaptations and modifications of various developmental scales and profiles make methods and approaches adaptable and applicable for many different
groups and individuals. Emphasis is upon functional abilities, levels of understanding, and conceptual development of each child being tested. Procedures for communicating with those with little if any verbal language are extremely effective. As behavioral patterns reflect basic causes of problems and difficulties, findings and observations are translated into definitive conclusions with recommendations for ways and means of teaching and reaching the child.

28. **Therapy Through Play** (16mm, sound, color, 27 minutes).
Richard Switzer, Human Resources Center, Albertson, New York, 11507.

Physically handicapped children, many of whom were not accepted by New York Public Schools, are shown participating in a variety of physical activities. Children in wheelchairs are seen taking part in touch football, soccer, swimming, cage ball, minature golf, bowling, relays, and fencing. Philosophy of the program dictates integrating occupational therapy and physical therapy through physical education and recreation. Activities are selected on the basis of their contribution to the growth and development of each participant, not on the basis of whether they are specifically for physically handicapped or mentally retarded persons. A variety of adaptations and modifications in physical education is shown, along with ways in which other areas of the curriculum are approached—driver education, science, and home economics.

29. **Triumph of Christy Brown** (16mm kinescope, sound, black and white, 60 minutes).
Audiovisual Center, Indiana University, Bloomington, Indiana, 47401.

Despite cerebral palsy so severe that he only has use of one foot, Christy Brown is a gifted artist and talented writer. This is his story, taken from an autobiography he typed himself.

30. **When May Comes, We'll Move to the First Floor** (16mm, sound, black and white, 20 minutes).
United Cerebral Palsy Association, 66 East 34th Street, New York, New York, 10016.

This film is based around the inner thoughts of a thirty-one year old cerebral palsied woman who lives with her seventy-three year old mother. She is concerned about herself, her mother, other people, personal aspirations, her fears, and how being cerebral palsied affects her life.

31. **Who Handicaps the Handicapped** (16mm, sound, black and white, 14 minutes).
Frances Brush, University of Portland, Portland, Oregon, 97203.

Children with various handicapping conditions, including cerebral palsy, muscular dystrophy, and hip disorders are shown in a variety of basic movement activities. The film focuses on individual students as each is helped to develop full movement potential.

32. **World of Deaf-Blind Children—How They Communicate** (16mm, sound, color, 28 minutes).
Film Library, Campell Films, Academy Avenue, Saxtons River, Vermont, 05154.

This documentary film shows deaf-blind children and their teachers at Perkins School for the Blind (Watertown, Massachusetts). Ways to overcome
barriers imposed by defective sight and hearing are illustrated. The key for these children is communication; for teachers, patience and dedication. The film explores many techniques employed by teachers of deaf-blind children and what achieving communication can mean to the children.

33. World of Deaf-Blind Children: Deaf-Blind Circus (16mm, sound, color, 8 minutes). Campbell Films, Academy Avenue, Saxtons River, Vermont, 05154.

Interaction of deaf-blind children at Perkins School for the Blind (Watertown, Massachusetts) with people in the community is emphasized and reemphasized throughout this film. The vehicle for such communication is a circus brought out of isolation at the school and into the real world. In this way deaf-blind children become integral parts of both sound and community situations that are highlighted by interactions between circus performers and their audience. The fact that emotion can only be expressed when it is shared is vividly shown. Involvement of this type is crucial to deaf-blind children because of the continuous nature of their learning. Key to opening doors for them is communication, a vital ingredient to promote and maintain give and take with the community and social contact with the world.

34. World of Deaf-Blind Children: Growing Up (16mm, sound, color, 29 minutes). Campbell Films, Academy Avenue, Saxtons River, Vermont, 05154.

Preparation of deaf-blind individuals for life beyond arms length is the basic theme of this film. Emphasis is upon a productive, well-rounded, balanced, and satisfying life in which each individual accepts personal responsibility. Continuity and articulation of special programs, including residential care, through community housing and employment are discussed. Multiple conditions, including mental retardation, perceptual problems, and learning disabilities, complicate educating, training, and preparing deaf-blind children for life. A multi-faceted approach is presented and includes communication, mobility training, activities of daily living, recreation and leisure time activities, vocational and career preparation. A great deal of attention is given to the role of rhythmical perceptual-motor and physical activities as bases for continued growth and development in all areas including the vital social area. Roles and responsibilities of parents are also discussed along with training and roles of child care workers who have much day-to-day and personal contact with the children while they are in residence. Emphasis is upon flexibility in activities so as to meet changing and individual needs of each child. Society is charged with recognizing its responsibility in providing opportunities for every member of society to attain his or her full potential; with no group is this more important than with deaf-blind persons.

35. The World Outside (16mm, sound, black and white, 30 minutes). S-L Film Productions, P. O. Box 41108, Los Angeles, California, 90041.

Children who appear in this film were selected from a group of twenty children diagnosed as autistic. They participated in a research program...
at Frostig Center in California where factors in successful therapy were studied. This film shows excerpts from therapy sessions of two blind and severely emotionally disturbed children. Each of these children was one of a set of twins born prematurely; neither had much previous contact with the world about them. Musical toys were important in providing Dale with a means of developing concept and feel of controlling the environment. As degrees of independence and confidence were shown, Dale began to explore space, had fewer tensions, and was more relaxed. To meet his need for group experiences, he was enrolled in a nursery school in which there was much play and playground activity. Barbara, on the other hand, was filmed once during a therapy session and once in public school. Symbolic behavior is shown with various toys and through different play sequences. She is also shown playing through an operation for a tonsillectomy which she had recently undergone in a hospital. This illustrated her ability to work quickly through traumatic experiences by acting them out through play. In addition fantasy is channeled and used for the benefit of the child. Autistic children need structured and planned opportunities to venture from their world into the real world. Individualized educational experiences are extremely important. Some of these children require development of perceptual capacities; others need more emphasis on symbolic gratification of thwarted or unfulfilled needs followed by real satisfactions. All require a close and understanding relationship with a flexible therapist/teacher who arranges the therapeutic/educational program to meet changing needs of each child.
PART THREE: RESOURCES

General Resource Contacts

The following resources provide a variety of services and materials such as publications, bibliographies, audiovisual aids, newsletters, periodicals, and references.

AMERICAN ACADEMY FOR CEREBRAL PALSY
1255 New Hampshire Avenue, N.W.
Washington, D.C., 20036

AMERICAN ASSOCIATION FOR MENTAL DEFICIENCY
5201 Connecticut Avenue, N.W.
Washington, D.C., 20015

AMERICAN FOUNDATION FOR THE BLIND
15 West 16th Street
New York, New York, 10011

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC.
6000 Executive Blvd., Suite 200
Rockville, Maryland, 20852

AMERICAN PHYSICAL THERAPY ASSOCIATION
1156 15th Street, N.W.
Washington, D.C., 20005

AMERICAN PRINTING HOUSE FOR THE BLIND
1839 Frankfort Avenue
Louisville, Kentucky, 40206

CENTER ON HUMAN POLICY
Syracuse University
216 Ostiom Avenue
Syracuse, New York, 13210

COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, Virginia, 22091

LIBRARY OF CONGRESS
Division for the Blind and Physically Handicapped
Taylor Street Annex
1291 Taylor Street
Washington, D.C., 20542

NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS
2023 West Ogden Avenue
Chicago, Illinois, 60612

NATIONAL INSTITUTE OF NEUROLOGICAL AND COMMUNICATIVE DISORDERS AND STROKE
National Institutes of Health Public Health Service, Building 31
Bethesda, Maryland, 20014

NATIONAL REHABILITATION ASSOCIATION
1522 K Street, N.W.
Washington, D.C., 20005

NATIONAL THERAPEUTIC RECREATION SOCIETY
1601 North Kent Street
Arlington, Virginia, 22209

THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED Recreation and Leisure Committee
Washington, D.C., 20210

UNITED CEREBRAL PALSY ASSOCIATIONS, INC.
66 East 34th Street
New York, New York, 10016
Resources on Deaf-Blindness

Robert Dantona, Coordinator
Centers and Services for Deaf-Blind Children
Bureau of Education for the Handicapped
Division of Assistance to States Office of Education
400 Maryland Avenue, S. W.
Washington, D. C., 20202
(202) 472-4825

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

William Blea
Southwest Regional Center for Services to Deaf-Blind Children
c/o State Department of Education
Division of Special Education
721 Capitol Mall, Room 124
Sacramento, California, 95814

John Ogden
Mountain-Plains Regional Center for Services to Deaf-Blind Children
c/o State Department of Education
165 Cook Street, Suite 304
Denver, Colorado, 80206

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

George Monk
Midwest Regional Center for Services to Deaf-Blind Children
P. O. Box 30008
Lansing, Michigan, 48909

N. Khogendra Das
Mid-Atlantic (North) and Caribbean Regional Deaf-Blind Center
c/o New York Institute for the Education of the Blind
999 Pelham Parkway
Bronx, New York, 10469

Hank Baud
Mid-Atlantic Regional Center for Services to Deaf-Blind Children
Educational Building, Room 449
Edenton and Salisbury Streets
Raleigh, North Carolina, 27605

Edwin Hammer
South-Central Regional Center for Services to Deaf-Blind Children
Callier Hearing and Speech Center
1966 Inwood Road
Dallas, Texas 75235

Jack Sweetser
Northwest Regional Center for Services to Deaf-Blind Children
311 South Alaska Street
Seattle, Washington, 98118

Gallaudet College
Program for Hearing-Impaired/Vision-Impaired Individuals
7th and Florida Avenue, N. E.
Washington, D. C., 20002

Helen Keller National Center for Deaf-Blind Youths and Adults
111 Middle Neck Road
Sands Point, New York, 11050

John Tracy Clinic
806 West Adams Boulevard
Los Angeles, California, 90007
(Free correspondence learning program for parents of preschool deaf-blind children.)

National Institute on Program Development and Training in Recreation for Deaf-Blind Children, Youth and Adults
Recreation Education Program
The University of Iowa
Iowa City, Iowa, 52242

Perkins School for the Blind
175 North Beacon Street
Watertown, Massachusetts, 02172
Programs for Multiple Handicapped Individuals

These programs by no means represent an all-inclusive listing. They have been provided to give the reader a start, with other resources in Part Three, in locating additional information on physical education and recreation for persons with multiple handicaps.

CENTER FOR MULTIPLE-HANDICAPPED CHILDREN
105 East 106th Street
New York, New York, 10029

COLORADO SCHOOL FOR THE DEAF-BLIND
Kiowa and Institute Streets
Boulder, Colorado, 80903

EAST SAN GABRIEL VALLEY SCHOOL FOR MULTIHANDICAPPED CHILDREN
Los Angeles County Schools
360 West Mauna Loa Avenue
Glendora, California, 91740

MISSISSIPPI DEAF-BLIND PROGRAM
Ellisville State School
Ellisville, Mississippi, 39437

NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND
Deaf Blind Program
999 Pelham Parkway
Bronx, New York, 10469

PROGRAM FOR THE DEAF MENTAL PATIENTS
St. Elizabeths Hospital
Washington, D.C., 20032

RECREATION CENTER FOR THE HANDICAPPED, INC.
207 Skyline Boulevard
San Francisco, California, 94132
Periodicals

The following periodicals regularly contain articles pertaining to multiple handicapping conditions. While not all periodicals listed deal directly with physical education and recreation, articles on related subjects, such as motor development and daily living skills, are certainly relevant.

1. **ACCENT ON LIVING**
   Raymond C. Cheever
   P. O. Box 7Q0
   Gillum Road, and High Drive
   Bloomington, Illinois, 61701

2. **AMERICAN ANNALS OF THE DEAF**
   5034 Wisconsin Avenue, N. W.
   Washington, D. C., 20016

3. **CHILDREN OF THE SILENT NIGHT**
   Campbell Associates
   Academy Avenue
   Saxtons River, Vermont, 05154

4. **EXCEPTIONAL CHILDREN**
   Council for Exceptional Children
   1920 Association Drive
   Reston, Virginia, 22091

5. **INTER-CLINIC INFORMATION BULLETIN**
   Prosthetics and Orthotics
   New York University Post-Graduate Medical School
   317 East 34th Street
   New York, New York, 10016

6. **IRUC BRIEFINGS**
   American Alliance for Health, Physical Education and Recreation
   Information and Research Utilization Center
   1201 16th Street, N. W.
   Washington, D. C., 20036

7. **JOURNAL OF VISUAL IMPAIRMENT AND BLINDNESS**
   (formerly New Outlook for the Blind)
   American Foundation for the Blind
   15 West 16th Street
   New York, New York, 10011

8. **NAT-CENT NEWS**
   Helen Keller National Center for Deaf-Blind Youths and Adults
   111 Middle Neck Road
   Sands Point, New York, 11050

9. **THE POINTER**
   Heldref Publications
   4000 Albemarle Street, N. W.
   Washington, D. C., 20016

10. **REHABILITATION LITERATURE**
    National Easter Seal Society for Crippled Children and Adults
    2023 West Ogden Avenue
    Chicago, Illinois, 60612

11. **SPORTS 'n SPOKES**
    Cliff Crase
    6043 North Ninth Avenue
    Phoenix, Arizona, 85013

12. **THERAPEUTIC RECREATION JOURNAL**
    National Therapeutic Recreation Society
    1601 North Kent Street
    Arlington, Virginia, 22209