The bibliography lists approximately 150 references (1973-1983) on orientation and mobility for visually impaired individuals. Citations are organized alphabetically by author's name within five major topic areas: general works, manuals and curriculum guides, research literature, mobility for special populations (multiple disabilities, children and adults in rural areas), and mobility aids (canes, electronic aids, guide dogs, mobility maps). Citations include title, publisher information, date, and a brief abstract. The final section lists resources of four types: professional associations and consultant agencies, colleges and universities that offer courses in orientation and mobility, schools that train and supply guide dogs to blind persons, and sources for purchasing mobility aids. (CL)
Mobility and Mobility Aids for Visually Handicapped Individuals

National Library Service
for the Blind and
Physically Handicapped

Date February 1984
No. 84-1

INTRODUCTION

This bibliography includes selected books, articles, reports, and other materials on orientation and mobility for visually impaired individuals. Orientation is the organization of information about one's environment and his/her relationship to that environment; mobility is the ability or readiness to move within the environment.* Works published prior to 1973 are not included; however, important documents written before then can be traced through literature cited throughout this bibliography. The bibliography is divided into six sections: (1) General works, which includes history, background, and general discussions of mobility services and aids; (2) Manuals and curriculum guides, which includes teaching techniques and objectives; (3) Research literature, which includes technical and theoretical discussions, summaries of studies, and current research; (4) Mobility for special populations, which includes specific citations pertaining to visually handicapped individuals with additional impairments, rural residents, and visually impaired children; (5) Mobility aids, which includes literature on a specific mobility aid or device such as a guide dog, white cane, mechanical aid, or mobility map; and (6) Resources, which includes addresses of organizations to contact for further information, guide dog schools, companies that provide various mobility aids, and colleges and universities with training programs for mobility specialists.

Full publishers' addresses are given if they are not readily identified through libraries and bookstores.

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General Works .............................................................. 1
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Research Literature......................................................... 16
Mobility for Special Populations....................................... 22
Mobility Aids............................................................... 27
Resources................................................................. 34
GENERAL WORKS


Reviews literature on cognitive mapping, spatial awareness, and electronic travel aids (ETAs) for blind persons.


Stipulates reasons why orientation and mobility programs for persons with low vision should not be extensions of programs for totally blind persons.


Explains why electronic travel aids provide limited information about one's environment and recommends cooperation among design engineers and behavioral scientists to ensure information appropriate to successful mobility.


Contends that more studies should be conducted to determine the amount of preview (sensory-anticipation of one's environment) needed by visually impaired and/or blind pedestrians.


Asserts that vocational placement should be an area of specialization within the orientation and mobility profession.

Examines the liability of orientation and mobility instructors in case of student injury during "solo" travel experiences. Lists precautions to protect students and to reduce the possibility of instructors being sued for negligence.


Presents case histories and describes responsibilities and services provided by the itinerant teacher and the mobility specialist.


Discusses problems congenitally blind persons encounter when they try to depict elements of a large environment.


Contends that to increase the professionalism of mobility instructors eight factors must be addressed, including a forum for dialogue and dissemination of information, a central resource for information, and a means of identifying the profession.


Includes standards, suggestions, aids, resource organizations, and sources of further reading.

Recounts the experiences of two blind pedestrians using electronic mobility aids in snowy weather, lists requirements that mobility aids should meet, and describes how the Nowat Sensor, the Pathsounder, the Laser Cane, and the Binaural Sensor can or cannot be used in adverse weather conditions.

Finding my way. 1974. 16 mm film or videocassette. Color. 8 min. $20.00/rental, $115.00 or $95.00/purchase. Films, Inc., 1144 Wilmette Avenue, Wilmette, IL 60091.

Shows a blind child, who is mainstreamed into a public school setting, traveling in his neighborhood and taking risks in learning to become independent.


Defines some of the anxieties orientation and mobility students may experience and describes ways instructors might recognize and help to reduce, prevent, or eliminate such anxieties.


Raises such questions as "What is the most effective way to provide missing spatial information to blind travelers?" "How much and in what way does mobility depend on memory?" and "What perceptual and cognitive abilities are needed for successful mobility?"


Concentrates on the lack of spatial information for blind travelers, describes limitations of electronic travel aids (ETAs), and notes problems in providing adequate spatial information needed for successful mobility.

Briefly describes, for the eye specialist, the following external mobility aids: long cane, guide dog, the Laser typhlocane, Binaural Sensor, the Pathsounder, the Mins Seeing Aid, the Mowat Sensor, and haptic maps.


Reports on characteristics of approximately 183 men and women who received mobility training at the New York Lighthouse for the Blind.


Defines procedures for implementing a community-based orientation and mobility program within a vocational rehabilitation agency. Compares the advantages of this program over programs at residential facilities.


Describes training in the use of the Tactile Vision Substitution System (TVSS), an electronic device that converts visual information into a patterned display on a grid of stimulators that produce sensations on the skin through vibrations or the emittance of weak electronic currents.


Introduction to the use of the long cane technique, training of orientation and mobility specialists, and examples of how to adapt the long cane technique to different situations.

Focuses on mobility training in Australia. Among the new approaches are use of existing community resources to provide broader outreach and referral services, and the development of a multi-mobility aids service.


Relates problems identified in a study of visually impaired rapid rail transit travelers in three selected cities. Discusses the role of the federal government in encouraging local transit authorities to comply with section 504 of the Vocational Rehabilitation Act of 1973 and its amendments.


Describes a training experiment that allowed a visually impaired individual to use a sonic guide with a long cane, then with a guide dog.


Traces the development of mobility instruction as a profession and gives pros and cons on the employment of para-professionals as mobility assistants.


Focuses on ways to improve navigational information for blind subway users and describes factors that increase the likelihood of disorientation in a subway environment.

Describes the practical uses of maps produced with a map making kit.


Illustrates the role of the mobility instructor in a residential rehabilitation center and provides basic information about mobility training in this setting.


Raises the issue of whether mobility aids ought to be obstacle detectors only or whether they should have the potential to be environmental sensors as well.


Comments on an article by William Jacobson entitled "Complementary travel aids for blind persons." Answers additional questions on the use of the sonic guide with a guide dog or long cane. Includes a rejoinder by Jacobson.


Concentrates on the philosophy of long cane travel, what constitutes good mobility skills, and how successful mobility can be measured.


Considers advantages, disadvantages and basic differences between the two mobility aids.

A historical account of the following aspects of mobility in the United States: white cane laws, guide dog programs, use of the long cane, and training of mobility personnel.


News, information, and comments on important issues in orientation and mobility.


Describes functions of the Russell Pathsounder, the Laser Cane, the Sonicguide, and the Mowat Sensor.


Cites over two hundred references published in the twenty-two year period.


Concise, basic information about how blind people can and do get around, how they learn to travel, techniques they use, and the importance of being able to travel as independently as possible.


Each author gives separate comments about the uses of blindfolds with partially sighted individuals in mobility programs.

Arguments on both sides of the following questions: "Is graduate-level training for orientation and mobility specialists necessary?" and "Can a blind person perform competently as an orientation and mobility specialist?" Additional comments can be found in letters to the editor, Journal of Visual Impairment and Blindness, v. 77, Sept. 1983: 357-359.


Outlines responsibilities and duties of peripatologists at Guiding Eyes for the Blind.


A series of reports on experiments that examined difficulties and problems associated with long cane travel.


The fifth and final article in the series mentioned above.


Analyzes relationships and differences among the concepts of orientation, mobility, and navigation.


Outlines factors visually impaired pedestrians must consider when they cross busy roads without sighted companions.
Weighs the positive and negative impact of noise on the urban environment of blind travelers. Among the problems noted are indiscriminate use of horns, parking on pavements, head-height obstructions, and poorly maintained pavement surfaces.

Indicates ways unpredictable events in an urban environment might cause an increase of internal stress for visually impaired travelers.

Suggests orientation and mobility techniques for use while grocery shopping.

Presents a systematic overview of current knowledge about tactual/haptic perception. Among the subjects covered are tactile displays, mobility maps, and the production of tangible graphics.

Identifies major psychological factors associated with orientation and mobility training.

Explores procedures that allow the Sonicguide and Laser Cane to be used to broaden young adults' concepts of their surroundings. The procedures give young adults the opportunity to experience travel situations in their totality.
The Seven minute lesson: acting as a sighted guide. 1978. 16mm film. Color. 7 min. $10.00/rental, $60.00/purchase. American Foundation for the Blind, 15 West 16th Street, New York, NY 10011.

Demonstrates techniques for the following: climbing stairs, going through doorways, reversing direction, changing sides, managing in narrow aisles, and seating visually-impaired companions.


Suggests requirements and methods for measuring mobility of blind pedestrians.


Based on data collected from the fifty state departments of education, it shows the status of orientation and mobility services in public school systems.


Describes games that strengthen pre-orientation and mobility skills such as body awareness, directionality, laterality, sensory identification, and sound location.


Based on personal experience, this article contains suggestions on the role of the long cane, kinds of foot gear, methods of increasing control and balance, and ways to break falls when traveling on ice and snow.

Answers the question, "How can blind persons sense that 'there is something there'?"


Shows pedestrians with various disabilities using the Toronto Transit System.


Contains information for orientation and mobility specialists with visually impaired diabetics as clients. Suggests adaptations of standard orientation and mobility teaching to assist these clients.


Reviews literature that relates successful mobility to personal factors.


Comments on the unique aspects of mobility training, the 'helping process' associated with this service delivery, and changes in the mobility profession which have helped clients become independent.


Comprehensive information on the origins, history, and present state of orientation and mobility needs, procedures, and services in the United States.

Presents data, from a survey of agencies and programs serving blind persons, which supports the justification for university-level training programs for orientation and mobility specialists.


Indicates the value of a code of ethics for the orientation and mobility profession, for clients, and for the community. Recounts the history and development of such a code.


Offers solutions to problems visually impaired persons encounter when traveling in bad weather.


Outlines historical developments in the long cane technique and in the use of guide dogs.

This instructor's manual emphasizes behavioral or instructional objectives in teaching such skills as street crossing, travel with a sighted guide, indoor/outdoor travel skills, and travel on public transportation.


Suggests six options for orientation and mobility training for individuals with retinitis pigmentosa.


Includes cane skills, postural development, concept development, protection techniques, sighted guides, and other skills students are expected to master at various stages.


Intended primarily for the professional mobility instructor; includes a variety of mobility techniques developed over a thirty-year period.


Provides objectives and procedures for learning basic indoor orientation, cane skills, residential sidewalk and non-sidewalk travel, rural travel, business area and commercial travel, and navigation at light-controlled intersections.

Mobility techniques to help visually impaired persons travel in industrial areas with a minimum of hazards.


Presents a method of teaching orientation to visually impaired children and reviews literature that describes past efforts in teaching spatial concepts.


A brief description of four basic facets of landmark travel: learning the concept of landmarks, remaining oriented to landmarks, following directions based on landmarks, and giving verbal directions based on landmarks.


Presents an orientation and mobility curriculum used at the Iowa Braille and Sightsaving School. Includes specific skills and tasks involved in each of five units of the program.

Presents procedures and evaluations of twenty-six objectives, including enabling students to read street signs, to locate addresses, to view landmarks, and to become familiar with large shopping centers with the use of optical aids.

Informs mobility specialists of progress in mobility research at Nottingham University, including mobility for deaf/blind persons, mobility maps, ultrasonic obstacle detection, and assessment of mobility performance.


Results of a research project that investigated the use of audible signals to help blind pedestrians cross at intersections with traffic lights.


Investigates factors that determine the most appropriate lines to display on tactile maps.


Evaluates a new orientation system that uses audio speech signals presented via an infrared transmitter and hand-held receiver. Suggests applications of the system and improvements for future versions.


Investigates the effectiveness of four different tactile maps and reports results based on type of construction and degree of complexity.

Studies the differences of spatial displacement in congenitally blind, late blind, and sighted individuals.


Describes an experimental 4-year program to train individuals in the dual competencies of teacher of visually impaired students and orientation and mobility specialist. Individuals with both competencies are needed to work with mainstreamed students in sparsely populated rural school districts.


Reports on an examination of how previous visual experiences affect one's understanding of spatial representation.


Summarizes data from two experiments that tested the effect of memory on route configurations and the dependency of previous visual experience on spatial thinking.


Reports on a project that investigated the use of the Binaural Sensor with congenitally blind children, ages 6-30 months.

One of three reports on a study concerned with the ability of blind children to assess their spatial environment. Analyzes data from a test that questioned how blind and blindfolded sighted students described space around them.


Reports on observations and measurements of mobility performance by four blindfolded subjects using binaural and monaural hearing aid systems for mobility.


The results and recommendations from a study that collected and analyzed data on the visual environmental adaptation problems of approximately ninety partially-sighted adults.


Reports on a project funded by the U.S. Department of Education to develop programmed instruction in orientation and mobility for use by teachers of multiply-handicapped blind children.


Reports on a project that adapted and extended the programmed instruction developed for blind children in the 1976 study cited above.

Examines past studies of visual imagery and reports on a present study that compares the spatial abilities of sighted, sighted blindfolded, and congenitally blind individuals.


Reports on the first in a planned series of studies of discriminability of textures that offer potential for inexpensive tactile graphics.


Research to determine if Sonicguide and Laser Cane owners use their devices for employment purposes.


Reports on a study that assessed the potential value of presenting spatial information in the form of tangible graphics.


Reports on a project that developed and tested an electronic guidance system that allows visually impaired travelers to track a predetermined path to desired destinations.


Reports on a pilot project that included the design and production of maps of Washington, D.C. and the Washington mall area.

Highlights the following factors examined in the two case studies: training activities used, regularity of aid use, age children began training, and characteristics of the aids used.


Comments on previous studies on the use of Binaural Sensors with blind children and provides detailed information about a study involving children of varying ages.


Summary of progress on the development of a computerized travel aid using Polaroid's ultrasonic sensor with a microprocessor. More technical data is available from the researchers.

Uslan, Mark M. Cane technique: modifying the touch technique for full path coverage. Journal of visual impairment and blindness, v. 72, Jan. 1978: 10-14.

Evaluates the effectiveness of conventional and unconventional cane probing techniques.


An interim report on a study conducted to develop a program to teach blind students the use of electronic travel aids.

Reports on a study conducted to develop instructional materials, techniques, and procedures for an ESSETS (Environmental sensing, selection, evaluation, and training system) program for teaching blind students to use electronic travel aids.
MOBILITY FOR SPECIAL POPULATIONS

CHILDREN


Delineates advantages and disadvantages of using the Pathsounder, Laser Cane, and SoniGuide to help blind children develop auditory discrimination and conceptual mobility skills before introduction to the long cane or a guide dog.


Offers practical suggestions for orienting young blind children to the world around them.


Encourages parents to seek mobility training for their elementary school children and describes the benefits of such training for this age group.

Ferrell, Kay A. Orientation and mobility for preschool children: what we have and what we need. Journal of visual impairment and blindness, v. 73, Apr. 1979: 147-150.

Recommends that orientation and mobility specialists become actively and consistently involved in programs for visually impaired preschool children and infants.


Suggests activities for teachers to use in complementing the work of orientation and mobility specialists. Included are factors associated with readiness, body awareness, proper posture, and mannerisms.


A 14-year-old boy learns to adjust to his surroundings.

Proposes a theory for developing concepts related to physical orientation and suggests ways to teach orientation in a systematic fashion.


Suggestions for parents in assisting orientation and mobility specialists with long cane training, basic skills, and concept and motor development of their visually impaired children.


Describes a concept development program for first and second grade blind students at the Illinois Braille and Sight Saving School. Highlights orientation concepts to be learned at this age.


Systematic guidelines to parents on preparing their visually handicapped children for formal mobility training. Emphasizes the importance of this premobility development.
MULTIPLY HANDICAPPED


Explains how two visually impaired individuals who were also mentally retarded, trained to work with a guide dog.


Deals with special problems and needs of deaf/blind people in orientation and mobility training programs. Includes practical mobility techniques.


Adaptive mobility techniques for blind people in wheelchairs and walkers. Covers sighted guide techniques, trailing, turns, and straight-line travel.


Information for orientation and mobility specialists for use in developing or augmenting instruction for severely and profoundly handicapped children with visual impairments. Includes guidelines, illustrations, and cases.


Provides a model for establishing an orientation training program for low functioning deaf/blind children, offers information on conducting an initial evaluation with this population, and suggests ways to establish rapport.

Report of a case involving a blind, quadriplegic student who uses a Sonicguide as a primary mobility aid.


Outlines variations made in the long cane technique to accommodate a deaf/blind child.


Follows the day-to-day mobility instruction and travel progress of a 17-year-old congenitally deaf/blind girl on a school campus.


For mobility specialists and teachers of deaf/blind students. Part of a series of eight videocassette programs that show concepts of basic mobility development and body awareness for deaf/blind students.


Asserts that mobility practitioners in institutions for the retarded must relinquish conventional methods when teaching cane techniques. Such techniques should supplement programs of physical exercise and behavior modification.

Describes the use of audio speakers and pressure sensitive floor mats to teach multiply handicapped blind adults travel within a workshop facility.

**RURAL AREA MOBILITY**


Identifies the problems encountered by rural travelers and describes the touch and drag cane technique, makeshift mobility aids, solar clues, and artificial landmarks used by visually impaired travelers in rural areas.


Points out features of the rural environment and other clues to use when teaching or learning mobility in rural areas.


Suggests specific strategies and techniques for itinerant or resource teachers who are responsible for travel skills and precane techniques, especially in rural areas where expertise from mobility specialists may be limited.
MOBILITY AIDS

CANES:


Introduction to the use of the long cane technique, training of orientation and mobility specialists, and examples of how to adapt the long cane technique to different situations.


Compares use of the guide cane with that of the long cane.


Addresses the question of how much forward coverage a long-cane traveler needs to detect a down curb. Suggests ways to prevent over stepping the cane at down curbs.

ELECTRONIC AIDS


Describes the development of the Nottingham obstacle detector and reports results of tests of its efficiency.


Defines audible and tactile pedestrian walk signals and outlines requirements for their effectiveness.

Compares the single object sensor to the Sonicguide, an aid with more complex sound patterns.


Traces the development of seven sonic aids and raises questions about whether environmental sensors and clear path indicators are effective and whether enough research has been conducted.


An account of one participant's experiences in a five-week training program and evaluation of the C-4 Laser Cane. The evaluation program was conducted by the Veterans Administration.


Raises questions about using the Sonicguide with children and adolescents.

GUIDE DOGS


Chronicles 25 years of guide dogs in Australia.


Historical and current data about the training program at Leader Dogs for the Blind, Rochester, Michigan.


An account of the relationship between Morris Frank and his dog Buddy who pioneered innovations in travel by blind people in the United States.


A twenty-six day diary of one blind man's training with his guide dog at Guiding Eyes for the Blind, Yorktown Heights, New York.

Miracle at St. Rafael, 1979. 16 mm film. 22 min. Color. Free loan. Guide Dogs for the Blind, P.O. Box 1200, San Rafael, CA 94915.

Shows the training of dogs at Guide Dogs for the Blind in San Rafael, California.


An activity guide from the 4-H series on vision education.

Includes data gathered during a scientific study of guide dogs.


Follows the life of a British guide dog and shows contrasts between guide dog programs in the United States and in England.


A history of the first school for the education of guide dogs - the Seeing Eye, Inc. and the leaders who helped make the program successful.


Describes characteristics of the small potential guide dog user population and indicates reasons for continued emphasis on mobility for blind persons through use of guide dogs.


The history of professional guide dog use; cites literature showing blind persons being led by dogs before professional guide dog training began in England.


Discusses accepted treatment, care, and control over guide dogs.

Describes the author's efforts in establishing a guide dog program in Japan.


Contains passages from legislation on the rights of blind persons to be accompanied by guide dogs in each of the fifty states, U.S. territories, Canada, and Bermuda.


Problems encountered by the authors while touring several European countries with their guide dogs.

MOBILITY MAPS


Text of papers presented at the symposium which was co-sponsored by the American Congress on Surveying and Mapping, the U.S. National Committee of the International Cartographic Association, and the U.S. National Committee of the International Geographical Union.

Uses two commercially produced maps, one relatively simple and the other detailed, to determine practical needs and considerations in map design.


Suggests techniques and sound cues for recording auditory maps on cassettes for persons fully trained in use of the long cane or the guide dog. Includes sample scripts and discusses merits of auditory vs tactile maps.


Briefly describes common elements of tactile mobility maps for blind students.


Outlines problems in designing tactile maps, describes several methods of production, and reviews literature that compares mobility maps and orientation maps.


Describes techniques currently used to produce tactile maps and graphics, discusses applications of tactile maps and graphics, and calls for design criteria and training programs to support new production techniques.


Summarizes the development of a map-making kit from which raised maps may be produced.

Information on the design and production of mobility maps and ways to teach visually impaired persons to use maps.


Summarizes research conducted between January and August 1972. The research included the design and preliminary testing of detailed mobility maps for blind travelers. Recommendations are included.


Focuses on the state of the art in using texture in tactile maps and other graphics. Examines studies on discriminable textures and considers the discrimination of texture in context with other map symbols.


Comprehensive listing of books, portions of books, journal articles, and dissertations.

Talisman square. 1976. 16 mm film. Color. 10 min. Request availability information. University of Warwick, Warwick Research Unit for the Blind, Coventry, CV4 7AL ENGLAND.

Describes the making of mobility maps, including coding information, and a computer-assisted system for producing braille.
RESOURCES

PROFESSIONAL ASSOCIATIONS AND CONSULTANT AGENCIES

The Association for Education and Rehabilitation of the Blind and Visually Impaired
206 North Washington Street
Alexandria, VA 22314
(703) 548-1884

Its joint division on orientation and mobility acts as a certifying agency for orientation and mobility professionals. Holds regional and national meetings, and works with other consultants and associations to promote the profession. Publishes Alliance News.

American Foundation for the Blind
15 West Sixteenth Street
New York, NY 10011
(212) 620-2000

Employs a national consultant on orientation and mobility who offers guidance, coordination of research, and feedback through Long Cane News.

Association of University Educators in Orientation and Mobility and Rehabilitation Teaching for the Visually Impaired
c/o Kent Tyler Wardell
Dept. of Special Education
California State University at Los Angeles
5151 State University Drive
Los Angeles, CA 90032
(213) 224-3743

Membership consists of orientation and mobility teaching faculty. Promotes the education and training of individuals preparing for careers in orientation and mobility or in rehabilitation teaching.

California Association of Orientation and Mobility Specialists
c/o Frank Ryan
Kit Carson School
3530 West 147th Street
Hawthorne, CA 90250
(213) 644-9728
Southeast Orientation and Mobility Association Conference

An annual conference of orientation and mobility specialists for the exchange of experiences, ideas, and innovations. Consult current issues of Long Cane News for the address of each year's coordinator.

COLLEGES AND UNIVERSITIES THAT OFFER COURSES IN ORIENTATION AND MOBILITY

Visually handicapped individuals seeking orientation and mobility training should contact their state and local departments of vocational rehabilitation. Individuals interested in becoming orientation and mobility professionals may pursue training at one of the following institutions. Contact each institution directly for a list of courses offered and levels of training provided.

Stephen F. Austin State University
Department of Counseling and Special Education Programs
SFA Station, Box 13019
Nacogdoches, TX 75962
(713) 569-2906

Boston College
Department of Special Education and Rehabilitation
McGuinn Hall B-29
Chestnut Hill, MA 02167
(617) 552-8000

California State University at Los Angeles
Department of Special Education
5151 State University
Los Angeles, CA 90032
(213) 224-3743

Cleveland State University
Department of Special Education
1983 East 24th Street
Cleveland, OH 44115
(216) 687-4560
Dominican College
10 West Highway
Orangeburg, NY 10962
(914) 359-7800

Florida State University
College of Education
115 Education Building
Tallahassee, FL 32306
(904) 644-4880

George Peabody College for Teachers
of Vanderbilt University
Box 328
Nashville, TN 37203
(615) 322-8160

San Francisco State University
Special Education
1600 Holloway Avenue
San Francisco, CA 94132
(415) 469-1080

Talladega College
Rehabilitation/Special Education
Department
Talladega, AL 35160
(205) 362-0206

University of Northern Colorado
Department of Special Education
Greeley, CO 80631
(303) 351-2742

University of Pittsburgh
Department of Special Education
S501 Forbes Quad
Pittsburgh, PA 15260
(412) 624-1403

Western Michigan University
Department of Special Education
Kalamazoo, MI 49008
(616) 383-1682
SCHOOLS THAT TRAIN AND SUPPLY GUIDE DOGS TO BLIND PERSONS

Eye Dog Foundation for the Blind, Inc.
408 South Spring Street
Los Angeles, CA 90013
(213) 626-3370

Eye of the Pacific Guide Dogs and Mobility Services, Inc.
747 Amana Street
Honolulu, HI 96814
(808) 988-6681

Guide Dog Foundation for the Blind, Inc.
109-19 Seventy-second Avenue
Forest Hills, NY 11375
(212) 263-4885

Guide Dogs for the Blind, Inc.
P.O. Box 1200
San Rafael, CA 94915
(415) 479-4000

Guiding Eyes for the Blind, Inc.
Yorktown Heights, NY 10583
(914) 245-4024

International Guiding Eyes, Inc.
13445 Glenoaks Boulevard
Sylmar, CA 91342
(213) 362-5834

Leader Dogs for the Blind
1039 Rochester Road
Rochester, MI 48063
(313) 651-9011

Pilot Dogs, Inc.
625 West Town Street
Columbus, OH 43215
(614) 221-6367
SOURCES FOR PURCHASING MOBILITY AIDS

Aluminaid
Mahzell Precision Products Corp.
Mohawk Industrial Park
Amsterdam, NY 12010

Folding and rigid canes.

American Foundation for the Blind
15 West Sixteenth Street
New York, NY 10011
(212) 620-2000

A variety of canes and replacement parts; raised line drawing kits.

Cleo Living Aids
3957 Mayfield Road
Cleveland, OH 44121
(216) 382-9700

Folding and rigid canes.

Daimaru Kogyo Kaisha, Ltd.
c/o Daimaru New York Corp.
1114 Avenue of the Americas
Suite 802
New York, NY 10036
(212) 575-0820

Dykoh Light Pulsar, a cane with warning light and buzzer for night travel.
Howe Press
Perkins School for the Blind
175 North Beacon Street
Watertown, MA 02172
(617) 924-3434

Raised line drawing kit.

Hycor, Inc.
1 Gill Street
North Woburn Industrial Park
Woburn, MA 01810
(617) 935-5950

Folding canes.

Independent Living Aids
11 Commercial Court
Plainview, NY 11803
(516) 681-8288

Rigid and folding canes; replacement tips.

Innovative Rehabilitation Technology, Inc.
26699 Shell Lane
Los Altos Hills, CA 94022
(415) 948-8588

Mobility light probe for use in night travel by persons with retinitis pigmentosa; Gilligan Tactile kit.

Massachusetts Association for the Blind
200 Ivy Street
Brookline, MA 02146
(617) 738-5110

Folding and straight canes in various lengths and sizes; replacement tips.
Laser cane, which sends out three beams ahead of the traveler to detect drop offs, objects straight ahead, and obstacles at head height. Also sells a step sensing device, which sounds an alarm when a blind wheelchair user gets within 45 inches of a four or five inch drop off.

Rigid Fold
3862 North 900 West
Ogden, UT 84404

The Rigid Fold, four-section anodized cane and replacement tips.

Sensory Aids Corporation
Wormald International
Suite 110
205 West Grand Avenue
Bensenville, IL 60106
(312) 766-3935

The Sonicguide, which uses sound patterns to convey spatial information to its wearer, and the Mowat Sensor, which is a hand-held electronic probe that uses vibration signals to indicate the distance of objects.

Telesensory Systems, Inc.
455 North Bernardo Avenue
Mountain View, CA 94043
(415) 960-0920

The Sonicguide and the Mowat Sensor.
Additional copies of this bibliography or any of the bibliographies listed below are available free on request from:

Reference Section  
National Library Service for the Blind and Physically Handicapped  
Library of Congress  
Washington, D.C. 20542

BIBLIOGRAPHIES

Attitudes toward Handicapped People, Past and Present, 1980  
Braille: History and Recent Developments, 1982  
Closed Circuit Television Reading Devices for the Visually Handicapped, 1980  
Gardening for Handicapped and Elderly Persons, 1981  
Library and Information Services to Handicapped Persons, 1983  
Reading Machines for the Blind, 1980

A series of reference circulars is also published by the Reference Section. The following titles are available free on request:

REFERENCE CIRCULARS

Becoming a Volunteer: Resources for Individuals, Libraries, and Organizations, 1981  
Bibles and Other Scriptures in Special Media, 1983  
Braille Instruction and Writing Equipment, 1982  
Building a Library Collection on Blindness and Physical Handicaps: Basic Materials and Resources, 1981  
Guide to Spoken-Word Recordings: Foreign Language Literature and Instruction, 1982  
Guide to Spoken-Word Recordings: Literature, 1982  
Information for Handicapped Travelers, 1982
National Organizations Concerned with Visually and Physically Handicapped Persons, 1983

Reading Materials in Large Type, 1983

Reading, Writing, and Other Communication Aids for Visually and Physically Handicapped Persons, 1981

Reference Books in Special Media, 1982

Sports, Games, and Outdoor Recreation for Handicapped Persons, 1983