

Missouri School for the Blind Professional Development Lending Library

Materials List

Are You Blind? Promotion of the Development in Children Who Are Especially Developmentally Threatened.

Lilli Nielsen. SIKON, Denmark, 8750382705, c2003. 116 p.
PR 371.91 Niel

This book describes an educational method for use with children who have a visual impairment and autism which has been shown to be of benefit to their emotional, motor, communicative, and social development.

Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments, 2nd ed.

William H. Jacobson. American Foundation for the Blind, 9780891284741, c2013. 389 p.
PR 362.4 Jaco

A comprehensive description of the techniques of teaching orientation and mobility, presented along with considerations and strategies for sensitive and effective teaching.

Ashcroft's Programmed Instruction: Unified English Braille.

M. Cay Holbrook & Frances Mary D'Andrea. Scalars Publishing, 978-0-9960353-0-9, c2014. 288 p.
PR 371.91 Holb

This book provides an efficient, learn-by-doing way to attain proficiency in braille. The essential features and rules of usage of the braille code as currently published in "The Rules of Unified English Braille" referred to in this text as "The UEB Rulebook" are presented.

Assessment of Braille Literacy Skills: UEB and EBAE.

Carol Farrenkopf, Cecilia Robinson, Sheryl Sokoloski, and Ginger Gates. Region 4 Education Service Center, 978-1-937403-74-4, c2015. 43 p.
PR 371.91 Farr

The purpose of this booklet is to provide teachers of students who are blind or who read braille with a tool that promotes meaningful assessment of braille literacy skills. Assessment in Unified English Braille (UEB) and English Braille American Edition (EBAE) are included. This resource features the four guiding principles of a meaningful assessment of braille literacy skills: (1) focus on literacy, not solely or primarily on braille code skills; (2) multifaceted approach; (3) ongoing nature; and (4) meaningful integration of the assessment and instructional processes.

Assistive Technology for Students Who Are Blind or Visually Impaired: A Guide to Assessment.

Ike Presley. American Foundation for the Blind, 9780891288916, c2008. 528 p.

PR 004 Pres

This book provides an overview of a wide variety of both high-tech and low-tech assistive technology tools for students who are blind or visually impaired, and describes the process of a comprehensive assistive technology assessment.

Autism Spectrum Disorders and Visual Impairment: Meeting Students' Learning Needs.

Marilyn H. Gense and D. Jay Gense. American Foundation for the Blind, 0891288805, c2005. 339 p.

PR 371.91 Gens

A comprehensive look at how autism spectrum disorders interact with visual impairments. Helpful resources include suggestions and approaches for assessment, instruction, and program planning; numerous forms and tools for capturing vital information; and information on assessment instruments, instructional materials, and web sites rich in important advice.

Because Books Matter: Reading Braille Books with Young Blind Children.

Carol Castellano, National Braille Press, no ISBN, c2000. 29 p.

PR 028 Cast

Introduces new parents (and teachers) to the joys of reading print/braille books with blind children. The booklet shares basics about the braille code and why braille reading is so important.

Because Pictures Matter: A Guide to Using, Finding, and Creating Tactile Imagery for Blind Children.

Deborah Kent. National Braille Press, no ISBN, c2008. 24 p.

PR 362.4 Kent

"For a child who is blind, to touch is to see." This booklet discusses the importance of tactile pictures in the development of children who are blind and offers simple ideas for finding or creating raised pictures.

Beginning with Braille: Firsthand Experiences with a Balanced Approach to Literacy. 2nd ed.

Anna M Swenson. American Foundation for the Blind, 9780891286981, c2016. 441 p.

PR 371.91 Swen

This book provides teachers of young Braille readers with a variety of practical guidelines and activities for promoting literacy at the beginning stages of Braille instruction. Oriented towards a whole language philosophy, it also includes traditional teaching techniques. This 2nd edition of this classic book on braille literacy instruction has been updated to include the use of technology, how to meet modern curriculum requirements, and how to work with dual-media students. There are three parts to the book: Part 1 offers background information on braille literacy instruction. Part 2 contains 10 chapters devoted to braille literacy instruction for a wide range of learners. Part 3 covers braille in the inclusion classroom.

Better Together: Building Relationships with People Who Have Visual Impairment & Autism Spectrum Disorder (or Atypical Social Development).

Linda Hagood. Texas School for the Blind and Visually Impaired, 9781880366400, c2008. 418 p.
PR 371.91 Hago

Provides practical suggestions for teachers and parents who want to build important foundational relationships and teach social skills to children with visual impairments and autism or other types of atypical social development. Better Together provides a systematic scope and sequence of relationship-based goals and objectives, as well as examples of activities and strategies for teaching the objectives. Sample thematic units are presented that can be used by teachers to organize relationship-based instruction.

Beyond Pegboards: A Guide for Teaching Adolescent Students with Multiple Disabilities.

Cynthia O'Connell. Perkins School for the Blind, 9780974351075, c2007. 249 p.
PR 371.91 O'Con

This book provides theme-based teaching activities that "can be used to create meaningful and sound educational programs for multi-impaired adolescents and still be compatible with the current demand for standards-based instruction". Theme-based teaching includes opportunities to teach mathematics, communication arts, social studies and science within the framework of the theme. This practical book begins with setting up the classroom, and includes many photos, illustrations, and examples explaining the different theme activities.

Blind and Visually Impaired Students: Educational Service Guidelines.

National Association of State Directors of Special Education. Perkins, NO ISBN, c1999. 193 p.
PR 371.91 Nati

This publication describes essential program elements and features which must be considered when designing appropriate services for students who are blind or visually impaired, including those students with additional disabilities. It is intended to provide assistance to state and local education agencies, service providers, and parents.

Braille Literacy Curriculum.

Diane P. Wormsley. Perkins Press, 1930526008, c2000. 102 p.
PR 371.91 Worm

This curriculum is organized around outcomes in three general areas: Emergent Literacy, Basic Literacy and Functional Literacy. Includes strategies, activities, materials and resources that the teacher can use.

Bridge to Braille: Reading and School Success for the Young Blind Child.

Carol Castellano. National Organization of Parents of Blind Children, 1885218087, c1997. 191 p.
PR 371.91 Cast

The Bridge to Braille is a step-by-step guide that shows parents and teachers how to help blind children progress from early literacy experiences all the way to full participation in the classroom. Written by the parent of a blind child and a teacher of the blind, this book has everything you need to know, including how to adapt school materials, doing math in Braille, independence in the classroom, and much more.

Burns Braille Guide: A Quick Reference to Unified English Braille, 2nd ed.

Mary F. Burns. AFB Press, 9780891287179, c 2015. 98 p.
PR 411 Burn

This revised and updated edition of the old "Burns Braille Transcription Dictionary" reflects the range of changes introduced in the transition from English Braille American Edition (EBAE) to Unified English Braille (UEB). This easy-to-use reference guide includes common braille-to-print and print-to-braille conversions, as well as punctuation, new UEB contractions, and general rules and terminology.

Calendars for Students with Multiple Impairments Including Deafblindness.

Robbie Blaha. Texas School for the Blind and Visually Impaired, 1880366274, c2001. 128 p.
PR 371.91

Calendar systems play an important role in supporting and expanding communication for students with multiple impairments, including visual impairment, deafblindness, and autism. This guide is for use by educators and families of students such as these. It shows how to design and implement the use of calendars in school, at home and in community settings.

Children with Visual Impairments: A Parents' Guide.

M. Cay Holbrook. Woodbine House, 0933149360, c1996. 395 p.
PR 649.15 Chil

This parent guide provides information on common concerns parents have about their young child with a visual impairment. Some topics include medical issues, child development, legal issues, and early intervention and special education.

Clean to the Touch: Housekeeping for Young People with Visual Impairments.

Kathy Bull, Susan Lind-Sinanian and Eleanor Martin. Perkins School for the Blind, 9780974351070, c2008. 188 p.
PR 371.91 Bull

With a down-to-earth tone, clear directions, and easy-to-follow techniques, this pragmatic handbook invites young people with visual impairments to master the basics of daily housekeeping. The overriding emphasis is on the need for a systematic plan for organizing each and every part of a housekeeping task and for consistency in measuring its successful completion.

College Bound: A Guide for Students with Visual Impairments, 2nd edition.

Ellen Trief. American Foundation for the Blind, 9780891287391, c2017. 330 p.
PR 371.91 Trie

This revised and updated edition gives students the tools they need to select and apply to college and move forward with skill and confidence. Everything a student needs to know from developing organizational, note taking, test taking, and study skills to managing living space, student-teacher relationships, social and academic life, and extracurricular and leisure time activities is included.

Communication: A Guide for Teaching Students with Visual and Multiple Impairments.

Linda Hagood. Texas School for the Blind and Visually Impaired, 1880366223, c1997. 382 p.
PR 371.91 Hago

For use with school-age students who have severe cognitive impairments, who can best be taught using a functional, life skills approach; who have little or no language or recognizable communication, or who are beginning to express themselves with formal signed or spoken language. Includes sample assessment forms.

Competencies for Paraprofessionals Working with Learners Who Are Deafblind in Early Intervention and Educational Settings.

Marianne Riggio & Barbara A. B. McLetchie. Perkins School for the Blind, 0-9657170-3-8, c2001.
23 p.
PR 371.91 Rigg

Lists the skills needed by a paraprofessional to help implement quality early intervention and educational programs for students who are deafblind.

Competencies for Teachers of learners who are Deafblind.

Barbara A.B.McLetchie & Marianne Riggio. Perkins School for the Blind, c 1997. 31 p.
PR 371.91 McLe

Lists the specific skills and knowledge necessary to effectively educate deafblind students within early intervention settings.

Comprehending Hand, The.

Lilli Nielson. SIKON, 8750367909, c1994. 46 p.
PR 371.91 Niel

This article discusses the importance of the ability to grasp and the problems involved in developing this ability for a child who is blind, as well as gives practical hints as to how material and surroundings can be adapted so that children who are blind may be stimulated and encouraged in their development.

Cortical Visual Impairment: An Approach to Assessment and Intervention, 2nd ed.

Christine Roman-Lantzy. American Foundation for the Blind, 978-0-89128-688-2, c2018. 260 p.
PR 371.91 Roma

This book provides educators, therapists, physicians, and parents of children with CVI (Cortical Visual Impairment) with an understanding of the condition and a complete framework for assessment and intervention. The new and revised content in this 2nd edition brings the book up-to-date with new research and insights into CVI, its development and progression, and the best approaches to assessment and intervention with children affected by this condition. Assessment forms, including the CVI Range and CVI Progress Chart, provide a comprehensive method for evaluating the functional vision status of, and program planning for, children with CVI.

Cortical Visual Impairment in Children: A Handbook for Parents and Professionals.

Marieke Steendam. Royal Blind Society of N.S.W. Australia, 1863870016, c1989. 52 p.
PR 617.7 Stee

Defines Cortical Visual Impairment (CVI) and lists its causes. Describes assessment techniques and characteristics of CVI. Gives information on how to provide visual stimulation for the child with CVI and lists the stages in therapeutic intervention.

Deafblindness: Educational Service Guidelines.

Marianne Riggio and Barbara McLetchie. Editors. Perkins, 978-0-615-26039-6, c2008. 126 p.
PR 371.91 Deaf

This publication describes essential program elements and features which must be considered when designing appropriate services for students who are deafblind. It is intended to provide assistance to state and local education agencies, service providers, and parents.

Development of Social Skills by Blind and Visually Impaired Students: Exploratory Studies and Strategies, The.

Sharon Zell Sacks. American Foundation for the Blind, 0891282173, c1992. 215 p.
PR 371.91 Sack

This book was written to help researchers and practitioners understand why children who are blind and visually impaired often fail to have positive social interactions and to point the way toward intervention strategies. The book outlines the theoretical background of social skills development, presents case studies that show the factors influencing social encounters, and suggests guidelines for helping children make those encounters positive.

Developmental Guidelines for Infants with Visual Impairments: A Guidebook for Early Intervention, 2nd ed.

Amanda Hall Lueck. American Printing House for the Blind, c2008. 300 p.

PR 305.232 Luec

Guidebook describes what is known about the development of infants with a wide range of visual impairments. For each developmental area, the guidebook includes narrative chapters and developmental charts.

Early Development Packet for Parents of Children with Visual Impairments.

7 paperback books

PR 362.4 Earl

This packet contains seven small paperback books on the subject of early development of children with visual impairments. The booklets are: "Parenting preschoolers: suggestions for raising young blind and visually impaired children", by Kay Alicyn Ferrell; "Talk to me: a language guide for parents of blind children"; "Talk to me II: common concerns"; "Learning to play: common concerns for the visually impaired preschool child"; "Lets eat: feeding a child with a visual impairment", by Jill Brody; "Move with me: a parents' guide to movement development for visually impaired babies"; and "Reaching, crawling, walking...let's get moving: Orientation and mobility for preschool children", by Susan S. Simmons and Sharon O'Mara Maida.

Early Focus: Working with Young Blind or Visually Impaired Children and Their Families, 2nd ed.

Rona L. Poggrund, Diane L. Fazzi, ed. American Foundation for the Blind, 0891288562, c2002. 501 p.

PR362.4 Pogr

Focusing on early intervention, this book provides important information about how to deliver services to children with multiple disabilities and to families that are culturally diverse. It also covers developing skills in young children in the areas of literacy, daily living and independence, and motor behavior.

Early Learning, Step by Step in Children with Vision Impairment and Multiple Disabilities.

Lilli Nielsen. SIKON, 87-7546-051-3, c2001. 168 p.

PR 371.91 Niel

This book outlines how environmental intervention can facilitate the ability of a child with a visual impairment or multiple disabilities to achieve motor and other abilities through Active Learning.

ECC Essentials: Teaching the Expanded Core Curriculum to Students with Visual Impairments.
Carol B. Allman and Sandra Lewis, Editors ; Susan J. Spungin, Consulting Editor. American
Foundation for the Blind, 9780891284987, c 2014. 638 p.
PR 371.91 Allm

"This book focuses on the education of children and adolescents with visual impairments by providing the rationale, suggestions, and strategies for the implementation of instruction in those skills that are typically learned primarily through incidental exposure to them. It has been designed...to provide teachers with information, resources, and solutions for addressing the challenges they contend with every day."

Educating Children with Multiple Disabilities: A Transdisciplinary Approach.
Fred P. Orellove & Dick Sobsey. Brookes, 1557662460, c1996. 494 p.
PR 371.9 Orel

This practical resource offers valuable information on meeting the health care needs of learners who have sensorimotor difficulties, vision and/or hearing impairments, mental retardation and other disabilities. This comprehensive text offers new case examples, describes advances in research, and expands its discussion of specific health care needs.

Educating Students Who Have Visual Impairments with Other Disabilities.
Sharon Z. Sacks & Rosanne K. Silberman, editors. Brookes, 1557662800, c1998. 519 p.
PR 371.91 Educ

A hands-on resource, this book provides invaluable information for professionals who serve students who have visual impairments with other disabilities and their families, from infancy to adulthood.

Educational Approaches for Visually Impaired Children.
Lilli Nielsen. SIKON, 87-503-9568-8, c1992. 176 p.
PR 371.91 Niel

A collection of papers, articles and essays by Lilli Nielsen, a world-renowned Danish lecturer and teacher who worked with children with visual impairments and multiple disabilities for more than 30 years.

Empowered: An activity Based Self-Determination Curriculum for Students with Visual Impairments.
Jeri Cleveland, R. Micahel Clinkscales, Nancy Hefner, David Houghltling, Cindy Kubacak & Debra Sewell. Texas School for the Blind, 978188036639, c2007. 420 p.
371.91 Clev

This curriculum, comprised of an introduction and 23 units, has been developed to guide the instruction of self-determination skills with students who are visually impaired. Self-determination involves knowledge of self and others, decision-making, problem solving, goal setting, personal advocacy, self-control and knowledge of how to interact with the environment to achieve desired outcomes.

Equals in Partnership: Basic Rights for Families of Children with Blindness or Visual Impairment.

Pamela Crane, Diana Cuthbertson, Kay Alicyn Ferrell, Hazel Scherb.

Perkins School for the Blind, c1997. 166 p.

PR 371.91 Equa

This handbook compiles educational advocacy materials to help parents better understand the unique needs of children who are blind or visually impaired, and to assist them in accessing appropriate services for their children.

Essential Elements in Early Intervention: Visual Impairment and Multiple Disabilities, 2nd ed.

Deborah Chen, editor. American Foundation for the Blind, 9780891284888, c2014. 647 p.

PR 371.91 Esse

Provides a range of information on effective early intervention with young children who are visually impaired and have other disabilities. This book contains explanations of functional and clinical vision and hearing assessments, descriptions of evaluative and educational techniques, and suggestions on working with families and professional teams.

Everyday Activities to Promote Visual Efficiency: A Handbook for Working with Young Children with Visual Impairments.

Ellen Trief and Rona Shaw. American Foundation for the Blind, 978-089128-835-0, c2009. 277 p.

PR 371.91 Trie

This book offers guiding principles for early intervention with very young children who are visually impaired and who may also have additional disabilities. It also provides simple activities that can be incorporated easily by families and service providers into the everyday routines of a baby or child to facilitate early visual development and use of functional vision.

Expanded Core Curriculum for Students with Visual Impairments (ECC): Resources for Evaluation and Instruction.

Ann Adkins & Debra Sewell. Texas School for the Blind and Visually Impaired, no ISBN, c2017.

143 p. + USB drive.

PR 371.91 Adki

"This document is a compilation of resources for both evaluation and instruction in all areas of the Expanded Core Curriculum (ECC). It is divided into sections for each of the nine areas. Each ECC section has a set of charts that includes: Evaluation Tools, Instructional Materials, and General Information. In addition to the printed copy of these resources, a flashdrive is included that will enable you to link directly to the websites and ordering information."

Experiential Learning: Activities for Concept Development.

Tessa Wright. American Printing House for the Blind, no ISBN, c2010. 64 p. + 1 DVD.
PR 362.4 Wrig

In this book, six of the primary areas that need to be promoted in infants and young children with visual impairments are addressed: cause and effect, hand-eye (auditory-hand) coordination, motor development, object permanence, sensory awareness, and spatial awareness. Activities in this guidebook are designed to help children learn through experience in a meaningful and fun way.

Finding Wheels: A Curriculum for Nondrivers with Visual Impairments for Gaining Control of Transportation Needs.

Anne L. Corn and L. Penny Rosenblum. Pro-Ed, 0890798273, c2000. 103 p.
PR 362.4 Corn

This book profiles four teens with visual impairments who have differing views about independent travel and the acceptance of personal responsibility. It highlights personal feelings and attitudes, and the importance of developing good skills. The goal of the curriculum is to help students travel independently, either by foot, by private vehicle, or by public transportation.

First Steps: A Handbook for Teaching Young Children Who Are Visually Impaired.

Blind Children's Center, NO ISBN, c1993. 203 p.
PR 371.91 Firs

This handbook is designed to assist students, professionals and parents working with children who are visually impaired. Early childhood development of children who are visually impaired is contrasted with the developmental path of sighted children. Specific recommendations are provided for behavior management, speech and language development, motor development, orientation and mobility, self-help skills, and IEPs (Individualized Education Programs) and IFSPs (Individualized Family Service Plans) with emphasis on a team approach.

Foundations of Braille Literacy.

Evelyn J. Rex. American Foundation for the Blind, 0891289348, c1994. 153 p.
PR 411 Foun

Addresses the teaching of Braille reading and writing in the context of literacy in general, the whole language approach, and the way in which print reading and writing are taught. Provides both a theoretical framework and practical applications for instruction in Braille literacy.

Foundations of Education, Volume 1: History and Theory of Teaching Children and Youths with Visual Impairments, 3rd ed.

M. Cay Holbrook, Tessa McCarthy, Cheryl Kamei-Hannen, eds. American Foundation for the Blind, 9780891286950, c2017. 529 p.

PR 371.91 Foun

This volume is divided into two parts. Part One, History and Theory, contains essential information about visual impairment and blindness, as well as the role of the specialist teacher. Part Two, Connecting to the Broader Context, provides additional perspectives on the educational system, including the impact of current educational trends and recent policy changes that may affect how students with visual impairments experience education.

Foundations of Education, Volume 2: Instructional Strategies for Teaching Children and Youths with Visual Impairments, 3rd ed.

M. Cay Holbrook, Cheryl Kamei-Hannen, Tessa McCarthy, eds. American Foundation for the Blind, 9780891286967, c2017. 958 p.

PR 371.91 Foun

This volume is divided into two parts. Part One, Ensuring High-Quality Instruction, provides an overview of the teacher's role, including supporting the work of the educational team, conducting and interpreting results from assessments, planning the educational program, and providing opportunities for public education. Part Two, Modifying and Designing Instruction, focuses on the unique needs of specific student populations and issues related to areas of the core and expanded core curricula.

Foundations of Low Vision: Clinical and Functional Perspectives, 2nd ed.

Anne L. Corn, Jane N. Erin, eds. American Foundation for the Blind, 9780891288831, c2010. 965 p.

PR 362.4 Corn

This is a general text about low vision written for practicing professionals and soon-to-be professionals who will provide education, rehabilitation, and clinical services to people with low vision. The 21 chapters of the book are divided into three sections: Part 1 – Personal and professional perspectives; Part 2 – Children and youths with low vision; Part 3 – Adults with low vision.

Foundations of Orientation and Mobility.

William R. Wiener, Richard L. Welsh, and Bruce B. Blasch. American Foundation for the Blind, 9780891284482, c2010. 831 p.

PR 362.4 Wien 2 Volumes

This text is organized into 2 volumes. Volume I is subtitled: *History and Theory*, and contains three parts: Part 1 – “Human Systems”; Part 2 – “Mobility Systems and Adaptations”; Part 3 – “The Profession of Orientation and Mobility and Its Development”. Volume II focuses on the application of these theories is subtitled: *Instructional Strategies and Practical Applications*, and is divided into four parts: Part 1 – “Sensory Use and Psychosocial Function”; Part 2 – “Age-Related Instruction”; Part 3 – “Adapted Tools and Complex Environments”; Part 4 – “Orientation and Mobility and Different Disabilities”.

Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings.

Lynette K Chandler, Carol M Dahlquist. Merrill, 0130156752, c2002. 300 p.
PR 371.93 Chan

Written for special and general educators, consultants, therapists, administrators, and families who work with students and children with behavior concerns, this book presents a functional assessment model based on a naturalistic and team-based approach in averting and resolving inappropriate behavior in school settings.

Games for People with Sensory Impairments: Strategies for Including Individuals of All Ages.

Lauren J. Lieberman & Jim F. Cowart. American Printing House for the Blind, 978-0-87322-890-9, c2010. 308 p. loose leaf notebook.
PR 371.91 LIEB

This book offers teachers and recreation specialists seventy ready-to-use games that people with visual and hearing sensory impairments can play.

Getting Ready for Braille: Hands-On Activities Based on a Developmental Sequence.

Mary L. McCarthy & Nathalie C. I. de Wit. Perkins School for the Blind, 978-0-9822721-7-6, c2017. 83 p.
PR 371.91 MCCA

Pre-Braille Literacy is the early development of concepts and skills necessary for successful reading, acquired before a student begins to learn letters, sounds or words. These skills are a crucial foundation for the student's reading success. Braille readiness skills are developed during play and everyday experiences. This handbook provides skills checklists and activities to use when teaching pre-braille skills. The handbook is organized into three levels with level one being the introductory level, level two being the intermediate level and level three being the advanced level of pre-braille skill development.

Getting Ready for College Begins in Third Grade: Working Toward an Independent Future for Your Blind/VI Child; Pre-K to Middle School.

Carol Castellano, Information Age Pub., 978-1-61735-070-2, c2010. 106 p.
PR 371.91 CAST

This book provides an approach to the development and education of blind/visually impaired children based on the concept of equal expectations and the right to equal opportunity. A main focus of the book is how to get and keep the child's education on track and how to create a remediation plan if things have gone wrong. [from the book jacket]

Guide to Curriculum Planning for Visually Impaired Students, A.

Wisconsin Dept of Public Instruction, NO ISBN, c1991. 192 p.

PR 371.91 Guid

This book suggests adaptations for all subject areas and provides information on special classes such as orientation and mobility, daily living skills and low vision. The book also provides background information on identification and assessment, psychosocial development, general considerations, and early childhood.

Guidelines and Games for Teaching Efficient Braille Reading.

Myrna R. Olson, American Foundation for the Blind, 0891281053, c1981. 109 p.

PR 371.91 Olso

A book for teachers and parents that contains suggestions for instructional strategies and games to use with beginning Braille readers.

Help Yourself: Mealtime Skills for Students Who Are Blind or Visually Impaired.

Sue Shannon, Perkins School for the Blind, 9780982272169, c2011. 28 p.

PR 271.91 Shan

This book provides methods for teaching the skills required for pouring, cutting, and other activities used at mealtime.

How to Thrive, Not Just Survive: A Guide to Developing Independent Life Skills for Blind and Visually Impaired Children and Youths.

Rose-Marie Swallow. American Foundation for the Blind, 0891281487, c1987. 93 p.

PR 362.4 Swal

A resource for educators and parents of children with visual impairments in self-help skills, orientation and mobility, and recreation.

How We See It: A Basic Guide to Low Vision in Children.

Dennis Lolli & Flo Peck. Perkins School for the Blind, no ISBN, c2010. 52 p.

PR 362.4 Loll

How We See It is a guide that provides a good foundation for understanding low vision in children. Topics include an understanding of vision, different categories of vision loss and how it may affect functioning. It also provides very practical information about preparing children for low vision examinations along with common environmental adaptations.

I-M-ABLE: Individualized Meaning-centered Approach to Braille Literacy Education.

Diane P. Wormsley. American Foundation for the Blind, 978-0-89128-722-3, c2016. 153 p.
PR 371.91 Worm

This is an innovative, individualized, student-centered method for teaching braille and making it exciting for children who have difficulties learning braille. Instruction is centered on continuously analyzing the strengths and needs of students, placing particular emphasis on engaging them using key vocabulary words and phrases based on their experiences and interests.

Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons Who Are Visually Impaired.

Diane L. Fazzi. American Foundation for the Blind, 089128382X, c2001. 368 p.
PR 364.2 Fazz

This manual offers creative approaches and practical tips for teaching independent travel skills to students of all ages and ability levels who are blind or visually impaired, and provides specific activities for developing a range of O&M skills. This is a resource that can be used by both beginning and experienced orientation and mobility specialists.

Impact of Vision Loss on Motor Development: Information for Occupational and Physical Therapists Working with Students with Visual Impairments.

Chris Strickling. Texas School for the Blind, 1880366231, c1998. 42 p.
PR 371.91 Stri

This book provides information for occupational and physical therapists working with children who are visually impaired. The book offers information about the educational impacts of low vision in regards to tactual and incidental learning, special positioning needs, environmental considerations, and social relationships.

In Celebration of Grandparenting: For Grandparents of Children with Visual Impairments.

Debra K. Chapuis. Perkins School for the Blind, 096571702X, c2000. 63 p.
PR 362.4 Chap

Written for grandparents of children with visual impairments with or without additional disabilities, this book addresses possible concerns and the unique joys of grandparenting a child with visual impairments.

Independence without Sight or Sound: Questions for Practitioners Working with Deaf-blind Adults.

Dona Sauerburger. American Foundation for the Blind, 0891282467, c1993. 194 p.
PR 362.4 Saue

This practical guidebook covers the essential aspects of communicating and working with deaf-blind persons. Full of valuable information on subjects such as how to talk with deaf-blind people, adapt orientation and mobility techniques for deaf-blind travelers, and interact with deaf-blind individuals socially, this useful manual also contains a substantial resource section detailing sources of information and adapted equipment.

Independent Living: A Curriculum with Adaptations for Students with Visual Impairments, 2nd ed.

Robin Loumiet and Nancy Levack. Texas School for the Blind, 1880366037, c1991. 238 p.
PR 362.4 Loum 4 Volumes
Vol. 1 Social competence; Vol. 2 Self-care and maintenance of personal environment;
Vol. 3 Play and leisure; Supplementary Packet

This curriculum provides information and training activities that will enable students who have visual impairments learn the skills they need to live independently. Volume 1 focuses on social competence and covers such topics as interaction with family, peers, and others; self-concept; recognition and expression of emotions; nonverbal communication; personal and social aspects of sexuality, and more. Volume 2 focuses on self-care and maintenance of personal environment and covers such topics as dressing; clothing management; personal hygiene and grooming; food management; obtaining and using money, and more. Volume 3 focuses on play and leisure and covers such topics as management of leisure time; solitary play; social play; physical games and sports; enjoyment of pets and nature; and more. The supplementary packet contains assessment and evaluation forms that may be copied for use with an individual student throughout his or her school years.

Instructional Strategies for Braille Literacy.

Diane P. Wormsley & Frances Mary Andrea, editors. AFB, 0891289364, c1997. 457p.
PR 371.91 Inst

This book offers practical strategies for teaching Braille reading and writing. The eight chapters included cover Braille as the primary literacy medium; fostering emergent literacy; learning to read, reading to learn; making the transition from print to Braille; teaching Braille to students with special needs; teaching Braille to students who speak English as a second language; assessing the literacy skills of students who are visually impaired; and access to information through technology.

An Introduction to Braille Mathematics: Based on The Nemeth Braille Code for Mathematics and Science Notation.

Helen Roberts, Bernard M. Krebs, & Barbara Taffet. American Printing House for the Blind, 0844401900, c1978. 341p.
PR 510.1 Robe

A presentation of the special symbols and complex rules and procedures laid down in the Nemeth Code for Mathematics and Science Notation.

iOS in the Classroom: A Guide for Teaching Students with Visual Impairments.

Larry L. Lewis, Jr. American Foundation for the Blind, 978-0-89128-735-3, c2016.
PR 371.91 Lewi

iOS in the Classroom is a fully illustrated step-by-step guide to teaching the use of the iPad running iOS 9 to students with visual impairments. The book explores the extensive accessibility options available, where to find them, and how to configure them. It delves into VoiceOver and Zoom, the use of external keyboards and refreshable braille displays, as well as a discussion on touchscreen gestures and braille chord commands. Also included is information on finding and managing content, using the iPad for a range of online activities, and utilizing specific apps, all geared to enabling students with visual impairments to use the iPad for the same classroom tasks as their peers and ensuring their success in the classroom.

Just Enough to Know Better: A Braille Primer.

Eileen P. Curran. National Braille Press, 0939173158, c1998. 128 p.
PR 371.91 Curr

This workbook is aimed at parents and others who work with a child who reads Braille, and teaches how to identify the Braille alphabet, numbers, and contractions using sight.

Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities.

Sharon Z. Sacks and Mary C. Zatta, editors. American Foundation for the Blind, 978-0-89128-551-9, c2017. 588 p.
PR 371.91 Sack

This book helps teachers who work with students who have visual impairments and multiple disabilities by providing key program strategies that can be directly applied to classroom learning routines. It includes basic information about assessment, IEP development, and instructional planning and design as well as specific strategies for essential areas of instruction including communication, literacy, O&M, behavior intervention, technology and more. Provides guidelines for working with very young children as well as students transitioning out of school.

Language Assessment and Intervention with Children Who Have Visual Impairments: A Guide for Speech-Language Pathologists.

Morgan Printing, 188036624x, c1998. 42 p.
PR 371.91 Muno

This book offers guidelines for providing appropriate assessment and intervention services to children with visual impairments. Areas addressed include the developmental differences between children with vision and those who are visually impaired, assessment and intervention strategies, and adaptations.

Learning Media Assessment of Students with Visual Impairments: A Resource Guide for Teachers.

Alan J. Koenig, M. Cay Holbrook. Texas School for the Blind and Visually Impaired, 1880366193, c1995. 232 p.
PR 371.91 Koen

This book provides educational teams a systematic process for selecting learning and literacy media for individuals with visual impairments. Infants, preschools, students in academic programs and students with additional disabilities are addressed.

Learning the Nemeth Braille Code: A Manual for Teachers and Students.

Ruth H. Craig. American Printing House for the Blind, c2000. 124 p.
PR 411 Crai

A manual for learning those parts of the Nemeth Code likely to be used in elementary school, junior high school, and high school mathematics.

Learning to Listen / Listening to Learn: Teaching Listening Skills to Students with Visual Impairments.

Barclay, Lizbeth A., ed. American Foundation for the Blind Press. 9780891284918. c2011. 547 p.
PR 371.91 Barc

This book "emphasizes both the early development of listening skills at home and in school, as well as the shift that older students must make beginning in elementary school to utilizing listening skills to gain access to information in the classroom and the community."

Little Bear Sees: How Children with Cortical Visual Impairment Can Learn to See.

Aubri Tallent, Andrei Tallent & Fredy Bush. Little Bear Sees Publishing, 9781936214822, c2012. 143 p.
PR 617.7 Tall

The first book about CVI written by parents for parents, this book presents help for families facing the many challenges that can come with a diagnosis of Cortical Visual Impairment.

Looking Good: A Curriculum on Physical Appearance and Personal Presentation for Adolescents and Young Adults with Visual Impairments.

Anne L. Corn, Michael J. Bina and Sharon Zell Sacks. Pro Ed., 9781416403425, c2008. 231 p.
PR 371.91 Corn

A user-friendly curriculum to engage adolescents and young adults in open and honest discussions about physical appearance and personal presentation.

Looking to Learn: Promoting Literacy for Students with Low Vision.

Frances Mary D'Andrea and Carol Farrenkopf, Eds. American Foundation for the Blind, 0891283463, c2000. 242 p.
PR 371.91 D'And

This book provides teachers with strategies on improving literacy skills for students with low vision. Explanations of topics such as interpreting eye reports, performing functional vision assessments, and working with low vision service providers are included, along with chapters on games and activities that teachers can use in their classrooms. Also included are tables, sample reports, a resource section and sidebars that offer information on assessing low-vision students and helping them use their vision effectively.

Low Vision: A Resource Guide with Adaptations for Students with Visual Impairments.

Nancy Levack. Texas School for the Blind and Visually Impaired, 1880366126, c1994. 264 p.
PR 371.91 Leva

This book assists in assessing visual functioning in students that are visually impaired and planning and implementing programming to enhance visual functioning. In addition to diagnosis and evaluation information the guide includes medical information and strategies for teaching.

Making Evaluation Meaningful: Determining Additional Eligibilities and Appropriate Instructional Strategies for Blind and Visually Impaired Students.

Marnee Loftin. Texas School for the Blind and Visually Impaired, 9781880366363, c2005. 418 p.
PR371.91 Loft

This book is intended to provide guidance to evaluation personnel, teachers of the visually impaired, and families in making the best possible decisions regarding student evaluation. The beginning chapters include basic information about the characteristics of students with visual impairment, as well as information about preparing for evaluation, including helpful observation and interview protocols. The individual chapters of this guide include pertinent information on types of testing such as Intelligence Testing, Adaptive Behavior Testing, Emotional Behavior Testing, and Educational Evaluations. Specifically addressed are many of the additional impairments seen in this student population, such as Mental Retardation, Learning Disabilities, Autism/Pervasive Development Disorders (PDD), Traumatic Brain Injury, and Significant Multiple Impairment. Includes extensive case studies.

Making Science Accessible: A Guide for Teaching Introductory Physics to Students Who Are Blind or Visually Impaired.

Michele Engelbrecht and Kate Fraser. Perkins School for the Blind, 9780982272152, c2010. 126 p.
PR 371.91 Enge

This guidebook for introductory physics is designed for the science teacher in the mainstream school as well as the teacher in a special education school who is providing services to high school students with visual impairments. The teacher/authors modified textbook activities and created some unique activities that will increase students' access to the introductory physics curriculum. Activities are based on the National Science Education Standards of 1996 and cover the following: structure and properties of matter, motions and forces, conservation of energy and increase in disorder, and interactions of energy and matter.

Nemeth at a Glance: A Math Resource, Grade-Level Chart, and Evaluation Tool.

Jeri Cleveland et al. Texas School for the Blind and Visually Impaired, 1-880366-48-7, c2017.
171 p. + USB drive.
PR 371.91 Clev

"This booklet supports the teaching and transcription of the Nemeth Braille code. It is a practical resource and quick reference that will facilitate Nemeth instruction and improve the quality and quantity of accessible mathematics materials for students who use braille. A sequence for the introduction of Nemeth symbols arranged by approximate grade level and a matching evaluation of Nemeth reading and writing skills are included. Also included are discussions on topics related to Nemeth code and math for tactile learners. Included with this book is a complimentary flash drive with the Common Nemeth Indicators, Commonly Used Nemeth Mathematics Symbols Arranged by Grade and Course, Evaluation of Commonly Used Nemeth Math Symbols, and Student Braille for Nemeth Reading Evaluation."

Oregon Project for Preschool Children Who Are Blind or Visually Impaired, The, 6th ed.

Sharon Anderson, Susan Boigon, Kristine Davis, and Cheri de Waard. Southern Oregon Education Service District, NO ISBN, c2007. 457 p.
PR 371.91 Oreg

The Oregon Project has two parts: the Skills Inventory and the Manual. The Skills Inventory is an assessment with six sections covering the major developmental areas and two specialized sections unique to children with visual impairments: compensatory skills and vision skills. This edition includes teaching activities for each of the more than 800 individual skill items identified.

Orientation and Mobility Primer for Families and Young Children, An

Bonnie Dodson-Burk and Everett W. Hill. American Foundation for the Blind, 0891281576, c1989.
42p.
PR 362.4 Dods

This book provides practical information to help a child learn about his/her environment. Skills needed by students with visual impairments for safe travel and independence, including concept development, sensory training, motor development, and orientation skills are described.

Orientation and Mobility: Techniques for Independence, 2nd ed. Revised and Expanded.

Steven J. LaGrow and Richard G. Long. Association for Education and Rehabilitation of the Blind and Visually Impaired. 9780982179246. c2011. 241p.

PR 362.4 LaGr

"The skills, techniques and sequence of instruction presented in this book are those which may be required by a recently blinded adult wishing to regain independence in travel in a wide range of environments."

Orientation and Mobility Techniques: A Guide for the Practitioner, 2nd ed.

Diane L Fazzi & Janet M. Barlow. American Foundation for the Blind, 9780891286844, c2017. 271 p.

PR 362.4 Fazz

An updated edition of a classic text, this book covers everything from basic teaching principles and models of instruction to guide techniques, travel on different forms of public transportation and a new chapter which focuses on travel techniques for individuals who have low vision.

Paraprofessional's Handbook for Working with Students Who Are Visually Impaired, A.

Cyral Miller & Nancy Levack, editors. Texas School for the Blind and Visually Impaired, 1880366215, c1997. 176p.

PR 371.91 Para

This handbook defines the role of the paraprofessional and discusses the training needed to provide support to visually impaired students in the classroom. Some topics include social skills, daily living skills, orientation and mobility skills, technology, adaptation, and students with multiple impairments. Additional reading lists are included at the end of each chapter.

Parent Perspective on Schools for Students Who Are Blind and Visually Impaired, The.

Anne L. Corn, Michael J. Bina, Linda B. DePriest. AER, c1995. 62 p.

PR 371.91 Corn

This national study was designed to gather information about specialized schools from the unique and individual perspectives of the families involved and to share those testimonials and data with service providers, families, administrators, and policy makers.

Parent's Guide to Special Education for Children with Visual Impairments, A.

LaVenture, Susan, editor. AFB Press, c2007.395 p.

PR 371.92 LaVe

This handbook for parents, family members and caregivers of children with visual impairments explains special education services that these children are likely to need and to which they are entitled- and how to ensure that they receive them. Edited and written by experienced parents and professionals, this helpful and easy to use resource addresses the effect of visual impairment on a child's ability to learn and the services and educational programming that are essential for them to get the best education possible.

Paving the Way: A Guide for Mainstream Nursery and Playgroup Leaders Caring for Visually Impaired Children.

Anne Ellis and Alison Frankenberg. RNIB, 1858780853, c1996. 20 p.

PR 362.4 Elli

Describes how a child with a visual impairment can take a full part in play and learning at a nursery or playgroup, alongside children who are fully sighted.

Perkins Activity and Resource Guide: A Handbook for Teachers and Parents of Students with Visual and Multiple Disabilities.

Kathy Heydt, Monica Allon, Susan Edwards, Mary Jane Clark, Charlotte Cushman.

Perkins School for the Blind, 0974351059, c2004. approximately 800 p. in 3-ring binder + CD

PR 371.91 Perk

Hundreds of pages of practical suggestions for instructional activities for young children who are visually impaired with multiple disabilities. Each section has been authored by specialists in the subject area. Organized into sections for each instructional domain, and in loose-leaf format for easy pullout of sections, the guide is very user-friendly.

Physical Education and Sports for People with Visual Impairments and Deafblindness: Foundations of Instruction.

Lauren J. Lieberman, Paul E. Ponchillia, and Susan V. Ponchillia. American Foundation for the Blind, 9780891284543, c2013. 396 p.

PR 371.91 Lieb

The objective of this book is to provide teachers, parents & others with information and tools that will assist them in increasing the physical skills of their students. It is an "instruction manual demonstrating with specific examples and illustrations how individuals of any ability with visual impairments or deafblindness can participate and be included in the widest possible range of activities".

Practical guide to the ADA and visual impairment, A.

Elga Joffe. American Foundation for the Blind, 0891283188, c1999. 159 p.

PR 362.4 Joff

This book offers an in-depth treatment of access issues under the Americans with Disabilities Act (ADA) for people who are blind or visually impaired. This resource is ideal for businesses, architectural planners, facility planners, and technical resource centers. Special sections offer tips on the meaning of the ADA, how it affects businesses, the accommodations necessary when employing a blind or visually impaired person, accessibility in public areas for blind and visually impaired people, staff training, and auxiliary aids and services.

Preparing for College and Beyond: A Guide for Students with Visual Impairments.

Jamie Dote-Kwan and Jeffrey C. Senge. Braille Institute of America, no ISBN, c2002. 157 p.
PR 371.91 Dote

For college-bound students who need accommodation for a visual impairment, this book includes information on making the transition from high school to college, completing the application and registration process, registering with the office of Disabled Student Services, meeting with academic advisors, accessing the class schedule and catalog, obtaining textbooks in the appropriate format, working with the Department of Vocational Rehabilitation, using adaptive technology and more.

Program Guidelines for Students Who Are Visually Impaired.

Jack Hazenkamp. California Department of Education, 0801112893, c1997. 101p.
PR 371.91 Haze

Discusses guidelines that assist schools in meeting standards that have been established to serve as a model framework of expectations for the identification, assessment, planning, evaluation, improvement, and provision of instruction and services to students with visual impairments.

Raising a Child with Albinism: A Guide to the Early Years.

National Organization for Albinism and Hypopigmentation, 9780615209272, c2008.
PR 362.4 Rais

The goal of this book is to provide parents and caregivers with a resource guide for raising a child with albinism in the early years, explaining what albinism is, providing suggestions for stimulating vision, and explaining the technology and medical terms used.

Raising a Child With Albinism: A Guide to the School Years.

National Organization for Albinism and Hypopigmentation, 9780692221419, c2013. 349 p.
PR 362.4 Rais

This guide for parents explores a wide variety of topics, such as what is an IEP, how does one prepare for a team meeting, what assessments can be requested for a child from the school district, what is the Expanded Core Curriculum and why it is important, what is the role of an Orientation and Mobility Specialist, and how to support a child in the transition to high school and to independent living.

Reach for the Stars, Planning for the Future: A Transition Process for Families of Young Children.

Jennifer Grisham-Brown, Diane G. Haynes, American Printing House for the Blind, c1999.
1 3-ring notebook, 124 p.
PR 371.9 Reac

A guidebook about transitioning young children into preschool or kindergarten settings. It is designed to help the families of young children with disabilities imagine positive and productive futures. It aids families in working with school personnel to create educational plans that will lead to inclusive educational programs.

Reach Out and Teach: Helping Your Child Who Is Visually Impaired Learn and Grow.

Kay Alicyn Ferrell. American Foundation for the Blind Press. 9780891284574, c2011. 445 p.
PR 649 Ferr

Written for parents, this book provides information on how children with visual impairments grow and develop and how they learn. Its aim is to help parents of infants to preschool children create opportunities for their children to learn.

Reading Connections: Strategies for Teaching Students with Visual Impairments.

Cheryl Kamei-Hannan and Leila Ansari Ricci. American Foundation for the Blind Press.
978-0-89128-634-9, c2015. 343 p.
PR 371.91 Kame

This book was written for educators seeking to improve the reading skills of their students who are visually impaired, with the aim of offering an in-depth and user-friendly guide for teaching reading. Teachers of students with visual impairments will find within this book a repertoire of strategies and activities for teaching essential reading skills necessary for students' success. This book addresses the needs of students who read print, braille, or both.

Remarkable Conversations.

Barbara Miles and Marianne Riggio, editors. Perkins School for the Blind, 0-9657170-1-1, c1990.
303 p.
PR 371.91 Mile

This book addresses the needs of children of all abilities, from those who use nonlinguistic forms of communication, such as objects or body movements, to those who use linguistic forms, such as sign language or writing.

Report to the Nation, A.: The National Agenda for the Education of Children and Youth with Visual Impairments, Including Those with Multiple Disabilities.

Anne L. Corn and Kathleen Mary Huebner, editors. American Foundation for the Blind, 0891283196, c1998. 113 p.
PR 371.91 Corn

A report on the current status of the National Agenda in 1998. Details the accomplishments of more than 150 local schools, agencies, and vision-related organizations who have endorsed the eight goals of the National Agenda, and committed themselves to achieving these goals on the local and state levels

School-to-Work: Developing Transition Portfolios for Students with Significant Disabilities

Wendy Bridgeo, Christa Gickhorn, & Mary Zatta. Perkins School for the Blind, 978-0-9743510-7-0, c2007. 189 p.

PR 371.91 Brid

This book outlines how to develop meaningful vocational portfolios for students with significant disabilities. It includes sample forms that serve as guides to developing work portfolios that focus on three areas: the Individual's Perspective, Personal Information and Vocational Experiences.

Science Literacy: A Curriculum for ALL Students with Sensory Impairment.

Kate Fraser and Zary C. Zatta, editors. Perkins School for the Blind, 978-0-9822721-6-9, c2016. 489 p. in a loose-leaf binder.

PR 371.91 Fras

All students benefit from a consistent foundation of science concepts. Students with disabilities require a sufficient amount of time devoted to science instruction in order to grasp these basic concepts. By participating in high-expectation, inquiry based, interdisciplinary K-12 education, students have the opportunity to develop science concepts. This curriculum meets the individual needs of diverse learners. Individuals learn about the world mostly through their senses of vision and hearing. When vision and hearing are reduced, the losses affect communication and concept development, resulting in the need for significant adaptations to how content is taught and learned. This curriculum has been developed with these adaptations in mind.

Seeing Eye to Eye: An Administrator's Guide to Students with Low Vision.

Sandra Lewis and Carol B. Allman. American Foundation for the Blind, 0891283595, c2000. 67 p.

PR 371.91 Lewi

This booklet will help administrators better understand both the particular needs of students with low vision as well as the service delivery and in-service implications for the special education teachers who serve them.

"Simon Says" Is Not the Only Game.

Bernadette Leary and Margaret von Schneden. American Foundation for the Blind, 0891281096, c1982. 139 p.

PR 371.91 Lear

Games that were developed specifically for use with students who are visually impaired to teach concept developments, such as auditory localization, motor development, spatial concepts, and more.

Skills for Success: A Career Education Handbook for Children and Adolescents with Visual Impairments.

Karen E. Wolfe. American Foundation for the Blind, 0891289437, c1999. 456 p.
PR 370.11 Skil

Provides practical learning experiences & activities for visually impaired children that are intended to stimulate and encourage them to grow up to be what they want to be, to be the best they can be, to identify their natural talents and interests, and to become productive citizens.

Space and Self: Active Learning by Means of the Little Room.

Lilli Nielsen. SIKON, 8-77546206-0, c2003.
PR 371.91 Niel

The author discusses the development of spatial relations in early life, and how learners with visual impairments can achieve spatial relations by using the Little Room, an aid she designed in 1982.

Starting Points: Instructional Practices for Young Children Whose Multiple Disabilities Include Visual Impairment.

Deborah Chen and Jamie Dote-Kwan. Blind Childrens Center, c1995. 157 p.
PR 371.91 Chen

The primary purpose of this book is to provide basic information for the classroom teacher of young children (3 to 8 years of age) whose multiple disabilities include visual impairment. It includes information on instructional strategies, understanding and developing communication, teaching daily living skills, orientation and mobility, and occupational therapy for young children with multiple disabilities.

Suggestions for Modifying the Home and School Environment: A Handbook for Parents and Teachers of Children with Dual Sensory Impairments.

Vickie Brennan, Flo Peck, Dennis Lolli. Perkins School for the Blind, c1992, 16 p.
PR 371.91

Practical, affordable and easily implemented suggestions for enhancing a child's learning and mobility by making the environment more visible.

Supporting Young Adults Who Are Deaf-blind in Their Communities: A Transition Planning Guide for Service Providers, Families, and Friends.

Jane M. Everson, editor. P.H. Brookes, 1557661618, c1995. 352 p.
PR 362.4 Supp

This comprehensive guide describes how to secure the necessary supports for individuals who are deaf-blind. By using person-centered planning, service providers and family members can incorporate an individual's strengths, needs, and goals into a blueprint for life in the community.

Tactile graphics.

Polly Edman. American Foundation for the Blind, 0891281940, c1992. 525 p.
PR 760 EDMA

This book provides a description of the materials and methods used to create and display tactile graphics for use with individuals who are blind, including pictures, maps, graphs and diagrams.

Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities: Promoting Communication and Learning Skills.

Deborah Chen and June E. Downing. American Foundation for the Blind, 0891288198, c2006, 210 p.
PR 371.91 Chen

This manual provides specific information, relevant research, and practical examples for teaching communication skills to children who are visually impaired and who have additional significant disabilities, including hearing impairments.

TAPS: Teaching Age-appropriate Purposeful Skills: An Orientation & Mobility Curriculum for Students with Visual Impairments, 3rd ed. Part 1: The Curriculum.

Rona Rogrund. Texas School for the Blind and Visually Impaired, 1880366428, c2012. 370 p.
PR 362.4 Teac

This curriculum is designed for students ages 3 - 21 who are blind or have low vision and who may have additional disabilities. It is designed to teach students to move safely, purposefully, and efficiently in home, school, work, and/or community settings as independently as possible.

TAPS: Teaching Age-appropriate Purposeful Skills: An Orientation & Mobility Curriculum for Students with Visual Impairments, 3rd ed. Part 2: Comprehensive Assessment and Ongoing Evaluation

Rona Rogrund. Texas School for the Blind and Visually Impaired, 1880366436, c2012. 118 p.
PR 362.4 Teac

Individual student assessment booklet that accompanies the curriculum text by the same name. Pages from this booklet MAY be copied for use with individual students.

TAPS: Teaching Age-appropriate Purposeful Skills: An Orientation & Mobility Curriculum for Students with Visual Impairments, 3rd ed. Part 3: Appendices.

Rona Rogrund. Texas School for the Blind and Visually Impaired, 1880366444, c2012. 341 p.
PR 362.4 Teac

This part of the TAPS curriculum includes appendices on a variety of topics related to orientation and mobility.

TAPS: Teaching Age-appropriate Purposeful Skills: An Orientation & Mobility Curriculum for Students with Visual Impairments, 3rd ed. Part 4: Supplement: Street Crossings for Travelers Who Are Visually Impaired.

Wendy Scheffers and Linda Myers. Texas School for the Blind and Visually Impaired, 1880366452, c2012. 275 p.
PR 362.4 Teac

Through orientation and mobility instruction, students with visual impairments learn adaptive strategies to safely cross streets.

Teaching Life Differently: The Expanded Core Curriculum for Babies and Young Children with Visual Impairment.

J.C. Greeley & Melinda Doyle McCall. Perkins School for the Blind, 978-1947954-72-4, c2018. 271 p.
PR 371.91 Gree

Teaching Life Differently is a resource for educators, therapists, and parents. It provides information about the importance of teaching the Expanded Core Curriculum to young children with visual impairment. These are tried and true techniques, concepts, and activities that address the unique needs these children present.

Teaching Orientation and Mobility in the Schools: An Instructor's Companion.

Natalie Isaak Knott. American Foundation for the Blind, 0891283919, c2002. 245 p.
PR 371.91 Knot

This book offers orientation and mobility (O&M) professionals working with students with visual impairments insights and advice from a seasoned practitioner with 25 years of personal experience, and offers creative instructional methods and practical strategies, as well as useful forms and checklists. The wide range of topics covered are designed to help practitioners master the art of planning schedules, organize equipment and work routines, work with school personnel and educational team members, and provide meaningful O&M instruction to children with diverse needs.

Teaching Social Skills to Students with Visual Impairments: From Theory to Practice.

Sharon Z. Sacks, Karen E. Wolffe. American Foundation for the Blind, 0891288821, c2005. 544 p.
PR 371.91

This book explores what theory can tell about how children who are visually impaired become socially skilled individuals. It then presents a compendium of techniques and strategies for helping youngsters, from preschoolers through young adults, including those with additional disabilities, develop and refine social skills.

Teaching Students with Visual and Multiple Impairments: A Resource Guide.

Millie Smith and Nancy Levack. Texas School for the Blind, 1880366207, c1996. 524 p.
PR 371.91 Smit

A resource guide for educators who serve students with visual and multiple impairments. It includes the following topics: assessment, IEP development, instruction, transition, special needs of students with visual and multiple impairments, infants and toddlers, adapting materials and environments, and more.

Teaching visually impaired children.

Virginia Bishop. Charles C. Thomas, 0398074771, c2004. 335 p.
PR 371.91 Bish

This book provides practical hints as well as philosophical rationale explained in simple terms and clear descriptions of the assessment process for students with visual impairments. The relationships between assessments, placements, and programming are described in detail, and provide rationale for best educational practice for visually impaired learners. The appendices contain a set of listening games, touch typing lessons, a list of indicators for evaluating gifted programs, lists of assessment instruments and resources, and an updated timeline of major events in the history of education for visually impaired students.

Time for Art: Art Projects and Lessons for Students with Visual Impairments.

Gail Cawley Showalter. American Printing House for the Blind, 2002. 44 p.
PR 371.91 SHOW

A handbook for teachers and parents that explains how to instruct visually impaired students in art, how to handle the media being explored, and points to consider in art program planning. Companion lessons are offered for each project and often explore other areas such as science, history, or mathematics.

Total Life Learning: Preparing for Transition; A Curriculum for ALL Students with Sensory Impairments.

Wendy Bridgeo et al. Perkins School for the Blind, 978-0-9743510-6-3, c2014. 91 p.
PR 371.91 Brid

The Total Life Learning curriculum was developed for students ages 3 to 22 who are blind or visually impaired including those students who have additional disabilities or are deafblind. The focus is on the development of life and career goals that enable students to maximize independence, self-determination, employability, and participation in the community. The curriculum provides teachers with goals, objectives and activities in the following content areas: work skills, organizational skills, self-advocacy skills, personal care/daily living skills, employment, and secondary education. The curriculum articulates the importance of beginning instruction on foundation skills in these content areas at a young age for students with visual impairments to ensure that they develop the concepts necessary to navigate the world around them.

Transition Portfolios for Students with Disabilities: How to Help Students, Teachers, and Families Handle New Settings.

MaryAnn Demchak & Robin G. Greenfield. Corwin Press, c2003. 131 p.
PR 371.9 Demc

This user-friendly guide helps teachers create a transition portfolio that will accompany a student with mild to severe disabilities to new classrooms and schools, and convey special needs, accommodations, and other vital information to a new team of teachers.

Travel Tales: A Mobility Storybook.

Julia Halpern-Gold. Mostly Mobility, 0922637008, c1988. 97 p.
PR 362.4 Halp

A storybook about a young child who is visually impaired who has adventures centered around pre-cane skills, different environments, and public transportation.

Understanding Low Vision.

Randall T. Jose. American Foundation for the Blind, 0891281193, c1983. 555 p.
PR 362.4 Jose

A thorough review that covers fundamentals, assessment, clinical services, and training and instructional services. The author establishes a framework for understanding the impact of low vision on functioning, learning, and psychosocial status. Special sections contain chapters, reports, technical materials, curriculum guides, resources, and questionnaires by experts from 21 areas.

Vision and the Brain: Understanding Cerebral Visual Impairment in Children.

Amanda Hall Lueck & Gordon N. Dutton, editors. American Foundation for the Blind, 9780891286394, c2015. 697 p.
PR 617.7 Luec

Cerebral visual impairment, also known as cortical visual impairment, has become the most common cause of visual impairment in children in the United States and the developed world. This book provides current knowledge about CVI and best practices for working with affected children. Expert contributors from many countries illuminate the complexities of vision loss related to brain injury and neurological causes and provide readers with approaches to assessment and intervention.

Visual Impairment: An Overview.

Ian L. Bailey. American Foundation for the Blind, 0891281746, c1990. 53 p.
PR 617.7 Bail

This book provides concise information on visual impairment that clearly outlines the common forms of vision loss and their impact on the individual. It describes adaptive techniques and devices as well as provides a list of resources and services.

Visual Impairments and Learning.

Natalie C. Barraga, Jane N. Erin. Pro-E, 0890798680, c2001. 193 p.
PR 362.4 Barr

This book discusses the information parents and professionals need to provide the best possible educational opportunities for students with visual impairments. Some topics covered include terminology, evaluating developmental patterns in learning behavior, multiple disabilities, sensory aspects of learning, educational settings and services, assessment, core curriculum and adaptations, independent living, and vocational education.

Welcoming Students with Visual Impairment to Your School: A Guide for Training Public School Personnel and Families about the Needs of Students with Vision Loss.

Perkins School for the Blind, 0974351075, c2007. 1 loose-leaf notebook, 4 CD-ROM discs.
PR 371.91 Perk

A multi-media set of modules that has been developed to provide vision professionals with a user friendly resource to help them share meaningful information about students with visual impairment to a wide array of audiences and venues. Each module includes: An introductory instructor's guide that provides a simple overview of the goals and content of the module, a Power Point presentation with notes for the presenter (approximately 2 hours of content per module) and embedded video clips and photographs, training activities, a template for developing action plans and recommended readings and resources.

What Teachers of Students With Visual Impairments Need to Know about Lighting.

Elaine Kitchel. American Printing House for the Blind, no ISBN, c2008. 40 p.
PR 371.91 Kitc

This small booklet contains a lot of helpful information about light waves, glare, different types of lighting and more. It particularly discusses how these things affects someone with a visual impairment.

When You Have a Visually Impaired Student in Your Classroom: A Guide for Paraeducators.

Joanne Russotti, Rona Shaw. American Foundation for the Blind, 0891288945, c2004. 117 p.
PR 371.91 Russ

Contains basic and practical information that paraeducators need to assist in classrooms with students with visual impairments, including tips for working with children who are visually impaired, understanding the effects of visual impairment on learning, working with educational team members, encouraging academic, social, and independent living skills, and assisting with special devices and materials.

When You Have a Visually Impaired Student in Your Classroom: A Guide for Teachers.

Susan Spungin, consulting editor. American Foundation for the Blind, 0891283935, c2002. 87 p.
PR 371.91 When

This book provides information on student abilities and needs, resources and educational team members, federal special education requirements, and technology and materials used by students. Strategies for working with blind and visually impaired students in the classroom are also shared.

When You Have a Visually Impaired Student with Multiple Disabilities in Your Classroom: A Guide for Teachers.

Jane N. Erin. American Foundation for the Blind, 0891288732, c2004. 111 p.
PR 371.91 Erin

A practical guide that offers essential information for teachers who are working with students who are not only visually impaired, but have additional disabilities. This book addresses students with severe disabilities as well as those who are able to follow an academic program, and offers information on the impact of visual and other impairments on learning plus suggestions on how to work effectively with students in the classroom.

Yoga for Children with Visual and Multiple Impairments: Fun Movement Activities Inspired by Yoga.

Kassandra Maloney. Texas School for the Blind and Visually Impaired, 978-1-880366-47-9, c2016.
145 p.
PR Malo

Yoga is a great way to incorporate skills students need to improve motor abilities. This is a fun, practical book delineating the benefits of yoga for students with visual impairments including body awareness, spatial awareness, motor development, sensory integration, balance and coordination, energy, strength and flexibility. This book also includes many yoga poses and information about yoga sessions.

Your Eyes, 4th edition.

Thomas Chalkley, M.D. Charles C. Thomas, 0398070482, c2000. 126 p.
PR 617.7

This book covers general eye anatomy and physiology, light and vision, the conjunctiva, the cornea, cataracts, glaucoma, the uveal tract, the retina, neuro-ophthalmology, strabismus, eye changes associated with general diseases and eye injuries.

Video DVDs

Alternate Routes: Adapting Orientation and Mobility Techniques.

Janet Cason, Barbara Fultz, & Mary Trainor. Perkins School for the Blind, c2014. 33 min 41 sec.
PR 362.4 Caso

This video (and the accompanying booklet) is a resource for orientation and mobility (O&M) specialists working with students who are having trouble learning standard O&M techniques. Adapted O&M techniques are presented that are appropriate for children and adults who have physical and/or cognitive disabilities in addition to visual impairment.

Becoming a Can-Do Kid: Self Help Skills.

Can Do! Video Series, #3
Visually Impaired Preschool Services, c1991. 14 min., 17 sec.
PR 362.4 Beco

It is tempting for parents to do too much for their child who is blind. This video encourages parents to build independence in their child by teaching the child to do things for him- or herself, including feeding, dressing and personal care.

Challenges That Families of Children Who Are Blind or Visually Impaired Face.

Dr. Katharine Shepherd, Susan LaVenture, Robbie Blaha, Marlyn Minkin, Perkins School for the Blind, [c2012]. 2 hours 7 min.
362.4 Chal

Families as Partners in the Educational Team – Dr. Katharine Shepherd & Susan LaVenture share their expertise and passion for supporting parents in developing leadership and advocacy skills. Parents as Ambassadors – Robbie Blaha shares her wisdom, insights and humor with parents and educators. The Impact of Deafblindness on the Family - Marlyn Minkin, M.S. addresses the issues that families struggle with related to raising children who are deafblind.

CHARGE Syndrome.

Pam Ryan, Sharon Steizer, and Martha Majors, Perkins School for the Blind, [c2012]. 84 min.
PR 371.91 Soci

Overview: Perkins School Psychologist Pam Ryan details characteristics of CHARGE Syndrome and the impact on learning. Teaching Strategies: Perkins teacher Sharon Steizer offers effective strategies to help children with CHARGE Syndrome learn, make choices and negotiate. Communication Strategies: Perkins teacher Martha Majors outlines physical, sensory and neurological issues often associated with CHARGE Syndrome and ways to develop educational programs for learning success and emotional well-being.

The Communication Portfolio and Tangible Symbols.

Susan DeCaluwe and Elizabeth Torrey, Perkins School for the Blind, [c2012]. 36 min.

362.4 Comm

The Communication Portfolio – In this webcast, Susan DeCaluwe discusses the development of the Communication Portfolio for learners with deafblindness and multiple disabilities. This tool, that is jointly developed by family members and professionals, creates a common and very personalized view of the learner's communication skills, abilities and challenges across all environments. Tangible Symbols – In this webcast, Elizabeth talks about the use of "tangible symbols" to support the development of communication in children who experience a variety of severe communication disorders and who are unable to use abstract symbols.

Curriculum Adaptations: Accessible Science Lessons, Physical Activities for Students with Disabilities and Universal Design for Learning.

Kate Fraser, Matt LaCortiglia, Elizabeth Hartmann, Perkins School for the Blind, [c2012]. 1 hr 50 min.

371.91 Curr

Accessible Science: Life Science – Kate Fraser outlines teaching strategies and adaptations to make science lessons and activities accessible to students who are visually impaired. Adapted Physical Education – Matt LaCortiglia offers a planning model to develop physical activities for individuals with disabilities — the FAIER model. FAIER is an acronym for each aspect of this model — Foundation, Awareness, Implementation, Evaluation, and Refinement. Universal Design for Learning - Elizabeth Hartmann, Ph.D. presents the three principles of Universal Design for Learning. Universal Design for Learning is a new way of thinking about education and has the potential to reform curriculum and make learning experiences more accessible and meaningful for all students.

CVI Perspectives.

American Printing House for the Blind, c2006. 72 min.

PR 371.91 CVI

From the cover: "In this multi-part DVD, Dr. Christine Roman...guides the viewer through three perspectives of CVI [Cortical Visual Impairment]." Part 1--Educational awareness; Part 2--Medical conditions associated with CVI; Part 3--Impact on families.

Full of Hope.

Can Do! Video Series, #11

Visually Impaired Preschool Services, c2002. 17 min., 16 sec.

PR 362.4 Full

"Full of Hope" shares the experiences of diverse children and young adults with visual impairments. It offers hope and encouragement to families and professionals who work with them. It is especially helpful to families of newly diagnosed infants and preschoolers with visual and multiple impairments.

Going Places: Orientation and Mobility.

Can Do! Video Series, #5

Visually Impaired Preschool Services, c1991. 13 min., 42 sec.

PR 362.4 Goin

Two very important skills for a child who is visually impaired to function independently are orientation and mobility - knowing where he or she wants to go and how to get there. This video teaches parents about these skills and what they can do from the time their child is very young to encourage independent and safe movement. Families and their children model a progression of skills from infancy through preschool age.

Growing My Way, Part 1: The Developmental Impact of Visual Impairment.

Can Do! Video Series

Visually Impaired Preschool Services, c2005. 11 min., 36 sec.

PR 362.4 Grow

Follow five babies and their parents as we track the babies' development at 3-month intervals - beginning at 3 months of age and ending at 18 months of age - an intimate look at them as they progress through their first year and a half of life. The children include a typically developing baby, two babies with low vision conditions, and two babies who were born very prematurely and are seriously visually impaired. The series highlights what adaptations children and parents make to deal with visual impairment at different ages and developmental stages. This series offers parents and professionals a rare opportunity to observe the impact of visual impairment.

Hands-on Experience: Tactual Learning and Skills.

Can Do! Video Series, #8

Visually Impaired Preschool Services, c1996. 10 min., 13 sec.

PR 362.4 Hand

Children who are blind or visually impaired need to be able to use their other senses to gain information about the world. The sense of touch is one of the major senses that can make up for their loss of sight. However, babies, toddlers and preschoolers who are visually impaired need encouragement and opportunities to build their tactual skills. This video discusses the importance of tactual learning, the progression of tactual skills from infancy through preschool needed for preparing children for Braille reading, and how parents and teachers can help.

Learning about the World: Concept Development.

Can Do! Video Series, #2

Visually Impaired Preschool Services, c1991. 16 min., 47 sec.

PR 362.4 Lear

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

Making Friends: Social Skills and Play.

Can Do! Video Series, #4

Visually Impaired Preschool Services, c1991. 11 min., 45 sec.

PR 362.4 Maki

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

Moving Through the World: Gross Motor Skills and Play.

Can Do! Video Series, #7

Visually Impaired Preschool Services, c1996. 9 min., 40 sec.

PR 362.4 Movi

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

Power at Your Fingertips: An Introduction to Learning Braille.

Can Do! Video Series, #10

Visually Impaired Preschool Services, c1996. 21 min., 48 sec.

PR 411 Powe

Anyone can learn Braille! This video features instruction in the Braille alphabet and numbers, introduction to the use of contractions in Braille, and training in the use of the slate and stylus and Braille writer. It is a great tutorial for parents and teachers to get started in using Braille with their children who are blind and to pursue self-instruction at their own pace. Package includes a slate and stylus along with print materials, including "The Alphabetical Index of Braille Signs" and a print copy of each graphic used in the video.

Seeing Things in a New Way: What Happens When You Have a Blind Baby.

Can Do! Video Series, #1

Visually Impaired Preschool Services, c1991. 16 min., 16 sec.

PR 362.4 Seei

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

Social Skills and Sexuality Education.

Tom Miller & Jeff Migliozi. Perkins School for the Blind, [c2012]. 35 min.
PR 371.91 Soci

"Issues in Social Skills & Sex Education" – Tom Miller talks about Social Skills and Sex Education for Children and Youth who have sensory impairments. "Addressing Issues of Sexuality With Students who are Visually Impaired" – Jeff Migliozi talks about the importance of sexuality education for individuals with vision impairments including those with additional disabilities. He emphasizes the need to specifically teach many of the concepts related to sexuality education that sighted children learn incidentally as they observe the world around them. He talks about instructional strategies for parents and educators when providing instruction and information on this topic.

Successfully Adapting the Preschool Environment.

Can Do! Video Series, #9
Visually Impaired Preschool Services, c1991. 11 min., 13 sec.
PR 371.91 Succ

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

Teaching Braille and Tactile Graphics with Lucia Hasty: Early Literacy, Tactile Graphics, Language and Concept Development for Children Who Are Blind.

Lucia Hasty. Perkins School for the Blind, c[2012]. 29 min.
PR 371.91 Teac

In part 1, Lucia Hasty, a well-known lecturer and expert of teaching braille, discusses the importance of early literacy, language and concept development for children who are blind and the specific skills needed for braille literacy, as well as "best practices" for teachers of the visually impaired. In part 2 she discusses spatial relationship and graphic literacy, moving from models to graphics and strategies for teaching students to read tactile graphics.

Through Their Eyes: An Introduction to Low Vision.

Can Do! Video Series, #6
Visually Impaired Preschool Services, c1996. 14 min., 30 sec.
PR 362.4 Thro

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

Transition Preparation and Planning.

Wendy Bridgeo, David Wiley & Beth Jordan. Perkins School for the Blind, [c2012]. 75 min.
PR 371.91 Tran

Three webcasts about transition and strategies for preparing and planning for transition. "Charge Syndrome" - Wendy Bridgeo discusses the importance of starting the transition process early for students with disabilities, especially those with CHARGE syndrome. She offers insights on teaching strategies to help CHARGE students become successful in working environments. She also provides examples of how those strategies apply in real-life situations. "Person-Centered Transition Planning" - David Wiley, a staff member of the Texas Deafblind Project at the Texas School for the Blind and Visually Impaired, talks about the benefits of Person-Centered Planning and how this tool can benefit students and their families as they prepare for transition from school-to-work. He also talks about ways to prepare students for transition and participation in transition planning. "No More Confusion" - Beth Jordan from Helen Keller National Center's Kansas office shares her insights on "Preparing for Transition". Beth talks about the mandate for educational services versus the lack of a mandate for adult services. She provides a roadmap through the array of residential and employment service possibilities that exist and the need for early planning.

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