

Research Articles 1975:1980  
DB-LINK Database, July 2009

1993-2673

**STUDY OF THE FEASIBILITY OF A COMMUNITY-BASED ALTERNATIVE TO INSTITUTIONAL LIVING FOR DEAF-BLIND CHILDREN.** Reagan, Michael W./

Midwest Regional Parent Conference, Proc. June 3-5, 1977, Madison, Wisconsin, Midwest Regional Center for Services to Deaf-blind, pp. 26-32

1993-0305

**A SURVEY OF HOUSING CONDITIONS OF DEAF-BLIND PERSONS OVER THE AGE OF SIXTEEN OF THE METROPOLITAN OMAHA AREA.** Brightwell, Thomas R./ 1975, 31.

PROJECTS COMPLETED BY STUDENTS OF THE NATIONAL LEADERSHIP TRAINING PROGRAM IN THE AREA OF THE DEAF-BLIND, Vol.1

1993-0397

**SURVEY OF SERVICE DELIVERY SYSTEMS FOR DEAF-BLIND IN INSTITUTIONS FOR THE MENTALLY RETARDED.** Cannon, Gary M./ 1975, 75.

PROJECTS COMPLETED BY STUDENTS OF THE NATIONAL LEADERSHIP TRAINING PROGRAM IN THE AREA OF THE DEAF-BLIND, vol. 1

1993-0638

**RESEARCH RELATING TO DEAF-BLIND PERSONS: BIBLIOGRAPHIC.** Finkle, Louis and others./ North Texas University Printing Office: 1975, 74.

1993-0828

**LEARNING BEHAVIOR OF DEAF-BLIND CHILDREN.** Curtis, W. Scott and others./ 1975,

EDUCATION OF THE VISUALLY HANDICAPPED, 7, May 1975, pp.40-48

1993-1228

**WHERE ARE THEY NOW? A FOLLOW-UP STUDY OF 314 MULTI-HANDICAPPED BLIND PEOPLE, FORMER PUPILS OF CONDOVER HALL SCHOOL.** Myers, S.O./ Royal National Institute for the Blind: 1975, 249.

A follow-up study of former students at Condover Hall School in Great Britain.

1993-1269

**ASSESSMENT OF DEAF-BLIND CHILDREN: THE CALLIER-AZUSA SCALE. VERY SPECIAL CHILDREN, A RESOURCE SERIES ON THE SEVERELY AND MULTIPLY HANDICAPPED..** Stillman, Robert D./ Council for Exceptional Children: 1975, 64.

1993-1393

**INTERIM PROGRESS REPORT ON DEBLICOM, DEAF-BLIND COMMUNICATION AND CONTROL SYSTEMS.** Kafafian, Haig./ Cybernetics Research Institute: 1975, 112.

Discusses Deblicom, Cybernetics.

1993-1482

**THE NUMBER OF DEAF AND BLIND PERSONNEL EMPLOYED IN THE PROGRAMS FOR THE DEAF-BLIND IN THE UNITED STATES. : a survey.** Kessler, Marcia S./ 1975, 43.

PROJECTS COMPLETED BY STUDENTS OF THE NATIONAL LEADERSHIP TRAINING PROGRAM IN THE AREA OF THE DEAF-BLIND, v.1

1993-1774

**TRAINING ANALYSIS FOR THE DEAF-BLIND.** May, Paul E./ Double K. Productions: 1975, 42.

1993-1853

**CHALLENGES FOR DEAF-BLIND YOUNG ADULTS. A SURVEY OF VOCATIONAL REHABILITATION OPPORTUNITIES IN THE SIX NEW ENGLAND STATES..** Minihane, W. Michael./ New England Regional Center for Services to Deaf-Blind Children, Perkins School for the Blind: 1975, 54.

1993-0470

**INTER-OBSERVER RELIABILITY OF THE CALLIER-AZUSA SCALE.** Day, Patricia./ South Central Regional Center for Services to Deaf-Blind Children, c/o Callier Center for Communication Disorders: 1975, 6.

This paper describes a 1975 study to determine the reliability of the Callier-Azusa Scale. The scale is used for assessment of students to help with individual educational planning. Describes the study and the results in terms of reliability of the assessment tool.

1994-0410

**IDENTIFICATION AND DOCUMENTATION OF AUDIO-BEHAVIORAL RESPONSES IN A DEAF-BLIND MULTIHANDICAPPED POPULATION THROUGH THE USE OF VIDEOTAPE.** Tweedie, David./ 1975,

This article documents a study intended to determine response types typical to a group of multihandicapped deaf-blind children in order to make diagnosis by behavior observation more accurate. Videotape appears to be a viable means for making diagnoses of this difficult population. The research population included 25 deaf-blind children ranging in age from 3 to 14 years.

EDUCATION OF THE VISUALLY HANDICAPPED, December 1975, pp. 108-111.

1993-0348

**PARENT LEADERSHIP TRAINING. : A study of the effectiveness of parent leadership training workshops in Louisiana and Oklahoma.** Burke, Edward P./ South Central Regional Center for Services to Deaf-blind Children, c/o Callier, Center for Communication Disorders: July 1975, 36.

1993-0939

**PRESENTATION OF NEED-IN-SERVICE PLAN AND MODEL SAMPLE FOR A PREVOCATIONAL TRAINING PROGRAM FOR FY'75-'76 FOR DEAF-BLIND CHILDREN BETWEEN THE AGES OF 10 AND 21 WHO ARE LOCATED WITHIN THE BOUNDARIES OF THE MID-ATLANTIC-CARIBBEAN REGIONAL CENTER SERVING NEW YORK, NEW JERSEY, PENN., DELAWARE, PUERTO RICO AND THE U.S. VIRGIN ISLANDS.** George, David S./ July 1975, 55.

1993-1704

**EDUCATIONAL ASSESSMENT OF DEAF-BLIND AND AUDITORIALLY-VISUALLY IMPAIRED CHILDREN. : A survey.** Robbins, Nan./ Perkins School for the Blind: July 1975, 122.

1993-1855

**SURVEY OF VOCATIONAL REHABILITATION FOR THE DEAF-BLIND IN THE SIX NEW ENGLAND STATES.** Minihane, W. Michael./ New England Regional Center, Perkins School for the Blind: October 1975, 62.

1993-0080

**AN EXPERIENCE: STUDENTS WITH USHER'S SYNDROME AND THEIR PARENTS.** Anderson, Harry C./ Helen Keller National Center for D-B Youths and Adults: 1976, 56-63.

Presents case studies and do's and don'ts for working with persons who are deaf and have retinitis pigmentosa.

Papers presented at workshop on Usher's syndrome

1993-0825

**STUDY OF BEHAVIORAL CHANGE IN 50 SEVERELY MULTI-SENSORILY HANDICAPPED CHILDREN THROUGH APPLICATION OF THE VIDEO-TAPE RECORDED BEHAVIORAL EVALUATION PROTOCOL. : Final report of Project No. H-232529.** Curtis, W. Scott./ University of Georgia: 1976,

Children were videotaped in eight three minute behavioral observation situations on three occasions at yearly intervals. The videos were observed using the Behavior Rating Form and findings were used and compared to standardized psychometrics and development schedules for low functioning populations were developed.

1993-0975

**ASCERTAINING CHOICE WITH ALINGUAL, DEAF-BLIND AND RETARDED CLIENTS.** Goode, David A Gaddy, Michael./ 1976,

A distinguishing feature of the normalization principle is its concern for a client's capability to exercise choice. When dealing with alingual clients, this concern can prove troublesome. There is no direct way to determine whether such persons are aware of options available to them. Based upon observations of a hospital ward for people who are alingual, deaf-blind, and mentally retarded, an observational technique was designed to remedy this difficulty. This technique, a behavior preference/dispreference list, plus an actual example of such a list constructed for a particular resident, are presented. The relationship between behavior preferences and choices is also discussed.

MENTAL RETARDATION, vol. 14, no. 6, December 1976, pp.10-12.

1993-1069

**SYNTHESIS OF RESEARCH WITH EXCEPTIONAL CHILDREN AS APPLIED TO DEAF- BLIND CHILDREN'S COGNITIVE DEVELOPMENT.** Hammer, Edwin K./ South Central Regional Center for Services to Deaf-Blind Children, c/o Callier Center for Communication Disorders: 1976?, 12.

1993-1176

**PHYSICIAN'S ROLE IN REHABILITATION.** Hoover, Richard E./ Helen Keller National Center for Deaf-Blind Youths and Adults: 1976, pp.15-18.

Discusses the importance of the physician to the individual with a vision problem and the relative inexperience and/or reluctance of the physician to be involved the rehabilitation of these individuals. Offers case studies to illustrate points.

PAPERS PRESENTED AT WORKSHOP ON USHER'S SYNDROME. DECEMBER 2-3 1976 CONDUCTED BY THE HELEN KELLER NATIONAL CENTER FOR DEAF-BLIND YOUTHS AND ADULTS

1993-1489

**ANALYSIS OF THE SKILLS AND KNOWLEDGE REQUIRED OF AIDES WORKING WITH DEAF-BLIND CHILDREN.** Klein, Corrine./ 1976, 148.

Training and skills needed by paraprofessionals and aides who work with deaf-blind children.

PROJECTS COMPLETED BY STUDENTS OF THE NATIONAL LEADERSHIP TRAINING PROGRAM IN THE AREA OF THE DEAF-BLIND, vol.2

2001-0583

**PROGRESSIVE RUBELLA PANENCEPHALITIS.** Wolinsky, Jerry S., M.D. Berg, Bruce O., M.D. Maitland, Charles J., M.D./ American Medical Association: 1976,

This is a study of a 19 year old man with progressive rubella panencephalitis developed 12 years after childhood German measles. Describes why progressive rubella panencephalitis should be considered in adolescents with progressive dementia attended by pyramidal and cerebral dysfunction. The case study along with comments is discussed.

ARCHIVES OF NEUROLOGY, vol. 33, October 1976, pp. 722-723.

2006-0354

**DEBLICOM. : Deaf-Blind Communication and Control Systems: First Quarterly Progress Report..** Kafafian, Haig

./ Cybernetics Research Institute Inc.: 1976, 58.

Reported on is the first phase of development of DEBLICOM, a code for a two-way communication system for deaf-blind individuals who may be speech-impaired. Brief sections cover the following topics: alternatives to and considerations for the development of cutaneous codes for deaf-blind people; the DEBLICOM system which provides a means of receiving information through a portable programming device and of transmitting information by means of keying an interface which is part of the equipment; the concept of dual-coding as related to the DEBLICOM system; seven coding considerations (which include a design which permits use for social communication purposes); the methodology involved in testing the discrimination of cutaneously applied vibratory stimuli of a test code with 18 subjects; an introduction to the Morse code; possible ambiguities of the six-dot Braille code; and future activity plans (such as conducting in-depth studies of alternative codes). Appended are working papers which include information on the background of the DEBLICOM; the population

of deaf-blind individuals in the United States; and some causes of deafness-blindness, deafness, and blindness. Available from ERIC (ED131639).

1993-0457

**A SURVEY OF EXTENDED DAY PROGRAM FOR DEAF-BLIND CHILDREN AND YOUTH IN RESIDENTIAL INSTITUTIONS AND SCHOOLS.** Clark, Douglas H./ 1976-77, 150.

Extended day programs, institutions, schools, National Leadership Training Program in the area of the deaf-blind  
PROJECTS COMPLETED BY STUDENTS OF THE NATIONAL LEADERSHIP TRAINING PROGRAM IN THE AREA OF THE DEAF-BLIND, vol.1

1993-0209

**DEAF-BLIND EDUCATION.** Best, Katherine I./ Southwestern Region Deaf-Blind Center: 1977, 181-195.

This paper, written in 1977, compares services in various parts of the country for children who are deaf-blind. According to the author, an overview tends to show that as you head west across the country, the regional centers seem to change and become more innovative in their approaches to education. The impression is that East coast programs tend to more traditional and more expensive per student than programs in other parts of the country. Objectives, facilities, materials and methods, populations served, finding and management issues are examined in residential programs, day programs, and public school programs. Implications for the future are discussed.  
STATUS OF THE ART edited by Lowell and Rouin

1993-0984

**A SURVEY OF THE PARTICIPATION OF DEAF-BLIND PERSONS IN CLUBS AND ORGANIZATIONS OF THE DEAF IN SOUTHERN CALIFORNIA.** Gordon, Carla M./ 1977, 30.

Paper by Educational Leadership Participant  
PROJECTS COMPLETED BY STUDENTS OF THE NATIONAL LEADERSHIP TRAINING PROGRAM IN THE AREA OF THE DEAF-BLIND

1993-1175

**ORGANIZATIONS AND ADMINISTRATION OF A WORK STUDY PROGRAM FOR DEAF-BLIND ADOLESCENTS.** Hoover, Gerald./ 1977, 32.

PROJECTS COMPLETED BY STUDENTS OF THE NATIONAL LEADERSHIP TRAINING PROGRAM IN THE AREA OF THE DEAF-BLIND

1993-1371

**CONFRONTATION BETWEEN THE YOUNG DEAF-BLIND CHILD AND THE OUTER WORLD. : How to make the world surveyable by organized structure.** Jurgen, Mary Rose./ Swets and Zeitlinger: 1977, 57.

1993-1688

**STUDY FOR THE PURPOSE OF DEVELOPING SERVICES FOR DEAF-BLIND PERSONS IN ONTARIO.**

Mactavish, Joan./ Canadian National Institute for the Blind, Ontario Division: 1977, 102.

Ontario, Canada

1993-1944

**PROGRAMMING FOR CONSISTENCY IN TRAINING FOR DEAF-BLIND IN A RESIDENTIAL CENTER.**

Netick, Anne./ 1977,

Article describes a design for carrying out a program of basic skills training of deaf-blind children in a residential center. Suggested content and methodology are described along with sample charts of behavioral sequences derived from task analysis, the basis for the details of individualized programming.

EDUCATION OF THE VISUALLY HANDICAPPED, Summer 1977, pp. 41-44

2005-0221

**ANALYTIC STUDY OF THE TADOMA METHOD. : Background and Preliminary Results.** Norton, Susan J. Schultz, Martin C. Reed, Charlotte M. Braida, Louis D. Durlach, Nathaniel I. Rabinowitz, William M. Chomsky, Carol./ 1977,

Certain deaf-blind persons have been taught, through the Tadoma method of speechreading, to use vibrotactile

cues from the face and neck to understand speech. This paper reports the results of preliminary tests of the speechreading ability of one adult Tadoma user. The tests were of four major types: (1) discrimination of speech stimuli; (2) recognition of words in isolation and in sentences; (3) interpretation of prosodic and syntactic features in sentences; and (4) comprehension of written (Braille) and oral speech. Words in highly contextual environments were much better perceived than were words in low-context environments. Many of the word errors involved phonemic substitutions which shared articulatory features with the target phonemes, with a higher error rate for vowels than consonants. Relative to performance on word-recognition tests, performance on some of the discrimination tests was worse than expected. Perception of sentences appeared to be mildly sensitive to rate of talking and to speaker differences.

JOURNAL OF SPEECH AND HEARING RESEARCH, vol. 20, #3, September 1977, pp. 574-595

2005-0353

**FOLLOW-UP REPORT ON AUTISM IN CONGENITAL RUBELLA.** Chess, Stella./ 1977,

A longitudinal study was conducted of 243 children with congenital rubella. In this sample a high rate of autism and a high rate of recovery were observed. It is hypothesized that the course of autism was that of a chronic infection in which recovery, chronicity, improvement, worsening, and delayed appearance of autistic syndrome all were found. Other rubella consequences such as blindness, deafness, and cardiac and neuromuscular defects remained present except as modified by operations and prostheses. Degree of mental retardation initially was related to the outcome of autism but shifts in mental retardation over time did not correlate significantly for the group with shift in autistic symptoms.

JOURNAL OF AUTISM AND CHILDHOOD SCHIZOPHRENIA, vol. 7, #1, pp. 69-81

2006-0353

**DEBLICOM. : Deaf-Blind Communication and Control Systems. Mid-Term Progress Report..** Kafarian, Haig Gouge, James./ Cybernetics Research Institute Inc.: 1977, 110.

Described is the deaf-blind communication system DEBLICOM, a coded information transfer system in which information is received cutaneously and transmitted kinesthetically. Reported is a pilot study done with 15 normal subjects (13- to 21-years-old) which compared communicative effectiveness of conventional temporal Morse code, spatial temporal Morse code, and the dual input DEBLICOM code. Two styles of DEBLICOM interfaces are discussed: a touch-feel, portable, finger interface with nothing worn on or attached to the body of the deaf-blind person, and a body receive-only interface. Also explained are parts, materials, and engineering aspects of the DEBLICOM system. Available from Eric (ED141968).

2007-0127

**OPTACON INSTRUCTION FOR THE DEAF-BLIND.** Thurman, Dennis Weiss-Kapp, Sharon./ 1977,

A description of the process of instructing a deaf-blind student in reading with the Optacon is presented as well as a number of practical suggestions as a guide for others who anticipate teaching children who are deaf-blind to read using the Optacon.

Education of the Visually Handicapped, 9,2,47-50, Sum 77

1993-0784

**BURNOUT IN TEACHER OF THE SENSORILY IMPAIRED, MULTIPLY HANDICAPPED:. : an exploratory study.** Cooper, Judy Arlene./ 1978, 81.

PROJECTS COMPLETED BY STUDENTS OF THE NATIONAL LEADERSHIP PROGRAM IN THE AREA OF THE DEAF-BLIND

1994-0399

**A FIVE-STATE STUDY OF USHER'S SYNDROME: INCIDENCE AND SERVICE IMPLICATIONS.**

English, Jack./ 1978,

In 1977 the South Central Regional Center for Services to Deaf-Blind Children in Oklahoma, Louisiana, Iowa, Missouri, and Arkansas was funded by the Bureau of Education to conduct an investigation to identify deaf students who might be losing their vision and to define service needs of these students, their families, and professionals responsible for these services. This is a basic outline of what that study entailed.

AMERICAN ANNALS OF THE DEAF, vol. 123, no. 3, May 1978, pp. 359-364.

2000-0410

**BEHAVIORAL CONSEQUENCES OF CONGENITAL RUBELLA.** Chess Stella, M.D. Fernandez Paulina, Ph.D. Korn Sam Ph.D./ 1978,

This article describes a study done in 1978 of preschool aged children with congenital rubella.  
THE JOURNAL OF PEDIATRICS, Vol. 93 No. 4, 1978, pp 699-703.

2001-0579

**LONGITUDINAL COURSE OF CONGENITAL RUBELLA ENCEPHALITIS IN NONRETARDED CHILDREN.** Desmond, Murdina M., M.D. Fisher, Eileen S. Vorderman, Abbie L., M.D. Schaffer, Helen G., M.D. Andre, Leora P., M.D. Zion, Thomas E., M.D. Catlin, Francis L., M.D./ 1978, 7.

A study tracing the neurologic course of congenital rubella syndrome in 29 nonretarded children aged 9 to 12 years. Data includes information on manifestations noted as the children matured. Conclusions suggest encephalitic manifestations of congenital rubella syndrome are diverse.  
JOURNAL OF PEDIATRICS, vol. 93, #4, 1978, pp. 584-591.

2005-0222

**ANALYTIC STUDY OF THE TADOMA METHOD. : Discrimination Ability of Untrained Observers.** Reed, Charlotte M. Rubin, Steven I. Braida, Louis D. Durlach, Nathaniel I./ 1978,

This study reports the ability of two observers with normal-hearing and sight to discriminate pairs of speech elements through the Tadoma method of speechreading. The observers were blindfolded and exposed to masking noise to eliminate visual and auditory cues. They placed their right hand over the speaker's face and neck so that the thumb rested lightly on the lips and the fingers fanned out over the cheek and neck. The discrimination tests were conducted using an ABX procedure. Average discrimination scores for the five types of test materials used in the ABX tests were 87% on W-22 words, 83% on Modified Rhyme Test words, 70% on vowels, 77% on CV and VC nonsense syllables, and 71% on consonant clusters. In all of the ABX tests, the inexperienced observers performed at least as well as the experienced Tadoma user studied by Norton, et al (1977). This finding indicates that the basic tactile sensitivity of inexperienced observers is comparable to that of an experienced deaf-blind Tadoma user.

JOURNAL OF SPEECH AND HEARING RESEARCH, vol. 21, #4, December 1978, pp. 625-636

2006-0340

**IDENTIFICATION OF VISUAL IMPAIRMENTS AMONG HEARING-IMPAIRED PERSONS & IMPLICATIONS FOR EDUCATIONAL PROGRAMS - A PRELIMINARY REPORT.** Larry K. Quinsland Frank Caccamise Donald D. Johnson./ 1978, 406-416.

The need for consideration of the visual sense in the postsecondary education of deaf individuals is wholly justified by virtue of the fact that an individual who has an auditory impairment, by definition, has diminished functional reception for one of the two distance senses. One need not belabor the point that, should the second distance sense also be impaired, the individual would be functioning with a significantly reduced receptivity to stimuli in the external environment.

AMERICAN ANNALS OF THE DEAF, vol. 123, no. 3, May 1978, pp. 406-416

1993-0573

**PILOT STUDY FOR DEAF-BLIND CHILDREN, SUPPORT SERVICES AND ALTERNATIVES TO INSTITUTIONALIZATION.** Freedman, Saul./ Board of Education and Services for the Blind: February 1978, 31.

Details Connecticut study on support services and alternatives to institutionalization for its deaf-blind children.

1993-1536

**FURTHER DEVELOPMENT AND TEST OF AN ARTIFIAL HAND FOR COMMUNICATION WITH DEAF-BLIND. : Final report.** Laenger, Charles J Peel, Herbert H./ Southwest Research Inst ERIC: March 31, 1978, 58.

ERIC No. ED 170 982; Robotic Hand;

1993-0369

**EDUCATIONAL ASSESSMENT.** Buset, Patricia./ Southwestern Region Deaf-Blind Center: 1979, 24-27.

This report discusses aspects of the educational assessment used by the California School for the Blind for each child who is admitted.

Proceedings of the Special Study Institute: Assessment and Education of Deaf-Blind Children, Los Angeles, CA, March 1978.

1993-2764

**ASSESSMENT OF VISION IN THE PROGRAM FOR THE DEAF.** Barrett, Stephen S./ 1979,

The prevalence of vision abnormalities is greater among deaf students than among their hearing counterparts. The results of seven assessment studies, all based in educational programs for the deaf, are reviewed. Suggestions for the planning and implementation of comprehensive vision assessment programs are given. The provision of followup services for deaf students with serious and/or progressive disorders is highly important. American Annals of the Deaf, October 1979, pp. 745-752

1994-0004

**HOW TO SIGN TO A PERSON WITH USHER SYNDROME.** Hicks, Wanda./ 1979,

Reports of a study designed to provide relevant information to be used for program planning purposes for hearing impaired/vision impaired students. Designed to show the variance in the ability to perceive and comprehend visual stimuli presented manually when modifications of configuration, movement speed, movement size and distance are made. American Annals of the Deaf, August, 1979.

1994-0407

**COMMUNICATION VARIABLES ASSOCIATED WITH HEARING -IMPAIRED/VISION IMPAIRED PERSONS. : A Pilot Study.** Hicks, Wanda M./ 1979,

This article describes a study of a small group of hearing-impaired/vision-impaired persons. The study was intended to provide relevant information to be used for program planning purposes for hearing-impaired/vision-impaired students enrolled in a Communication Skills Program at Gallaudet College. The article includes the results of the study and recommends further study along the same lines. AMERICAN ANNALS OF THE DEAF, vol. 124, no. 4, August 1979, pp. 419-422.

1994-0759

**PROGRESSIVE RUBELLA PANENCEPHALITIS. : IMMUNOVIROLOGICAL STUDIES AND RESULTS OF ISOPRINOSINE THERAPY.** Wolinsky, J.S. Dau, P.C. Buimovici-Klein, E. Mednick, J. Berg, B.O. Lang, P.B. Coopers, L.Z./ 1979

This article reports on a study which followed two patients with progressive rubella panencephalitis (PRP). PRP is a slowly progressive and fatal central nervous system disorder. The two patients were treated with isoprinosine and showed continued clinical deterioration. CLINICAL AND EXPERIMENTAL IMMUNOLOGY, vol. 35, 1979 pp.397-404

1996-0048

**CONGENITAL RUBELLA: THE TEENAGE YEARS.** Ziring, Philip R./ Southwestern Region Deaf-Blind Center: 1979, 6-9.

This report provides information developed from the Rubella Project which in 1978 was following-up on about 600 children who had had congenital rubella and were then teenagers. Topics covered include clinical manifestations, neurologic manifestations, and psychiatric disorders. Proceedings of the Special Study Institute: Assessment and Education of Deaf-Blind Children, Los Angeles, CA, March 1978.

2007-0207

**DEVELOPING EYE CONTACT IN A VISUALLY IMPAIRED, DEAF CHILD..** Yarnall, Gary Dean./ 1979,

Operant conditioning techniques were used to teach a visually impaired deaf girl (six years old) to emit eye contact within a classroom for deaf-blind children. Single-subject design study. EDUCATION OF THE VISUALLY HANDICAPPED, vol. 11, #2, Summer 1979, pp.56-59

1993-1406

**LOUISIANA STATE SURVEY OF HEARING IMPAIRED AND DEAF-BLIND CHILDREN AND YOUTH,**

**1978-1979.** Karchmer, Michael A Wolk, Stephen./ Gallaudet College, Office of Demographic Studies: 1980, 27.

This report summarizes the main findings of the 1978-79 Louisiana State Survey of Hearing Impaired and Deaf-Blind Children and Youth, conducted by the Office of Demographic Studies at Gallaudet College. The survey included information on 1,470 hearing impaired students receiving special educational services in the state. Of this total, 111 of the students were also reported to be visually handicapped. The report describes these students in terms of ethnic and language background, audiological findings, presence of additional handicaps, and parental hearing status. A description of the types of services received by hearing impaired students in the state is also given.

1993-1605

**USE OF BEHAVIOR MODIFICATION WITH DEAF-BLIND PERSONS.** Lenske, Patti Jo Rotatori, Anthony F. Kapperman, Gaylen./ 1980,

Many unpublished studies have been conducted with individuals or small groups at particular institutions or schools. Unfortunately, these studies are only available from the supporting agency. This article reviews these studies for the purpose of acquainting teachers with the work and opinions of educators of deaf-blind children. JOURNAL OF SPECIAL EDUCATORS, Fall 1980, pp.86-91

1993-0552

**PERKINS SURVEYS ITS DEAF-BLIND ALUMNI AND BUILDS PREVOCATIONAL OFFERING.** Estep, David./ 1980,

A follow-up study done by Perkins School for the Blind surveying its deaf-blind alumni. Discusses prevocational offering.

NEWS...ABOUT DEAF-BLIND PROGRAMS AND SERVICES IN NEW ENGLAND, 4, May 1980, p.7

1998-0479

**LATE OCULAR COMPLICATIONS IN CONGENITAL RUBELLA SYNDROME.** Boger, William P. III, M.D./ 1980, 9.

This report discusses postnatal ocular manifestations of the congenital rubella syndrome. Emphasized are ocular disorders presented years to decades after birth. Contains case studies of 13 patients with congenital rubella syndrome that have developed late-onset glaucoma. Diagnosis in these cases was first made when the patients were between 3 and 22 years of age.

OPHTHALMOLOGY, vol.87, #12, December 1980, pp.1244-1252

1999-0449

**HETEROGENEITY OF RETINAL DEGENERATION AND HEARING IMPAIRMENT SYNDROMES.**

Bateman, J. Bronwyn, M.D. Riedner, Erwin D., Sc.D. Levin, L. Stefan, D.D.S. Maumenee, Irene H., M.D./ 1980, 13.

Retinal abnormalities associated with hearing loss may be inherited alone or with additional manifestations. Environmental insults, such as rubella embryopathy, may also cause these abnormalities. In this study of thirteen patients with retinal abnormalities and hearing loss, five had Usher's syndrome (retinitis pigmentosa and hearing impairment), one had crystalline retinopathy, two had associated enamel dysplasias, two had clumped pigmentary retinopathy, and three had Amalric-Diallinas syndrome. Findings suggest considerable heterogeneity of syndromes involving retinal abnormalities and hearing loss.

AMERICAN JOURNAL OF OPHTHALMOLOGY, vol.90, #6, December 1980, pp.755-767

2001-0578

**IMPULSIVITY IN RUBELLA DEAF CHILDREN. : A Longitudinal Study.** Chess, Stella, M.D. Fernandez, Paulina, Ph.D./ 1980, 4.

A longitudinal study of congenital rubella syndrome in deaf, hearing, and children with multiple disabling conditions in addition to their deafness children. The study compared at levels of impulsivity in the three groups over developmental periods of their life. Provides a meaningful discussion of impulsivity in deaf children as compared to deaf multihandicapped.

AMERICAN ANNALS OF THE DEAF, June 1980, pp. 505-509.

2005-0026

**A PROFILE OF DEAF-BLIND CHILDREN WITHIN VARIOUS TYPES OF EDUCATIONAL FACILITIES.**

Jensema, Corinne Klein./ 1980,

Reports the results of a nationwide study conducted in 1979 to determine the types of settings in which deaf-blind children were being educated. 195 randomly selected deaf-blind children were included. The study found that less than 20% were in schools exclusively for deaf-blind children. Schools for the mentally retarded or developmentally disabled accommodated nearly half. Children were more likely to be in schools for the blind than for the deaf. Over 60% were in residential settings. Placement results are further broken down by IQ, additional handicapping conditions, and vision loss.

AMERICAN ANNALS OF THE DEAF, vol. 125, #7, October 1980, pp. 896-900.

2006-0352

**TEACHING A DEAF-BLIND WOMAN TO "WAIT" ON COMMAND.** Yarnall, Gary D./ 1980,

A 21-year-old woman who was totally blind, severely hearing-impaired, functionally retarded, behaviorally resistive, self-stimulative, self-abusive, and who lacked basic communication skills, was taught to sit quietly and wait on command. Single-subject design study.

JOURNAL OF VISUAL IMPAIRMENT AND BLINDNESS, vol. 74, #1, January 1980, pp. 24-27

2006-0355

**FACILITATION OF COMMUNICATION RESPONSES THROUGH NATURALIZED SENSORY REINFORCEMENT IN BLIND MUTE/PROFOUNDLY RETARDED ADULTS.** Crawford, Michael E./ 1980, 35.

The literature on symbolic forms of communication was reviewed and an experimental program was designed to teach a single set of vocabulary to a group of four institutionalized profoundly retarded blind/mute adults through the use of gestures. Literature about deaf-blind persons suggested the use of coactive movement techniques and facilitation of body image and body schema. Behavior therapy studies supported the use of manual communication with varied contingency and experience variables. Finally, from experimental and behavioral psychology, the use of systematic training and engineered environments seemed appropriate considerations. Three phases were planned within the design: first, an attempt was made to identify reinforcers maintaining self-stimulatory behaviors and sensory extinction procedures were then implemented; second, subjects were taught a simple set of vocabulary through the use of gestures in a controlled environment; and third, the adaptation and generalization of high frequency words from the training room to daily situations was facilitated. The teaching strategy involved sensory input, motor output, and reinforcement. Applying the general behavioral principle of reinforcement, subjects learned to respond appropriately after exposure to the teaching strategy and reinforcement contingencies. Among recommendations were the following: although generalization to the living environments was not highly effective, the use of naturalized reinforcers and success encountered in the training room suggest future potentials; greater training success was experienced with receptive object identification concepts than with expressive action related words; and elaboration for future experimental teaching strategies might include discriminating between two objects by touch and signing given a verbal cue. Available from ERIC (ED223024).

2007-0016

**TEACHING INDEPENDENT TOILETING TO PROFOUNDLY RETARDED DEAF-BLIND CHILDREN.**

Lancioni, Giulio E./ 1980,

Nine profoundly retarded deaf-blind children were trained to initiate and execute toileting activities independently. All subjects were able to achieve independence, and the rate of accidents dropped to zero. The acquired skills were also displayed for that part of the day during which training was not applied and were retained, with the exception of one case, after the intervention was discontinued. Single-subject design study.

BEHAVIOR THERAPY, vol. 11, pp. 234-244

2007-0199

**IDENTIFYING EFFECTIVE REINFORCERS FOR A MULTIPLY HANDICAPPED STUDENT.** Yarnall, Gary Dean Dodgion-Ensor, Barbara./ 1980,

The study demonstrated the effectiveness of using a multi-element design to identify functional reinforcers for a non-communicating, low functioning, deaf blind boy (age 9). Results indicated that both social and tangible reinforcing consequences were effective in reducing incorrect responses; both types of consequences were more effective than sessions lacking reinforcements. Single-subject design study.

EDUCATION OF THE VISUALLY HANDICAPPED, vol. 12, #1, Spring 1980, pp.11-20

2007-0200

**THE EFFECTS OF PROTECTIVE EQUIPMENT ON SELF-INJURIOUS BEHAVIOR.** Parrish, John M.

Aguerrevere, Luis Dorsey, Michael F. Iwata, Brian A./ 1980,

The purpose of this study was to conduct an initial evaluation of a restraint procedure, a foam padded helmet, designed to protect the client as well as potentially reduce self-injurious behavior. The individual was a 17-year-old male who was deaf-blind due to congenital rubella syndrome.

the Behavior Therapist, Vol. 3, No. 5 28-29

2007-0276

**AUTONOMY AND LINGUISTIC STATUS OF NONSPEECH LANGUAGE FORMS.** Teodorsson, S.T./ 1980,

Nonspeech language forms, above all sign language and writing, are discussed with respect to phylogenesis, ontogenesis, and acquisition as well as with respect to neurophysiological and psycholinguistic processes. Speech has not been demonstrated to be phylogenetically or ontogenetically prior to gestural expression. Especially the evidence of the linguistic ability of deaf and deaf-blind people demonstrates that the various expression forms (delogical forms) of language are neurophysiologically and psycholinguistically parallel. A terminology is proposed for the linguistic description of these forms.

Journal of Psycholinguistic Research 1980 Mar;9(2):121-45

1993-1352

**REPORT OF COMMUNICATION METHOD USAGE BY TEACHERS OF DEAF-BLIND CHILDREN. :**

**PART IV.** Jensema, Corinne Klein./ 1981,

This is the third in a series of articles presented under the "Deaf-Blind News" which discusses the results of a national survey of communication methods used by deaf-blind children and their teachers during the fall of 1979. The preceding article and this one discuss the demographic features which showed some significant correlation with choice of communication methods and the implications these have for determination of educational policy.

AMERICAN ANNALS OF THE DEAF, Vol. 126, No. 7, October 1981, pp.798-801

1993-1353

**REPORT OF COMMUNICATION METHOD USAGE BY TEACHERS OF DEAF-BLIND CHILDREN. : Part**

**II.** Jensema, Corinne Klein./ 1981,

This is the second in a series of articles presented under the "Deaf-Blind News" which discusses the results of a national survey of communication methods used by deaf-blind children and their teachers during the fall of 1979. This article discusses teacher responses to the methods of communication the students used with them.

AMERICAN ANNALS OF THE DEAF, June 1981, pp.392-394

1993-1354

**REPORT OF COMMUNICATION METHOD USAGE BY TEACHERS OF DEAF-BLIND CHILDREN. : Part**

**I.** Jensema, Corinne Klein./ 1981,

This article discusses teacher responses to the methods of communication they themselves employ with deaf-blind children. It was from a national survey of communication methods used by deaf-blind children and their teachers conducted in the fall of 1979.

AMERICAN ANNALS OF THE DEAF, 125, February 1981, pp.8-10

1993-1355

**REPORT OF COMMUNICATION METHOD USAGE BY TEACHERS OF DEAF-BLIND CHILDREN. : Part**

**III.** Jensema, Corinne Klein./ 1981,

This is the third in a series of articles presented under the "Deaf-Blind News" which discusses the results of a national survey of communication methods used by deaf-blind children and their teachers during the fall of 1979. This and the succeeding article discusses the demographic features which showed some significant correlation with choice of communication methods and the implications these have for determination of educational policy.

AMERICAN ANNALS OF THE DEAF, Vol. 126, No. 5, August 1981, pp.488-491

1993-2606

**AAMD ADAPTIVE BEHAVIOR SCALE NORM REFERENCE FOR DEAF-BLIND INDIVIDUALS.: :**

**Application and implication..** Sues, James F. et al./ 1981,

Part One of the AAMD Adaptive Behavior Scale was completed for 77 deaf-blind individuals between the ages of 3 and 21 years. The completed Scales were grouped by age into five categories. Domain and Item means and standard deviations were computed for the total group and for the five age groups. Norm-referenced tables, based on age, were constructed along the format displayed in the 1975 version of the AAMD ABS Manual.

Individual Items means were analyzed to discern Item effect on Domain Scores. Results indicated that the ABS does identify multi-dimensional aspects of the daily behaviors exhibited by a deaf-blind population. The large disparity found between Domain Scores of the deaf-blind sample and the AAMD normative sample, however, disallows a valid comparative interpretation for this population. The utility of the ABS was shown to be greatly enhanced when norm-reference, age functioning levels were computed for this multihandicapped population. Further implications for use of the ABS are discussed.

AMERICAN ANNALS OF THE DEAF, 126, October 1981, pp. 814-817.

2005-0388

**A REVIEW OF CURRICULAR RESEARCH IN SEVERE DISABILITIES FROM 1976 TO 1995 IN SIX SELECTED JOURNALS.** Nietupski, John Hamre-Nietupski, Susan./ 1997, 17.

Curricular articles pertaining to students with severe disabilities published from 1976 to 1995 in six special education periodicals were examined to identify trends in curricular research. A substantial decline in curricular publications was noted, along with a shift away from skill building. An analysis of these findings is presented along with a discussion of curricular areas in need of further investigation.

Journal of Special Education, 0022-4669, March 1997, Vol. 31, Issue 1