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2009-0037

**USE OF ANTICIPATORY CUES TO REDUCE DEPENDENCE ON PHYSICAL PROMPTS BY AN ADOLESCENT WITH MULTIPLE DISABILITIES.** Lancioni, Giulio E. O'Reilly, Mark F. Campodonico, Francesca Serenelli, Silvia./ 2000,

Anticipatory cues (vibratory stimulation activated through remote control) were used in this single-subject design study to help an adolescent with deaf-blindness and multiple disabilities to reduce his dependence on the caregiver's physical prompts. The results show that anticipatory cues were effective in helping the adolescent perform practical daily responses independently of physical prompts. Towards the end of the study, the adolescent could also perform increasingly independently of the anticipatory cues. Implications of the findings are discussed.

SCANDINAVIAN JOURNAL OF BEHAVIOUR THERAPY, vol. 29, #1, pp. 43–47

2001-0345

**INITIAL ASPECTS OF CHILDREN WITH CONGENITAL DEAFBLINDNESS: DEVELOPMENT OF MUTUAL INTERACTION.** Tsuchiya, Yoshimi Sugai, Hiroyuki./ Department of Education for Children with Multiple Disabilities.-- The National Institute of Special Education: 2001,

This article documents the research done with two children who are congenitally deafblind and also have additional disabilities. These children have difficulties developing mutual interactions with each other but following a consultation programme the children reached the stage of "communication" that was desired. The authors categorized the relationship with interaction partners as (a) "contacting" and "sharing" (b) "attachment" and "approach" (c) "exploration" and (d) "dialogue" and "mutual interaction."

NISE BULLETIN, Vol. 6, March 2001, pp. 9-16.

2002-0273

**SELF-DETERMINATION OF YOUNG ADULTS WITH DEAF-BLINDNESS. : Preliminary Results from a Multivariate Study.** Abery, Brian, Ph.D./ Institute on Community Integration: 2001, 25.

This paper describes a study to assess the self-determination capacities by students who are deaf-blind.

Examines opportunities for students to exercise leadership and personal control, areas in which leadership and control is desired, and the actual degree of control they exert over their lives. Includes extensive references and statistical data obtained from the study.

Paper presented at the 5th Annual European Deaf-Blind Conference, July 25, 2001.

2002-0282

**ASSESSMENT AND INSTRUCTION OF HANDS-ON PROBLEM-SOLVING AND OBJECT INTERACTION SKILLS IN CHILDREN WHO ARE DEAFBLIND.** Rowland, Charity, Ph.D. Schweigert, Philip, M.Ed./ 2001,

A report of two research studies that examined how deaf-blind children understand their relationship with the physical environment and how they solve problems as they try to negotiate the physical world. Addresses the issue of learned helplessness. What may initially appear to be learned helplessness may actually turn out to be a lack of skills, a lack of opportunities to learn new skills, or a lack of motivation. Describes the development of three hands-on problem-solving assessment tools, the "Home Inventory of Problem-Solving Skills" (HIPSS), the "School Inventory of Problem-Solving Skills" (SIPSS), and the "Task-Based Inventory of Problem-Solving Skills" (TAPSS). Article also published in Spanish.

THE BRITISH JOURNAL OF VISUAL IMPAIRMENT, vol. 19, #2, 2001, pp. 57-68

Entre Dos Mundos, April 2002, #18, pp. 59-80

2002-0272

**TACTILE MEMORY OF DEAF-BLIND ADULTS ON FOUR TASKS.** Arnold, Paul Heiron, Karen./ Blackwell Publishers: 2002, 6.

This article describes four experiments that examine the performance of ten deaf-blind and ten sighted participants on tactile memory tasks. Experiments one and two measured recognition memory, experiment three measured recall memory, and experiment four used the matching pairs game. Includes a complete description of

each experiment with relevant statistical information.  
SCANDINAVIAN JOURNAL OF PSYCHOLOGY, vol. 43, 2002, pp. 73-79.

2002-0361

**EXPLORING THE PERCEIVED WORLD OF THE DEAF-BLIND. : On the Development of an Instrument.**

Ronnberg, Jerker Samuelsson, Eva Borg, Erik./ 2002, 7.

This study of 13 deaf-blind participants utilized an instrument that was developed to assess discovery and localization abilities, compensatory use of sensory information, emotional and cognitive aspects of communication, and the preferred use of technical aids. Results of the study found that vision ranks higher than other sensory information, and airflow, smell, and residual hearing comes next in the perceptual world of this sample. The study also showed that cognitive aspects of communication correlate with the importance of discovery and localization, and technical aids dominated by vision and vibratory senses are preferred.

INTERNATIONAL JOURNAL OF AUDIOLOGY, vol. 41, 2002, pp. 136-143.

2003-0013

**LONGITUDINAL STUDY ON SOME CONSEQUENCES OF PROGRESSING SENSORY LOSS.** 2002, 2.

This article describes a longitudinal study of both practical, social-psychological and family related problems resulting from a progressive sensory loss, initiated by the Danish Information Center on Acquired Deafblindness. The 5-year project has an objective to collect and process data reporting deafblind people's own experiences with progressive sensory loss with the possibility of becoming totally deafblind. The participants are interviewed over the 5-year period and the information gained from the survey will be provided at the end of the study. Provides information on the content of the various interviews, and preliminary results gained halfway through the study.

NUD BULLETIN, January 2002, pp.8-9.

2003-0265

**IMPORTANCE OF SHARED COMMUNICATION FORMS.** Bruce, Susan M./ 2003, 3.

This study addresses the importance of shared communication forms among teachers and children who express themselves at presymbolic to early symbolic levels of communication. It looks at two different classrooms with students who are deaf-blind and the forms of communication used between student and teachers. Looks at how accessible communication was to the students.

JOURNAL OF VISUAL IMPAIRMENT & BLINDNESS, vol. 97, #2, February 2003, pp. 106-109.

2003-0367

**TOWARD A DIAGNOSTIC INTERVENTION MODEL FOR FOSTERING HARMONIOUS INTERACTIONS BETWEEN DEAF-BLIND CHILDREN AND THEIR EDUCATORS.** Janssen, Marleen J.

Riksen-Walraven, Marianne Van Dijk, Jan P. M./ 2003,

This article describes the Diagnostic Intervention Model, a training program to foster harmonious interactions and communication between deaf-blind children and their educators in various settings (e.g., school, group, home). The model involves a cyclic process in which observations of interactions between deaf-blind children and their educators are used as a basis for the creation of intervention aims related to eight core categories of interactive behavior (initiatives, confirmations, answers, turns, attention, intensity, affective involvement, independent acting). The article lays the groundwork for this by first discussing the significance of harmonious interactions in children's social and emotional development and the difficulties deaf-blind children and their educators face when attempting to develop such harmonious interactions. It also includes a detailed review of previously developed intervention models and strategies that have focused on interaction and early communication with individuals who are deaf-blind.

JOURNAL OF VISUAL IMPAIRMENT AND BLINDNESS, vol. 97, #4, April 2003, pp.197-214

2003-0450

**USING TACTILE STRATEGIES WITH STUDENTS WHO ARE BLIND AND HAVE SEVERE DISABILITIES.** Downing, June E. Chen, Deborah./ 2003,

Students who are blind and have severe disabilities need instructional materials that provide relevant tactile information. This article describes specific tactile strategies to support the instruction of students who have severe and multiple disabilities and who do not learn visually. It addresses issues for teachers to consider to help them become aware of how they can best interact with students through touch and describes tactile modeling,

tactile mutual attention, characteristics of tactile learning, how to use tactile information to represent specific concepts, the importance of considering a student's degree of sensitivity to touch, and the need for a team approach to teaching.

TEACHING EXCEPTIONAL CHILDREN, vol. 36, #2, Nov/Dec 2003, pp56-60.

2004-0152

**DEAFBLINDNESS. : A Challenge for Assessment - Is the ICF a Useful Tool?. Moller, Kerstin./ 2003, 3.**

The aim of this paper is to highlight some strengths and limitations in the International Classification of Functioning, Disability and Health (ICF) that have been found during a study of people with deafblindness. Thirty-two adults aged 19-92 years, totally deaf and blind, as well as those with some remaining vision, were included. Questionnaires and personal interviews were used. The participants had difficulties in activities and participation on almost all investigated items. The following five circumstances could not be taken account of: fast variation in functioning due to different personal and environmental factors; choosing not to do an activity because of health conditions; time loss impacting on quality of life; health risks related to particular impairments; and obligations. The ICF needs to address these questions and needs to be further developed. INTERNATIONAL JOURNAL OF AUDIOLOGY, vol. 42, 2003, pp. 140-142.

2005-0251

**ANALYZING TEACHER/CHILD INTERACTIONS. : What Makes Communication Successful?. Amaral, Isabel./ 2003,**

The success of interactions between caregivers and learners with multiple disabilities depends largely on the ability of the caregiver to interpret and respond to the learner's nonsymbolic forms of communication. This article describes a study that analyzed missed opportunities for communication (captured on video) between 2 children with multiple disabilities and their teachers and the results of an intervention process designed to reduce the number of missed opportunities. It found that teachers do leave many children's behaviors unresponded to and that this number can be decreased through intervention. The article includes an opinion scale that was used to analyze communicative behavior.

DBI REVIEW, vol. 32, July-December 2003, pp. 12-18

2005-0261

**LATENCY TO LEARN IN CONTINGENCY STUDIES OF YOUNG CHILDREN WITH DISABILITIES OR DEVELOPMENTAL DELAYS. Hutto, Melanie D./ Research and Training Center on Early Childhood Development: 2003,**

This research synthesis examines the relationship between the severity of developmental delay and latency to learn in contingency studies of children with disabilities. Studies included in this synthesis indicate that among children with or at risk for delays there is a latency to learn the contingency between a behavior and its consequences. The synthesis included findings for 49 children from 16 studies. Three of the children were identified as having combined vision and hearing loss. Nine additional children had vision impairment plus severe disabilities. Participants ranged from 3 months to 17 years. Estimated developmental ages ranged from 1 month to 18 months. Results indicate that children with disabilities and developmental delays learn the contingency between their behavior and its environmental consequences in a manner identical to typically developing children, but take considerably longer to learn a contingency. Moreover, the latency to learn is related to a number of person and environmental factors, most notably a child's severity of delay. A 2-page reader-friendly summary of this synthesis is also available from the Research and Training Center on Early Childhood Development: "No Rush!" (June 2003). Bottomlines, vol. 1, #2. Publisher's web site:

<http://www.researchtopractice.info> This document is available on the web at:

[http://www.evidencebasedpractices.org/bridges/bridges\\_voll\\_no2.pdf](http://www.evidencebasedpractices.org/bridges/bridges_voll_no2.pdf)

BRIDGES: Practice-Based Research Syntheses, vol. 1, #2, June 2003, pp. 1-16

2007-0133

**ANTICIPATORY SPATIAL REPRESENTATION OF 3D REGIONS EXPLORED BY SIGHTED OBSERVERS AND A DEAF-AND- BLIND OBSERVER.. Intraub, Helene./ 2003,**

Viewers who study photographs of scenes tend to remember having seen beyond the boundaries of the view [boundary extension; J. Exp. Psychol. Learn. Mem. Cogn. 15 (1989) 179]. Is this a fundamental aspect of scene representation? Forty undergraduates explored bounded regions of six common (3D) scenes, visually or haptically (while blindfolded) and then the delimiting borders were removed. Minutes later they reconstructed

boundary placement. Boundary extension occurred: mean areas were increased by 53% (vision) and by 17% (haptics). A deaf-and-blind woman (KC) haptically explored the same regions. Although a "haptic expert", she too remembered having explored beyond the boundaries, with performance similar to that of the blindfolded-sighted. Boundary extension appears to be a fundamental aspect of spatial cognition. Possibly constrained by the "scope" of the input modality (vision . haptics), this anticipatory spatial representation may facilitate integration of successively perceived regions of the world irrespective of modality and the perceiver's sensory history. This document is available on the web at: [http://intraub.psych.udel.edu/2004%20Intraub%20\(Cognition\).pdf](http://intraub.psych.udel.edu/2004%20Intraub%20(Cognition).pdf)  
Cognition, 2003, 94(1), 19-37

2004-0165

**CORTICAL PROCESSING OF TACTILE LANGUAGE IN A POSTLINGUALLY DEAF-BLIND SUBJECT.**

Osaki, Yasuhiro, et al./ 2004,

Neural networks of the brain have been reported to have a certain plasticity, an ability to be remodeled and transformed when one sensory function (e.g., hearing or vision) is absent. However, it is unclear which neural networks are involved in language processing when hearing and vision are lost simultaneously in adulthood. Using magnetoencephalography (MEG) and positron emission tomography (PET), this study analyzed the neural activations in a postlingually deaf-blind person reading tactile language as compared to 6 normal volunteers. The study found that tactile language activated the brain's language systems as well as higher order systems in the deaf-blind person. Some of these same regions were activated in the 6 normal volunteers but none of them had the same activity distribution as the deaf-blind person, suggesting that enhanced cortical activation of cognitive and semantic processing is involved in the interpretation of tactile sign language.

NEUROREPORT, vol. 15, #2, pp.287-291

2004-0171

**HAPTIC EXPLORATORY STRATEGIES AND CHILDREN WHO ARE BLIND AND HAVE ADDITIONAL DISABILITIES.** McLinden, Mike./ 2004,

This study of the haptic (tactile) perception of children with visual impairments and multiple disabilities evaluated the haptic exploratory strategies of 9 children when interacting with objects. It found that a broader approach to assessment and analysis is required than is used with typically developing children. An "adaptive-tasks" approach is proposed as a basis for developing a framework within which to account for the range of variables that may influence the development of haptic abilities. Haptic perception is perception that relates to the sense of touch.

JOURNAL OF VISUAL IMPAIRMENT & BLINDNESS, vol. 98, #2, February 2004, pp.99-115.

2004-0306

**A TACTILE DISPLAY SYSTEM IN THE USE OF A PC FOR INDIVIDUALS WHO ARE DEAF-BLIND.**

Sakajiri, Masatsugu Okada, Shinich Ito, Kazuyuki Sadakane, Atsushi Sugiyama, Naoki Tomita, Hideo Ifukube, Tohru./ 2004,

This study from Japan used a character identification test to evaluate a computer tactile display system and font style developed for totally deaf-blind persons who are not Braille users. The results suggested that deaf-blind users were able to understand the presented characters. DB-LINK does not carry this journal.

LECTURE NOTES IN COMPUTER SCIENCE, vol. 3118, pp.1129-1136

2004-0307

**BASIC STUDY OF A COMMUNICATION DEVICE FOR THE DEAF-BLIND USING A FINGER AND A PALM. : Measurement of Finger Speed and Pressure.** Wada, Chikamune Wada, Yasuhiro./ 2004,

This study proposed a device which used palms and fingers as both a transmitter and a receiver of communication for deaf-blind people. The device would be set on the palm of a deaf-blind person. The movement of the finger would then be detected by the device and sent to a computer. Next, the Japanese letters written on the palm would be displayed on a computer screen where non-disabled people could receive the message. When the deaf-blind person received messages from non-disabled people, the letters would be formed on their palms through the use of tactile stimulation. DB-LINK does not carry this journal.

LECTURE NOTES IN COMPUTER SCIENCE, vol. 3118, pp.1121-1128

2005-0126

**AN ANALYSIS OF COMMUNICATIVE FUNCTIONS OF TEACHERS AND THEIR STUDENTS WHO ARE**

**CONGENITALLY DEAFBLIND.** Bruce, Susan Godbold, Emily Naponelli-Gold, Sarah./ 2004,

Communicative function is the way a communication partner perceives or interprets the meaning of a sender's message. This is different from "intent," which is the purpose held by the sender. Communicative functions typically acquired by young children include protesting, calling, showing an object, giving an object, answering, labeling, requesting an object, requesting an action, commenting on objects, and commenting on actions. This study analyzes and describes the communicative functions of 3 school-age deaf-blind students and their teachers. A detailed procedure was used to identify communicative functions by videotaping and transcribing interactions between the children and their teachers and communicative functions were coded. Interactions were videotaped both prior to and following a teacher in-service training on the functions of communication.

RE:view, vol. 36, #2, Summer 2004, pp. 81-90

2007-0061

**BRINGING IT ALL BACK HOME: FAMILY DRIVEN ASSESSMENT AND INTERVENTION FOR CHILDREN WHO ARE DEAF-BLIND. : Final Report.** Rowland, Charity, Ph.D. Mar, Harvey H. Ph.D.

Schweigert, Philip, M.Ed./ Oregon Health Sciences University: 2004, 24.

This is the final report of a grant project from October 1, 1998 - December 31, 2003. The general purpose of this project was to promote the active involvement of parents and care providers in the educational assessment and program planning of their children with deaf-blindness. Specifically, this project sought to develop a family-driven approach to assessment and intervention for the child who is deaf-blind by: (1) improving the abilities of parents and care providers to observe their children's cognitive, communication, social, and problem solving skills across natural home and community activities; (2) recognizing and enhancing the roles of parents in the formal process of educational planning for their children by helping family members to identify intervention priorities, as well as everyday opportunities for intervention; and (3) strengthening the parents' role in overseeing successful transitions as their children proceed through the educational service system.

2007-0135

**COMMUNICATION DURING PHYSICAL ACTIVITY FOR YOUTH WHO ARE DEAFBLIND. : Research to practice.** Arndt, Katrina Lieberman, Lauren J. Pucci, Gina./ 2004,

Communication is a barrier to accessing physical activity and recreation for many people who are deafblind (Lieberman & MacVicar, 2003; Lieberman & Stuart, 2002). The purpose of this study was to observe effective communication strategies used during four physical activities for youth who are deafblind. Communication during physical activity was analyzed over two summers during a one-week sports camp with eight participants with four different modes of communication. Three themes emerged from the data collected: 1) the importance of allowing time for environmental exploration; 2) the individual and familiar people are essential resources; 3) conceptualizing activities as discrete or continuous emerged as a way of thinking about activity.

This document is available on the web at:

<http://escholarship.bc.edu/cgi/viewcontent.cgi?article=1005&context=education/tecplus>

Teaching Exceptional Children Plus Volume 1 (2004), Issue 2, Feature Article 1

2007-0145

**COMBINED EFFECT OF VISION AND HEARING IMPAIRMENT ON DEPRESSION IN ELDERLY CHINESE.** Chou, Kee-Lee Chi, Iris./ 2004,

The purpose of this study is to compare impacts of self-reported hearing and vision loss as was the effect of double sensory impairment on depression. This article analyses cross-sectional data collected from a representative community sample of 2,003 Chinese elderly people aged 60 or above in Hong Kong. Respondents were interviewed in a face-to-face format and data including vision and hearing impairment, socio-demographics, variables, health indicators, family support, and depression were obtained.

INTERNATIONAL JOURNAL OF GERIATRIC PSYCHIATRY, 2004, 19, pp. 825-832

2007-0280

**ELECTROAUDIOMETRIA CON POTENCIALES EVOCADOS AUDITIVOS EN PACIENTES**

**SORDOCIEGOS. : Auditory evoked potentials electroaudiometry in deafblind patients.** Vazquez, J. A., et. al./ 2004,

In Spanish. The authors proposed auditory evoked potentials (AEP) as a useful alternative to identify objectively auditory residuary capacities in deafblind patients. Six subjects (mean age: 13 years) with congenital deafblindness, brain damage and severe to profound hearing losses were included in this study. AEP identified

residual hearing in all subjects even those for whom ABR detected no residual hearing.  
Revista de Logopedia, Foniatria y Audiologia, Vol. 24 (1) Jan-Mar 2004, pp. 16-26

2009-0025

**A MICROSWITCH PROGRAM TO FOSTER SIMPLE FOOT AND LEG MOVEMENTS IN ADULT WHEELCHAIR USERS WITH MULTIPLE DISABILITIES.** Lancioni, Giulio E. O'Reilly, Mark F Singh, Nirbhay N Campodonico, Francesca Marziani, Monia Oliva, Doretta./ 2004,

This single-subject design study assessed a microswitch program to foster simple foot and leg movements in 2 deaf-blind adult wheelchair users with multiple disabilities. The participants' mood (indices of happiness) was recorded throughout the study. Data showed that participants rapidly increased the target foot and leg movements and maintained those movements during the course of the study, which lasted about 4.5 months. With regard to indices of happiness, 1 participant showed a fairly modest increase during the intervention while the other participant showed a substantial increase. Implications of the findings are discussed.

COGNITIVE BEHAVIOUR THERAPY, vol. 33, #3, pp. 137-142

2005-0248

**DUAL SENSORY LOSS AND ITS IMPACT ON EVERYDAY COMPETENCE.** Brennan, Mark Horowitz, Amy Su, Ya-ping./ 2005,

Based on data from the Longitudinal Study on Aging, composed of 5,151 individuals aged 70 and older in 1984, this study assessed the probability of difficulty with specific personal activities of daily living (ADLs) and instrumental activities of daily living (IADLs) associated with sensory impairment and cognitive status in elderly people. One fifth of older adults reported dual sensory impairment which was associated with greater difficulty with IADLs (e.g., preparing meals, shopping, and using the telephone) than personal activities of daily living. Cognitive status was a significant predictor of both ADL and IADL difficulties. Findings highlight the importance of sensory resources for everyday competence and suggest the need for effective vision and hearing rehabilitation to assist older adults in improving or maintaining their functional independence.

THE GERONTOLOGIST, vol. 45, #3, pp.337-346

2005-0343

**THE IMPACT OF CONGENITAL DEAFBLINDNESS ON THE STRUGGLE TO SYMBOLISM.** Bruce, Susan M./ 2005,

Most children who are congenitally deafblind are severely delayed in their communication development and many will not achieve symbolic understanding and expression. This article discusses developmental markers cited in the research literature as predictive of or facilitative of the development of symbolism. These markers include the growth toward more abstract representations, the rate of intentional communication, joint attention to objects and others, achievement of abstract play, consonantal and interactive vocalizations, distal gesture, varied early vocabulary and categories, use of varied cues for recall, object permanence, 1:1 correspondence, cause-effect, discrimination skills, and imitation. The impact of congenital deafblindness on the achievement of these milestones, is presented, along with compensatory strategies to support the child's development.

INTERNATIONAL JOURNAL OF DISABILITY, DEVELOPMENT AND EDUCATION, vol. 52, #3, September 2005, pp. 233-251

2005-0443

**THE EFFECTS OF SINGLE AND DUAL SENSORY LOSS ON SYMPTOMS OF DEPRESSION IN THE ELDERLY.** Capella-McDonnall, Michele E./ 2005,

This study evaluated whether there is a relationship between dual sensory loss (combined hearing and vision loss) and depressive symptoms in elderly people. It found that those with dual loss were significantly more likely than those with hearing loss (but not vision loss) to experience symptoms of depression. It is important for professionals who work with persons with dual sensory loss to be aware of their greater likelihood of experiencing depression and to screen for depressive symptoms. Early diagnosis can lead to treatments or interventions that may help attain or retain high quality of life.

INTERNATIONAL JOURNAL OF GERIATRIC PSYCHIATRY, 20, pp. 855-861

2005-0445

**FAVORITE ACTIVITIES FOR DEAF-BLIND CHILDREN.** Kono, Emi Oda, Koichi./ 2005,

This is a report from Japan of a survey of the families of 23 deaf-blind children about their children's favorite

activities. Activities identified as being most popular were those that involved water play or in other ways stimulated large body areas (e.g., play in which they could feel the wind blowing or a experience a feeling of acceleration--swings, trampolines). These activities share the same qualities: stimulation to a relatively large area of skin, additional sensation to vestibular organs (gravity and acceleration), and a sense of control. Use of favorite activities may encourage learning and development in children who are deaf-blind.

INTERNATIONAL CONGRESS SERIES, 1282, pp. 873-876

2005-0447

**THE USE OF ACCOMMODATIONS AMONG STUDENTS WITH DEAFBLINDNESS IN LARGE-SCALE ASSESSMENT SYSTEMS.** Horvath, Leah S. Kampfner-Bohach, Stephanie Kearns, Jacqueline Farmer./ 2005,

This study attempted to describe the use of accommodations among students with deaf-blindness, both in the general curriculum and during state wide assessments. An accommodation provides a change in the way a test is administered without altering the content of the test. Accommodations are designed to maximize a student's performance in order to obtain an accurate picture of his or her true capabilities. Nine students from three southeastern states were included in the study. The three major findings to emerge were that (a) students were provided accommodations that were not specifically tailored to their needs; (b) self-determination among students with deaf-blindness was not actively observed in the classroom; and (c) there was a lack of congruence among accommodations used in class, during assessment, and among those documented on the IEP or 504 plan. JOURNAL OF DISABILITY POLICY STUDIES, vol 16, #3, pp. 177-187

2006-0076

**PARTICIPATING CHILDREN AND THEIR TEAMS.** Chen, Deborah Downing, June Minor, Lavada Rodriguez-Gil, Gloria./ Department of Special Education, California State University, Northridge: 2005,

This is a description of the research findings of Project SALUTE, which conducted a number of activities related to tactile learning in children who are deaf-blind. One component of Project SALUTE involved research with four children in whom tactile strategies were identified, implemented, and evaluated. Data analysis was based on videotaped observations over the course of the two years that the children were followed. Findings included an increase in the use of appropriate tactile strategies by family members and service providers; a decrease in the use of hand-over-hand guidance by family members and service providers; an increase in positive and more active responses from children during interactions, including increased attention to the partner, increased frequency of responses to object queues and signs, and increased frequency of expressive communication; an increase in adults' expectation of a child's response as measured by an increase in "wait time" and using less support to prompt a response; and an increase in readability and elaboration of adults' interactions with children. This document is available on the web at:

<http://www.projectsalute.net/Description/Descriptionhtml/Descriptionmain.html>

Successful Adaptations for Learning to Use Touch Effectively: Interacting with Children who are Deaf-Blind or Visually Impaired and Have Additional Disabilities, pp. 7-11

2006-0143

**LEARNING TO LEARN: A SYSTEMATIC CHILD-CENTERED MODEL SKILL DEVELOPMENT IN YOUNG CHILDREN WHO ARE DEAFBLIND. : Final Report.** Rowland, Charity, Ph.D. Schweigert, Philip, M.Ed../ Oregon Health & Science University: 2005, 44.

This final report describes activities and accomplishments of a five-year federally supported project to develop a seamless model of skill development for young children (ages 3-8) who are deafblind. The instructional model addresses the fundamental skills necessary to understand and master the social environment (social interaction, pre-symbolic communication and symbolic communication) and the physical environment (manipulating objects and negotiating obstacles and barriers that arise at home, in class and in the community). The instructional content consists of the social, communicative and concept development skills needed to interact with the social and physical environments. The outcome is understanding of the social and physical environments such that the child can take in the new information, respond to it and act on it appropriately. The instructional approach is individualized so that intervention harnesses the intrinsic motivations of each child in the pursuit of learning. The instructional approach is systematic so that families and professionals understand how learning unfolds and how intervention plans relate to the child's current skills and support the development of new skills. Learners include not just the child, but family members, who need to understand the child's behavior and how the home environment influences learning; and professionals who need to understand how the social and physical make-up of a classroom influence the child's ability to learn. It involved sites in Oregon, Washington, Texas and

California. Final products associated with the project are included in the appendix. This document is available on the web at: <http://www.designtolearn.com>

2007-0143

**USHER LIFESTYLE SURVEY: MAINTAINING INDEPENDENCE: A MULTI-CENTRE STUDY.** Damen, Godelieve, W.J.A. Krabbe, Paul F.M. Kilsby, M. Mylanus, Emmanuel A.M./ 2005,

Patients with Usher syndrome face a special set of challenges in order to maintain their independence when their sight and hearing worsen. Three different types of Usher (I, II and III) are distinguished by differences in onset, progression and severity of hearing loss, and by the presence or absence of balance problems. In this study 93 Usher patients from seven European countries filled out a questionnaire on maintaining independence (60 patients type I, 25 patients type II, four patients type III and four patients type unknown). Results of Usher type I and II patients are presented. Following the Nordic definition of maintaining independence in deaf-blindness, three domains are investigated: access to information, communication and mobility. Research variables in this study are: age and type of Usher, considered hearing loss- and the number of retinitis pigmentosa-related sight problems. Usher type I patients tend to need more help than Usher type II patients and the amount of help that they need grows when patients get older or when considered hearing loss worsens. No patterns in results were seen for the number of retinitis pigmentosa related sight problems.

INTERNATIONAL JOURNAL OF REHABILITATION RESEARCH, vol. 28, #4, 2005, pp. 309-320.

2007-0072

**NO SOUND IS WRONG...MUSIC IS COMMUNICATION.** Kirkebaek, Birgit Lerwig, Cathrine./ 2006,

The background for this article is an applied research project on the establishment of shared experiences through improvisation. The project was a co-operation between two resource centres: The resource centre for children and youth with multiple impairments and the resource center on congenital deafblindness. The project was concluded in late summer 2005.

DBI REVIEW, #33, January-June 2006, pp. 9-13

2007-0126

**A NEW METHOD TO TRAIN AND MEASURE 90° TURNS IN VISUALLY IMPAIRED AND DEAF-BLIND SUBJECTS.** Surakka, A. Kivelä, T./ 2006,

The primary purpose of this study was to develop an effective and simple method for training the accuracy of 90° turns in visually impaired and deaf-blind subjects. The secondary purpose was to develop a quick, reliable, non-interfering method for measuring 90° turning. Method: Pre-training measurements were performed in four visually impaired and four deaf-blind subjects (6 females, 2 males; mean age: 53.4 years). Seven of these subjects underwent training followed by post-training measurements. The training was carried out using the corner of a rubber-backed doormat as the angle of reference. The turning angle was measured with the help of reflectors attached to the heels of the subjects' shoes. The positions of the reflectors before and after turning were captured by a camera. Special software calculated the means and standard deviations of the turning angles and compared pre-training and post-training deviations using the Fligner-Policello statistical test. Results: The 20-minute-long training improved the accuracy of 90° turning in all subjects in whom the preliminary measurements showed a need for training: six subjects for right turns and seven for left turns. A statistically significant improvement of the mean error was found for left turns in particular: < 0.01 in four subjects and < 0.05 in one subject. Discussion and conclusion: The training method used in this study was simple. The results indicated that the training method is effective. The measuring method produced output automatically without interfering with normal turning.

Visual Impairment Research, 2006, 8:41-47

2009-0014

**PHYSICAL AND LEISURE TIME ACTIVITIES – FACTOR OF INCLUSION OF FAMILIES WITH DEAF-BLIND CHILD.** Sterbova, D Kudlacek, M./ NGOs VIA, LORM or Zablesk: 2006, 8.

In Czech R Republic the rights of deafblind people are represented by NGOs VIA, LORM or Zablesk. This is the organization of parents and friends of deafblind children, which organizes international family conferences. The last one (5/2006) was aimed to the importance of physical and leisure time activities for the families. We strongly believe that families of deafblind children play crucial role in their early development and social inclusion. Our task is to study the ways to use physical

activities in help for families with deafblind children. Participation in physical activities can increase the likelihood of independence and improve the quality of life of deafblind children (Lieberman & Taule, 1998). At the same time leisure time physical activity can be practiced by whole family and can also serve as an effective coping mechanism - further the possibility of using coping behavior "to do the activities together with my childre This document is available on the web at:  
<http://www.eufapa.upol.cz/www/EUCAPA2006/full/sterbova1.pdf>  
<http://209.85.173.132/search?q=cache:wMfWoxi44T8J:www.eufapa.upol.cz/www/EUCAPA2006/full/sterbova1.pdf+physical+and+leisure+time+activities+kudlacek&hl=en&ct=clnk&cd=1&gl=us&client=firefox-a>

2007-0185

**PROMOTING INTERACTIONS WITH INFANTS WHO HAVE COMPLEX MULTIPLE DISABILITIES. :**

**Development and Field-Testing of the PLAI Curriculum.** Chen, Deborah, PhD Klein, Diane M., CCC-SLP, PhD Haney, Michele, PhD./ 2007,

This article describes primary outcomes of the development and field-testing of the curriculum "Promoting Learning Through Active Interaction" with 27 infants and their caregivers and early interventionists in 2 different states. The curriculum was designed to provide a systematic approach to supporting interactions with infants who have sensory impairments and complex multiple disabilities and who are at the preintentional level of communication. Participating infants had both a visual impairment and hearing loss and additional disabilities. Their families represented diverse socioeconomic, educational, and cultural backgrounds, and participating early interventionists varied widely in their qualifications. Results indicate that a diverse group of families used the strategies successfully and found them to be helpful in supporting their children's interactions and communication development. The article outlines key components of the curriculum and discusses evaluation data on the basis of caregiver feedback on use of strategies and analysis of videotaped observations on the caregivers' use of sensory cues with their infants.

INFANTS AND YOUNG CHILDREN, vol. 20, #2, April-June 2007, pp149-162

2007-0380

**SOCIAL RECOGNITION, PARTICIPATION, AND THE DYNAMIC BETWEEN THE ENVIRONMENT AND PERSONAL FACTORS OF STUDENTS WITH DEAFBLINDNESS.** Moller, Kerstin Danermark, Berth./ 2007,

The study describes environmental and personal factors that, from the student perspective, impede participation in education in secondary upper schools by students with postlingual deafblindness. The discussion is framed by the International Classification of Functioning, Disability, and Health. The researchers use the theory of social recognition as a theoretical tool in understanding the dynamics between personal factors and environment in the context of secondary upper-school education. Thirty-four students with deafblindness responded to a questionnaire; the survey's findings indicate experiences of barriers in the natural and social environments that restrict participation. Experience of considerateness - such as concern for the special requirements of students with deafblindness - and experience of the lack of considerateness are the most important factors. Negative roles adapted by some students for themselves may be interpreted as resulting from a lack of recognition, in the form of denigration or insults.

American Annals of the Deaf, Spring 2007, Vol. 152, No. 1, 42-55

2007-0480

**THE USE OF LEARNING MEDIA ASSESSMENTS WITH STUDENTS WHO ARE DEAF-BLIND.**

McKenzie, Amy R./ 2007,

This study investigated the decision-making process used by teachers of students with visual impairments in determining the literacy media of students who are deaf-blind. Data were collected using an online survey. The findings included the sporadic use of learning media assessments.

JVIB, October 2007, Volume 101, Number 10, pp. 587-600

2007-0486

**GESTURES EXPRESSED BY CHILDREN WHO ARE CONGENITALLY DEAF-BLIND. : Topography, Rate, and Function.** Bruce, Susan M. Mann, Allison Jones, Chelsea Gavin, Mary./ 2007,

This descriptive study examined the topography, rate, and function of gestures expressed by seven children who are congenitally deaf-blind. Participants expressed a total of 44 conventional and idiosyncratic gestures. They

expressed 6–13 communicative functions through gestures and 7 functions through a single type of gesture. They also expressed idiosyncratic gestures and used specific gestures for functions other than those that are typically associated with those gestures.

JVIB, October 2007, Volume 101, Number 10, pp. 637-652

2007-0487

**RESEARCH REPORT. : The Advantage of Encoding Tactile Information for a Woman with Congenital Deaf-Blindness.** Janssen, Marleen J Nota, Sanne Eling, Paul A. T. M. Ruijsenaars, Wied A. J. J. M./ 2007,

The goal of the current pilot study was to determine whether an individual who is congenitally deaf-blind has superior tactile perception skills than do individuals with typical hearing and vision and whether this perceptual superiority can explain potential differences in tactile memory performance.

JVIB, October 2007, Volume 101, Number 10, pp. 653-657

2007-0506

**TEAM INTERACTION COACHING WITH EDUCATORS OF ADOLESCENTS WHO ARE DEAF-BLIND. : Applying the Diagnostic Intervention Model.** Janssen, Marleen J. Riksen-Walraven, J. Marianne Van Dijk, Jan P. M. Ruijsenaars, Wied A. J. J. M. Vlaskamp, Carla./ 2007,

In an earlier publication, we presented the Diagnostic Intervention Model, which can be used as a guide in the design and conduct of interventions to foster harmonious interactions between children who are deaf-blind and their educators. This article demonstrates the use of the model in everyday practice and the effects of its application in two case studies, using team interaction coaching. Implications for everyday practice are discussed. Publisher's web site: <http://www.afb.org/afbpress>

JVIB, November 2007, Volume 101, Number 11, pp. 677-689

2007-0508

**THE EMERGENT LITERACY OF PRESCHOOL STUDENTS WHO ARE DEAF-BLIND. : A Case Study.**

McKenzie, Amy R. Davidson, Roseanna./ 2007,

This article reports on the results of a case study that demonstrated that preschool students who are deaf-blind are receiving emergent literacy supports similar to the those of preschool students without disabilities. The use of research-based emergent literacy supports for all students is reinforced by the requirements of Reading First by providing access to equal educational opportunities, specifically those that address literacy. However, the lack of assessment in the area of literacy media is alarming. The results indicate that the field of deaf-blindness endorses the use of research-based practices in emergent literacy. However, the field does not refer to these practices with the same terminology as the field of emergent literacy, which creates the illusion that research-based practices are not used. Although modifications and accommodations are needed, the basic principles remain the same. Thus, teachers of students who are deaf-blind need to be familiar with current research on literacy. Publisher's web site: <http://www.afb.org/afbpress>

JVIB, November 2007, Volume 101, Number 11, pp. 720-725

2007-0510

**INTENTIONAL COMMUNICATION ACTS EXPRESSED BY CHILDREN WITH SEVERE DISABILITIES IN HIGH-RATE CONTEXTS.** Bruce, Susan M. Vargas, Claudia./ 2007,

The purpose of this study was to identify the rates of communication expressed by 17 children with severe disabilities (7 deaf-blind) in high-rate school contexts while piloting a new coding system used for intentional communication acts (ICAs). The following characteristics were used when coding ICAs as they were expressed in both child-initiated and adult-initiated communicative interactions: joint attention; form of communication; use of pause, persistence, repetition, and repair; expression of pleasure or displeasure when understood or misunderstood; expression of pleasure or displeasure to communication partner's message; and evidence of comprehension. Children communicated 1.7 to 8.0 ICAs per minute in the highest rate contexts. Nine of the 34 high-rate contexts were speech clinical sessions and six were activities that included eating; 30 were familiar activities, and four were novel activities.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION, December, 2007, vol. 23, #4, pp. 300-311

2008-0003

**HELPING THREE PERSONS WITH MULTIPLE DISABILITIES ACQUIRE INDEPENDENT DRESSING THROUGH ASSISTIVE TECHNOLOGY: RESEARCH REPORT.** Lancioni, Giulio E. O'Reilly, Mark F.

Singh, Nirbhay N. Sigafos, Jeff Oliva, Doretta Campodonico, Francesca Groeneweg, Jop./ 2007, 5.

This report describes a multiple baseline design study of the use of assistive technology (light display, mini-vibrator, tape players) to provide prompts to three adults (two were deaf-blind) in order to increase their independent dressing skills.

JOURNAL OF VISUAL IMPAIRMENT AND BLINDNESS, Vol. 101, #12, December 2007, pp. 768-773

2008-0035

**AVOIDING COMMON ERRORS IN THE USE OF CALENDAR SCHEDULES AS A TEACHING/LEARNING STRATEGY WITH PERSONS WHO ARE DEAFBLIND.** Afutu, Nina Akuorkor./ 2007,

The author, from the Demonstration School for the Deaf (Deafblind Centre) Mampong, Akwapim, Ghana, reports the findings from her study of the use of calendar systems and offers some advice.

DBI REVIEW, #39, January-June 2007, pp. 14-16

2008-0147

**EFFECT OF DUAL SENSORY LOSS ON AUDITORY LOCALIZATION: IMPLICATIONS FOR INTERVENTION.** Simon, Helen J., PhD Levitt, Harry, PhD./ 2007,

Our sensory systems are remarkable in several respects. They are extremely sensitive, they each perform more than one function, and they interact in a complementary way, thereby providing a high degree of redundancy that is particularly helpful should one or more sensory systems be impaired. In this article, the problem of dual hearing and vision loss is addressed. A brief description is provided on the use of auditory cues in vision loss, the use of visual cues in hearing loss, and the additional difficulties encountered when both sensory systems are impaired. A major focus of this article is the use of sound localization by normal hearing, hearing impaired, and blind individuals and the special problem of sound localization in people with dual sensory loss.

TRENDS IN AMPLIFICATION, December 2007, Vol. 11, No. 4, pp. 259-272.

2008-0201

**FINGER BRAILLE TEACHING SYSTEM FOR PEOPLE WHO COMMUNICATE WITH DEAFBLIND PEOPLE.** Matsuda, Y Isomura, T. Sakuma, I. Kobayashi, E. Jimbo, Y. Arafune, T./ 2007,

Finger Braille is a tactual communication method for communicating with deafblind people. In Finger Braille, the index, middle, and ring fingers of both hands are likened to the keys of a Braille typewriter and the sender dots Braille code on the fingers of the receiver. This article describes the evaluation of a Finger Braille teaching system that recognizes speech and converts it to Braille code. By parsing the Braille code, the system retrieved clause information and segmented the Braille code into clauses. Then the dot pattern of the Braille code was displayed. By observing the dot pattern, communication partners dotted Finger Braille to deafblind people.

MECHATRONICS AND AUTOMATION, ICMA 2007, pp: 3202-3207

2008-0254

**USING ACTION PLANS TO SUPPORT COMMUNICATION PROGRAMMING FOR CHILDREN WHO ARE DEAFBLIND.** Bruce, Susan M./ 2007,

The author describes the use of action plans to support 2 teachers' post-in-service implementation of communication strategies with 3 children who are deaf-blind. In the action plans, the teachers recorded changes in thinking and instructional practices under the 4 aspects of communication: form, function, content, and context. They also recorded their concerns about implementation and their requests for follow-up support. One teacher focused initially on forms of communication and later on context; the other teacher implemented practices across all 4 aspects, primarily because of the influence of regularly scheduled team meetings.

RE: VIEW, vol. 39, #2, Summer 2007, pp. 71-83

2008-0326

**FINGER BRAILLE RECOGNITION SYSTEM FOR NON-DISABLED PEOPLE WHO COMMUNICATE WITH DEAFBLIND PEOPLE.** Matsuda, Y. Sakuma, I. Jimbo, Y. Kobayashi, E. Arafune, T. Isomura, T./ Springer: 2007,

Finger Braille is tactual communication method for deafblind people. In two-handed Finger Braille, the index, middle, and ring fingers of both hands are likened to keys of a Braille typewriter. A sender dots Braille code on the fingers of a receiver and the receiver recognizes the Braille code. In one-handed Finger Braille, the sender dots the left column of Braille code on the DIP joints of three fingers of the receiver, and then dots the right

column of Braille code on the PIP joints. This article describes a study of the Finger Braille Recognition System, which recognizes deafblind people's one-handed Finger Braille and converts it to speech for hearing-sighted people. Hearing-sighted persons wore small piezoelectric accelerometers on the base of the index, middle, and ring fingers. The Recognition System detected accelerations from dotting and recognized which fingers were dotted. Next, by parsing the recognized Braille codes, the Recognition System converted the dots to Japanese text. Finally, the Recognition System synthesized the speech of the Japanese text. Estimated accuracy of recognition was 93.4%. Publisher's web site: <http://www.springerlink.com/content/t5003lqv67771165/>  
IFMBE PROCEEDINGS, WORLD CONGRESS ON MEDICAL PHYSICS AND BIOMEDICAL ENGINEERING, August 27–September 1, 2006 COEX Seoul, Korea “Imaging the Future Medicine,” Vol. 14, Part 17.

2008-0089

**RESEARCH REPORT: A SURVEY ON LITERACY INSTRUCTION FOR STUDENTS WITH MULTIPLE DISABILITIES.** Durando, Julie./ 2008,

This is a report on a survey of 82 teachers of students with visual impairments. The findings were consistent with previous research involving students with multiple disabilities. The teachers were split in their beliefs about the appropriateness of reading instruction for every student. Almost half of the respondents thought that higher-level skills, such as reading or writing stories, was beyond the reach of some students with multiple disabilities. The author cites research with students without visual impairment that has demonstrated that cognitive ability are neither static nor effective predictors of reading ability, making the survey results troubling.  
Journal of Visual Impairment and Blindness, January 2008, pp. 40-45

2008-0187

**A REVIEW OF INTERVENTION STUDIES ON TEACHING AAC TO INDIVIDUALS WHO ARE DEAF AND BLIND.** Sigafos, Jeff Didden, Robert Schlosser, Ralf Green, Vanessa O'Reilly, Mark Lancioni, Giulio./ 2008,

We reviewed intervention studies on teaching augmentative and alternative communication (AAC) to deaf-blind individuals. Studies meeting pre-determined inclusion-exclusion criteria were identified through electronic databases and hand searching and were summarized in terms of: (a) participants, (b) AAC mode, (c) target skills, (d) intervention procedures, and (e) main findings. Certainty of evidence was assessed through critical appraisal of each study's design and methodological rigor. Seventeen studies, comprising 103 participants, were identified. Most participants had combinations of developmental, physical, and sensory impairments. A range of AAC modes were taught, including textures, tangible objects, and line-drawn symbols. Basic requesting skills were the most common intervention targets and these were most often taught using well-established behavioral procedures (e.g., prompting, differential reinforcement). Positive outcomes were reported for 90% of participants, but the evidence for 11 of the 17 studies was inconclusive because of methodological weaknesses. Implications for clinical practice and future research are discussed.  
JOURNAL OF DEVELOPMENTAL AND PHYSICAL DISABILITIES, February 2008, vol. 20, #1, pp71-99

2008-0251

**THE NATURE OF THE SOCIAL EXPERIENCES OF STUDENTS WITH DEAF-BLINDNESS WHO ARE EDUCATED IN INCLUSIVE SETTINGS.** Correa-Torres, Silvia M./ 2008,

This qualitative case study investigated the nature of social experiences and opportunities for communication among 3 students (ages 7, 7, and 9) who are deaf-blind, their sighted peers with no hearing loss, and adults in inclusive settings. Strategies used by adults to promote interaction were also observed. Implications and suggestions for future research are provided.  
JOURNAL OF VISUAL IMPAIRMENT & BLINDNESS, vol. 102, #5, May 2008, pp. 272-283

2008-0264

**STUDIES ON OBTAINING ASSISTANCE BY TRAVELERS WHO ARE DEAF-BLIND.** Bourquin, Eugene Moon, James./ 2008,

This article provides a review of the history of street-crossing or assistance cards by individuals who are deaf-blind and reports the results of two studies that investigated the effect of the size of the card used and gender on receipt of assistance by passersby.  
JOURNAL OF VISUAL IMPAIRMENT & BLINDNESS, vol. 102, #6, June 2008, pp. 352-361

2008-0444

**MOTIVATING VISUALLY IMPAIRED AND DEAF-BLIND PEOPLE TO PERFORM REGULAR PHYSICAL EXERCISES.** Surakka, Airi Kivela, Tero./ 2008,

The aim of this study was to examine the different ways in which visually impaired and deaf-blind people can be motivated to perform regular physical exercises through the use of a physical training program. The program was designed for visually impaired and deaf-blind people with the aim of reducing physical problems related to those of balance, posture, coordination, tense neck and shoulder muscles, and loss of spinal rotation and reciprocal arm swing. Twenty-seven participants (23 visually impaired, 4 deaf-blind; mean age 54 years, range 31 to 75) participated in a 5 to 6 week training program (three 60-minute sessions per week) in four groups. Twenty-four participants completed the program, 12 of whom had a "physically active" lifestyle and 12 a "sedentary" lifestyle. After the intervention, the participants assessed its effect through a questionnaire. Drawing upon their responses, three different indicators were examined further: physical condition, mental state, and balance. All except one of the 24 participants who completed the program reported that at least one of these indicators had improved.

BRITISH JOURNAL OF VISUAL IMPAIRMENT, vol. 26, # 3, pp. 255-268

2008-0445

**THE USES OF POETRY WITH A CLASS OF PUPILS WITH PROFOUND AND MULTIPLE DISABILITIES.** Scott-Paul, Deborah./ 2008,

This article describes a project presented as a dissertation for a Masters in Profound Learning Disability and Multi-Sensory Impairment (PMLD) at Manchester University. The project was carried out with a class of pupils with PMLD using poetry as part of a communication program. A set of poems was paired with a small bag containing a few relevant multi-sensory objects. The author offers specific examples of how students demonstrated understanding and comprehension of the poetry, for example, by smiling in anticipation of a favorite cymbal clashing sound or pursing lips in anticipation of a honey smell. Several research studies related to literacy and profound learning disabilities are cited.

The SLD Experience, #50, Spring 2008, pp. 22-26

2008-0537

**EVIDENCE-BASED COMMUNICATION PRACTICES FOR CHILDREN WITH VISUAL IMPAIRMENTS AND ADDITIONAL DISABILITIES. : An Examination of Single-Subject Design Studies.** Parker, Amy T. Grimmett, Eric S. Summers, Sharon./ 2008,

This review examines practices for building effective communication strategies for children with visual impairments, including those with additional disabilities, that have been tested by single-subject design methodology. It includes 30 studies, a number of which included children who are deaf-blind. The interventions tested in these studies were grouped into the following five categories: microswitch interventions (17 studies); multi-component partner training (6 studies); dual communication boards (4 studies); object symbols (2 studies); and adult-directed prompting (1 study).

JOURNAL OF VISUAL IMPAIRMENT & BLINDNESS, vol. 102, #9, September 2008, pp. 540-552

2008-0482

**TEACHING CHOICE MAKING TO CHILDREN WITH VISUAL IMPAIRMENTS AND MULTIPLE DISABILITIES IN PRESCHOOL AND KINDERGARTEN CLASSROOMS.** Clark, Christine McDonnell, Andrea P./ 2008,

This study examined the effectiveness of an intervention package that included visual accommodations, daily preference assessments, and naturalistic instructional strategies on the accuracy of choice-making responses for three children (aged 3 to 6) with visual impairments and multiple disabilities (one also had moderate hearing loss). It also examined the participants' abilities to maintain and generalize responses across settings, items, and individuals. A multiple baseline probe design was used to measure the effectiveness of the intervention. The outcome measure was the percentage of choices that were completed successfully for each participant. The results suggest that the intervention was effective.

JOURNAL OF VISUAL IMPAIRMENT & BLINDNESS, vol. 102, #7, July 2008, pp. 397-409

2009-0005

**COLBY'S GROWTH TO LANGUAGE AND LITERACY. : The Achievements of a Child who is Congenitally Deafblind.** Bruce, Susan Randall, Amy Birge, Barbara./ 2008, 12.

This article tells the story of how Colby, a young boy who is congenitally deafblind, developed language and literacy. Narrative is coupled with video to illustrate how the following four instructional approaches and interventions supported his development: (1) daily schedule, (2) home-school journal, (3) experiential based literacy, and (4) child-guided instruction. Both Colby's mother and his teachers developed individualized literacy lessons that were delivered with daily consistency. Repetition of highly interesting activities paired with consistent exposure to representations about those activities (expressed in objects, verbalizations, sign language, and braille) supported Colby to literacy. This document is available on the web at:  
<http://escholarship.bc.edu/education/tecplus/vol5/iss2/art6/>  
TEACHING EXCEPTIONAL CHILDREN PLUS, vol. 5, #2, November 2008

2009-0189

**INCREASING COMMUNICATION IN CHILDREN WITH CONCURRENT VISION AND HEARING LOSS.**

Brady, Nancy C. Bashinski, Susan M./ 2009,

Nine children with complex communication needs and concurrent vision and hearing losses participated in an intervention program aimed at increasing intentional pre-linguistic communication. The intervention constituted a pilot, descriptive study of an adapted version of prelinguistic milieu teaching (A-PMT). In A-PMT, natural gestures and vocalizations were targeted in child-focused, one-on-one activities conducted by a member of the project staff. Adaptations included using more physical prompts than in other forms of PMT and using means other than directed eye gaze to determine directionality of gestures. All nine participants increased their rates of initiated, intentional communication substantially during the course of intervention; in addition, each participant acquired new forms of natural gestures. Results were limited primarily to requests (as opposed to other communication functions). Discussion centers on how to promote more generalized communication developments in future implementations of the program.

RESEARCH AND PRACTICE FOR PERSONS WITH SEVERE DISABILITIES, vol. 33, #1-2, pp. 59-70

2009-0144

**DIFFERENTIATING CHARACTERISTICS OF DEAFBLINDNESS AND AUTISM IN PEOPLE WITH CONGENITAL DEAFBLINDNESS AND PROFOUND INTELLECTUAL DISABILITY.** Hoevenaars-van den Boom, M. A. A. Antonissen, A. C. F. M. Knoors, H. Vervloed, M. P. J./ 2009,

Background: In persons with deafblindness, it is hard to distinguish autism spectrum disorders from several deafblind specific behaviours caused by the dual sensory impairments, especially when these persons are also intellectually disabled. As a result, there is an over-diagnosis of autism in persons who are deafblind leading to unsuitable interventions. Methods: Autism as specified by the DSM-IV was studied in 10 persons with congenital deafblindness with profound intellectual disabilities. Behaviours of people with deafblindness and autism ( n = 5) and of people with deafblindness without autism ( n = 5) were observed in a semi-standardised assessment. Results: All people with deafblindness showed impairments in social interaction, communication and language. In contrast to persons without autism, people with deafblindness and autism showed significantly more impairments in reciprocity of social interaction, quality of initiatives to contact and the use of adequate communicative signals and functions. No differences between the groups were found for quantity and persistence of stereotyped behaviour, quality of play and exploration and adequate problem-solving strategies. Conclusions: This study indicates that there are some possibilities to differentiate autism from behaviours specific for deafblindness. It also confirms the large overlap in overt behaviours between people with deafblindness and persons with autism. (Author abstract)

JOURNAL OF INTELLECTUAL DISABILITY RESEARCH, vol. 53, # 6, pp. 548-558