

Dissertations  
DB-LINK Database, July 2009

1993-0509

**IDENTIFICATION AND CATEGORIZATION OF DESCRIPTIVE TERMS USED IN THE EVALUATION OF DEAF-BLIND CHILDREN.** Donlon, Edward T./ June 1969, 204.

Dissertation submitted in partial fulfillment of the requirements for the Degree of Doctor of Education in the Graduate Div. of the School of Ed. at Syracuse Univ.

1993-1044

**RELATIONSHIP OF OBJECT LANGUAGE TO NONVERBAL LANGUAGE IN DEAF-BLIND CHILDREN.**

Guldager, Virginia./ Boston College: 1972, 168.

doctoral dissertation

1993-0126

**DEMONSTRATION OF THE PRESCRIPTIVE TEACHING SYSTEM WITH TEACHERS OF TEACHERS OF DEAF-BLIND RUBELLA CHILDREN.** Bailey, Marilyn J./ University Southern California University Microfilms: 1973, 148.

Presented in the form of a doctoral dissertation as well as UMI No. 73-7241.

1993-1237

**MATERNAL CHILDREARING ATTITUDES AND DEVELOPMENTAL GROWTH OF RUBELLA DEAF-BLIND CHILDREN.** Ortiz, Kenneth K./ University of Southern California University Microfilms: 1973, 118.

doctoral dissertation UMI No.74-936 concerning Attitudes Toward Deaf-Blind and Child Development

1993-0726

**COMPARISON OF TWO APPROACHES TO THE ASSESSMENT OF DEAF-BLIND CHILDREN.** Diebold, Martin H./ University of Georgia University Microfilms: 1975, 211.

A doctoral dissertation comparing two approaches to the assessment of deaf-blind children.

1993-1485

**STUDY OF THE CONSTRUCT VALIDITY OF THE PEABODY INTELLECTUAL PERFORMANCE SCALE (EXPERIMENTAL EDITION) FOR SCREENING COGNITIVE DEVELOPMENT IN YOUNG DEAF-BLIND CHILDREN.** Kiernan, Dennis William./ George Peabody College for Teachers University Microfilms: 1977, 86.

Available in the form of a doctoral dissertation as well as under UMI No. 77-31,626. Deals with the Peabody Intellectual Performance Scale.

1993-2405

**PRELIMINARY EXAMINATION OF THE IMAGE OF BLIND AND DEAF CHARACTERS IN CONTEMPORARY LITERATURE.** Reed, Mary C./ 1978,

Available in the form of UMI No.79-08952, as well as in a doctoral dissertation.

1993-0130

**DETERMINING THE MOST APPROPRIATE ENVIRONMENT FOR RUBELLA DEAF-BLIND PERSONS.**

Baker, Dixie B./ University of Southern California: 1979, 331.

Doctoral dissertation.

1993-1385

**CONCEPTUAL LINKING ON NONIMPAIRED, DEAF, AND BLIND CHILDREN: : An investigation into shared meaning through language behavior.** Jones, Stephen Bradford./ University of Utah University Microfilms: 1979, 126.

Available in the form of a doctoral dissertation or under UMI No. 79-15925.

1993-1351

**METHODS OF COMMUNICATION USED BY AND WITH DEAF-BLIND CHILDREN AND YOUTH IN CLASSROOM SETTINGS.** Jensema, Corinne Klein./ Gallaudet College: 1980, ix,150.

Also available in the form of a doctoral dissertation as well as under UMI No. 82-12759.

1993-0365

**THE OPINIONS OF TEACHERS OF THE DEAF-BLIND TOWARD THE APPROPRIATENESS OF "TIME OUT"..** Burton, Louise Fulton./ University of Alabama University Microfilms: 1981, ix,237.

Deals with teachers' beliefs regarding deaf-blind students and the use of "time out". A doctoral dissertation.

1993-1419

**A STUDY OF SELECTED SCHOOL BUILDING CRITERIA ASSOCIATED WITH THE EDUCATIONAL PLACEMENT OF DEAF-BLIND IN DAY SCHOOL FACILITIES.** Keck, Timothy A./ University of Georgia University Microfilms: 1981, 136.

Available also in the forms of a doctoral dissertation and UMI No. 82-01551. Deals with architectural design of schools for deaf-blind students.

1993-1881

**CURRENT PRACTICES IN THE ASSESSMENT OF INSTITUTIONALIZED SEVERELY RETARDED DEAF-BLIND ADOLESCENTS.** Morrison, Betty Jo Merritt./ Rutgers University University Microfilms: 1981, viii, 165.

Doctoral dissertation on microfiche (UMI No. 92-14535) of adolescents who are deaf-blind, institutionalized and severely mentally retarded.

1993-0139

**PERCEPTIONS OF PARENT-CHILD RELATIONS BY PARENTS AND SIBLINGS OF DEAF-BLIND CHILDREN.** Banta, Elizabeth./ University Microfilms #8414676: 1984, 173.

Doctoral dissertation

1993-0851

**THE DEVELOPMENT AND GROWTH OF EDUCATIONAL SERVICES FOR DEAF-BLIND CHILDREN IN THE UNITED STATES FROM 1968 TO 1978.** Dantona, Robert./ New York University University Microfilms: 1984, 145.

Doctoral Dissertation, UMI No. 85-05456

From 1825 to 1968, little progress was made in the development and growth of educational services for deaf-blind children in the United States. The first successful effort to educate a deaf-blind child in this country took place at Perkins School for the Blind in 1837. However, it was not until 1932 that the first Department for Deaf-Blind children, designed especially to meet the educational needs of such children with combined sensory losses, was established at Perkins School for the Blind. Seven other specialized Departments for Deaf-Blind Children were established from 1937 to 1957 and their combined efforts provided educational services for 74 deaf-blind children in 1957.

By 1968 fewer than 100 deaf-blind children were being educated in those eight Departments and an estimated 500 children of school age were unserved educationally. From 1963 to 1965 a rubella epidemic struck the United States resulting in an estimated 2,500 children with combined vision and hearing losses and nearly 30,000 other infants with varying degrees of handicapping conditions. The concern about the impending educational crisis these children would face when they became school age caused a chain of events to unfold which would change this Nation's policy concerning the education of deaf-blind and other severely handicapped children. This study will describe those events which gave rise to the development of Federal legislation to provide Centers and services for deaf-blind children; the role of the Federal government and the Bureau of Education for the Handicapped in implementing this legislation and a National program effort to serve these children; and the development of educational services for deaf-blind children by the Centers from 1969 to 1978.

1993-0302

**PARENT-INFANT COMMUNICATION: : strategies and routines with sensory impaired and sensory intact infants (blind, visually-impaired, deaf, hearing-impaired, mother- infant).** Bremer, Deborah Ann./ University

of California, Berkeley with San Francisco State Univ University Microfilms: 1985, 133.  
Doctoral dissertation, UMI No.86-10294

1993-1542

**THE EDUCATION OF 'DEAF-BLIND' CHILDREN, WITH SPECIAL REFERENCE TO APPROACHES IN GREAT BRITAIN AND SOVIET UNION.** Lambert, Michael./ UNIVERSITY OF BIRMINGHAM, ENGLAND: 1987, 325.

Deals with the education of deaf-blind children, especially noting that within Britain and the USSR.  
Unpublished Master of Education dissertation.

1993-0028

**PERSONALITY DIMENSIONS, INSTRUCTIONAL STYLES, AND TEACHING STRATEGIES OF TEACHERS OF THE DEAF-BLIND.** Lamb, Anne Marie Cammalleri./ Mississippi State University University Microfilms: 1989 1990, 75.

Doctoral dissertation; UMI No. 90-20653;

1993-0205

**SPACE, TIME, AND ATTENTION:. : Processing of stimuli delivered to the hands.** Calhoon, Linda La Grange./ University of Alberta: 1989, 128.

Deaf-Blindness promotes the cutaneous system to first rank as a substitute for communication. The series of studies encompassed by this work seek to explicate the skin's 'language;' i.e. to better understand the spatiotemporal responses that the haptic sensors transmit to the brain. A doctoral dissertation.

1993-1483

**THE USE OF BRIAAC FOR COMPARATIVE STUDY OF AUTISTIC AND FUNCTIONING DEAF-BLIND CHILDREN.** Khan, Naeem Ul Haq./ Ohio State University University Microfilms: 1990, 198.

BRIAAC (Behavior Rating Instrument for Autistic and other Atypical Children) Available in the form of a doctoral dissertation and under UMI No. 90-31093.

1993-0334

**ATTITUDES TOWARD BLINDNESS:. : A comparative study between mental health professionals and the general public.** Milhem, Lutfiah./ Wright Institute University Microfilms: 1991, 108.

Deals with a study of the attitudes of mental health profession- als' attitudes toward blindness as compared with those of the general public. A doctoral dissertation.

1993-2356

**"EYE HAS NOT SEEN, NOR EAR HEARD":. : A study of the means by which deaf-blind people experience God.** Johnson, Peggy A./ Wesley Theological Seminary: 1992, v,121.

Available in the form of a doctoral dissertation.

2006-0088

**FEASIBILITY OF THE USE OF A VIBROTACTILE DEVICE AND A TIME-DELAY TECHNIQUE FOR COMMUNICATION DEVELOPMENT FOR CHILDREN WHO ARE DEAF-BLIND.** Chuang, Su-Chen, B.A., M.Ed./ UMI Dissertation Services: 1995, 111.

This study examined the effects of the use of a vibrotactile device and a time-delay technique for communication development with three children who are deaf-blind. The effectiveness of the two treatments for communication skills development was investigated using a single-subject multitreatment design. Results of the study were evaluated through visual analysis of data plotted in graphs. The findings of the study indicated that the use of a time-delay technique was effective for increasing the target communication behaviors during eating activities for all three subjects and the use of a vibrotactile device was effective for one of the subjects.

A dissertation in Special Education submitted to the Graduate Faculty of Texas Tech University in partial fulfillment of the requirements for the Degree of Doctor of Education, December 1995.

2006-0091

**EFFECTS OF THE INCLUSION OF TWO STUDENTS WITH DEAF-BLINDNESS ON THE SCHOOL COMMUNITY.** Dell, Susan J./ UMI Dissertation Services: 1995, 189.

This feasibility study examines the process of accepting and implementing the inclusion of two students with deaf-blindness into general education, and it analyzes the effects of inclusionary schooling from the perspective of the students with deaf-blindness, parents, teachers, and peers without disabilities. Both quantitative and qualitative evaluation measures were employed to describe the changes over one school year.

A dissertation submitted to the faculty of the Claremont Graduate School and San Diego State University in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the Graduate Faculty of Education, 1995.

2002-0178

**VALIDATION OF AN INTERVIEW INSTRUMENT TO IDENTIFY BEHAVIORS CHARACTERISTIC OF CORTICAL VISUAL IMPAIRMENT IN INFANTS.** Roman, Christine A./ University of Michigan: 1996, xvi,188.

This is a doctoral dissertation. The results of this study demonstrated that responses of parents/caregivers to a set of interview questions can reliably differentiate CVI from optical visual impairment: reports from parents or caregivers of infants and children with CVI were very different from the reports from parents and caregivers of infants and children with optical visual impairment. Furthermore, results showed that responses on the interview and the behavioral assessment of neurologically at-risk infants were very strongly correlated: the ways in which parents/caregivers reported visual behaviors of their infants were highly consistent with the performance of the infants on an independent behavioral visual assessment. The study has shown that one possible answer to solving the CVI puzzle may be obtained by asking the true experts, the parents or caregivers of the infants in question.

2006-0089

**EFFECT OF TEACHER INSERVICE TRAINING ON THE FREQUENCY OF COMMUNICATION ACTS ACCOMPLISHED BY LEARNERS WHO ARE DEAF-BLIND.** Estevis, Marjorie Anne, B.A., M.Ed./ UMI Dissertation Service: 1996, 130.

This investigation sought to determine if a one-day inservice training program designed for teachers of students with deaf-blindness would subsequently impact the number of communication acts manifested by their students.

A doctoral dissertation in Special Education submitted to the Graduate Faculty of Texas Tech University in partial fulfillment of the requirements for the degree of Doctor of Education, August 1996.

1998-0439

**ABSTRACTS OF DISSERTATIONS ON DEAFBLINDNESS.** Dissertation Abstracts Online: 1998, 31.

A bibliography listing dissertations published in Dissertation Abstracts Online. The subject is deaf-blindness. Entries range in date from 1947 through 1996. Search is dated August, 1998.

2003-0454

**TACTILE SIGN LANGUAGE. : Turn Taking and Questions In Signed Conversations of Deaf-Blind People.** Mesch, Johanna./ Signum: 1998, 250.

This dissertation is primarily about turn-taking and questions as they are carried out in tactile conversation. Beginning with the concept of deaf-blind people and different methods of communication, it then presents the material used in the authors analysis and then an overview of the concept of "conversation" which consists of sequences, turns, adjacency pairs and feedback. It then looks more specifically at form and function regarding questions with an overview of interrogative clauses in sign language and shows what partial signals are used in questions. The author also analyzes yes/no questions, alternative questions and wh-questions. Finally the book examines support questions and how conversational participants support one another by requesting feedback and clarification. This dissertation was originally written in Swedish and then translated into English. Publisher's web site: <http://www.signum-verlag.de>

International Studies on Sign Language and Communication of the Deaf, Volume 38

1998-0613

**A NATIONAL TRANSITION FOLLOW-UP STUDY OF YOUTH IDENTIFIED AS DEAFBLIND - "PARENT PERSPECTIVES".** Petroff, Jerry G./ Temple University: 1999, 199.

This Doctoral Dissertation reports on a study that represents the first national research effort yielding descriptive information regarding the characteristics and experiences of youth with deafblindness who are recent school leavers. The parents of 102 youth who left school in June of 1996 completed a twelve page survey that was designed to obtain critical information about the diversity of the population, the past school experiences and post

school status of their adult children. The report consists of five chapters. Chapter 1 provides an introduction and identifies the problem to be addressed. Chapter 2 provides a review of the literature. Chapter 3 delineates the descriptive nature of the research, presents the research inquiries being investigated, and provides a detailed description of the methodology and procedures utilized. Chapter 4 presents the results of the study. Chapter 5 discusses the findings and their implications, as well as, limitations and possible areas for future research.

2003-0352

**ANALYSIS OF THE INDIVIDUALIZED EDUCATION PROGRAMS FOR STUDENTS WITH DEAFBLINDNESS. : A Dissertation in Special Education.** Donelson, Mary Deall, M.Ed./ UMI Company: 1999, 96.

The purpose of this study was to analyze the IEPs for Students with deafblindness to determine whether this link in students' Free and Appropriate Public Education (FAPE) is in place. The IEPs for students with deafblindness were compared to those of students with no reported vision or hearing loss. Analyses were conducted using one-way Anova and Paired Samples t test calculations in the areas of compliance as well as substantive components such as the numbers of recommended goals and objectives in specific areas. The results of the study indicated no significant differences between the two groups in areas of compliance. There were some differences, however, between groups in the numbers of a few types of goals and/or objectives recommended, and frequently counts revealed some trends in service delivery recommendations between groups.

2003-0354

**COMMUNICATION INTERVENTION FOR CHILDREN WHO ARE CONGENITALLY DEAF-BLIND. : The Influence of An In-service With Follow-Up Approach on Teacher Thinking and Practice.** Bruce, Susan M./ UMI Company: 1999, 210.

This study investigated the thinking and practices of two teachers regarding communication intervention for learners who are congenitally deafblind, prior to and following an in-service series with collaborative follow-up supports. Identified best practices in communication intervention for children who are deafblind formed the theoretical basis for the in-service, which was organized using the structure of an expanded conceptualization of the four aspects of communication: form, function, content, and context. The approach to delivering the communication intervention model was an in-service series with collaborative follow-up supports based on theories of teacher learning, the process of change, and effective staff development approaches. The study demonstrated that both teachers chose a point of entry to the communication intervention model that was connected to their individual knowledge base. Activity and routine, a component of the aspect of context, became a central concern to both teachers.

A Dissertation Submitted to Michigan State University in partial fulfillment of the requirements of the degree of Doctor of Philosophy

2001-0377

**SUPPORT SERVICES FOR INDIVIDUALS WITH ACQUIRED DEAFBLINDNESS. : A Comparison of Perspectives in the United Kingdom.** Jones, Megan Alyssa./ 2001, 201.

This study explores how participants perceive the acquisition of deafblindness, and how participants perceive services that have been designed to meet the needs of individuals with acquired deafblindness. This aim is accomplished through a qualitative examination of the perceptions of nine participants in the United Kingdom, including deafblind individuals, direct service providers, and policy makers, about the provision of services to individuals with deafblindness. The results indicate that participants at different levels of service delivery have a different understanding of the problems and solutions related to acquired deafblindness. The results of this dissertation have implications for the development of services for individuals who have acquired deafblindness, and for the broader development of theory surrounding the implementation of social policy.

A dissertation submitted in partial satisfaction of the requirements for the degree of Joint Doctor of Philosophy with San Francisco State University in Special Education in the Graduate Division of the University of California, Berkeley, Spring 2001.

2003-0353

**COMMUNICATION DEVELOPMENT IN CHILDREN WHO ARE DEAF-BLIND. : The Role of Grandparents in Family Centered Intervention.** Shaw, Sherry L., Ed.D./ 2001, 96.

The purpose of this study was to investigate the role of grandparents in the communication development of their grandchildren who are deaf-blind. The two-tiered study was conducted through the State Projects for children

who are deaf-blind in Arkansas, Mississippi, and Tennessee with 143 parents and 80 grandparents. The grandparents identified as most involved provided information about factors that influence their levels of involvement. Results suggested that maternal grandmothers are more involved than other grandparents. Analysis of similarities and differences between dominant cultural groups revealed maternal grandmothers were more involved in African American families than Anglo American families. A needs analysis in areas of communication, nurturing, and school indicated the need for grandparents to be included in the child's communication plan.

Dissertation Presented for the Doctor of Education Degree - The University of Memphis, August 2001

2007-0287

**CHARACTERISTICS OF COMMUNICATION INTERACTIONS BETWEEN CHILDREN WITH MULTIPLE DISABILITIES AND THEIR NON-TRAINED TEACHERS. : Effects of an Intervention**

**Process.** Amaral, Isabel./ Universidade Do Porto: 2002, 285.

This purpose of the study that was the focus of this dissertation was to investigate the following research questions: (1) What are the communication characteristics of interactions between non-speaking multiply disabled children and their teachers? and (2) How do educator-focused interventions impact communicative interactions? The intervention entailed the use of video analysis to help teachers learn more about their interactions and individualized programs to respond to the teacher's expressed needs. Two children (both age 10) were included in the study. Anna is described as having a combination of motor, cognitive, and sensory problems (her level of functional hearing and vision are questioned, but she was reported to have normal vision and hearing). Marie is described as having spastic quadriplegia and visual impairment. A case study design was used and qualitative and quantitative data were collected using observation and interviews. Results indicate that teachers miss opportunities for communication and that an intervention procedure that decreases the number of behaviors that are not responded to by teachers does not substantially change interactions. Results of data analysis support the development of suggestions for practice aimed at helping teachers with no training in special education plan their communication intervention with learners with multiple disabilities.

2003-0224

**FOSTERING HARMONIOUS INTERACTIONS BETWEEN DEAFBLIND CHILDREN AND THEIR EDUCATORS.** Janssen, Helena Johanna Maria./ 2003, 97.

This is a doctoral dissertation that describes an empirically-based diagnostic intervention model designed to foster harmonious interactions between congenitally deaf-blind children and their educators. The document begins with a description of the intervention model and subsequently tells the story of how the model was developed in a series of three empirical studies. The description of the model and 2 of the studies have been separately published in professional journals. The sections titles are: 1) Towards a diagnostic intervention model for fostering harmonious interactions between deafblind children and their educators (also published in *JVIB*, Vol. 97, Issue 4, 2003); 2) Enhancing the quality of interaction between deafblind children and their educators (*Journal of Developmental and Physical Disabilities*, Vol. 14, Issue 1, 2003); 3) Enhancing the interactive competence of deafblind children: Do intervention effects endure?; and 4) CONTACT: Effects of an intervention program to foster harmonious interactions between deafblind children and their educators (*JVIB*, Vol. 97, Issue 4, 2003).

2005-0035

**THE FUNCTIONAL HEARING INVENTORY. : Criterion-Related Validity and Interrater Reliability.**

Broadston, Pamela M., B.S., M.A../ Texas Tech University: 2003, 93.

The Functional Hearing Inventory (FHI) is an observational instrument for functional hearing that provides information about how a deafblind child uses residual hearing within their natural environment. This study obtained evidence of the validity and reliability of the FHI. Criterion-related validity for the FHI was investigated by correlating teachers' and parents' ratings of functional hearing and the audiogram. Interrater reliability for the FHI was studied through correlating the FHI ratings of deafblind subjects by two trained evaluators using point-by-point and consensus methods. The subjects for this study were a sample of students between the ages of three and twenty-one who were reported on the Federal Deafblind Census.

A Dissertation in Special Education - Submitted to the Graduate Faculty of Texas Tech University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education December 2003

2007-0290

**DEVELOPMENTAL DELAY IN CHARGE SYNDROME. : A Four-Year Follow-Up.** Salem-Hartshorne, Nancy./ UMI Dissertation Services: 2003, 88.

Describes an attempt to define the range of developmental ability and related factors in CHARGE as measure through an adaptive behavior scale, over time. Parents were surveyed twice over a four-year time span to obtain information about adaptive behavior and specific CHARGE characteristics. Results of this study suggest children with CHARGE who walk earlier may have better developmental outcomes than do those who walk later. Caution is warranted when predicting outcomes for infants with CHARGE.

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy

2006-0087

**NATURE OF SOCIAL EXPERIENCES OF ELEMENTARY STUDENTS WITH DEAFBLINDNESS EDUCATED IN INCLUSIVE CLASSROOMS.** Correa-Torres, Silvia Maria./ UMI Dissertation Services: 2004, 206.

The purpose of this study was to determine the nature of social experiences among students with deafblindness, their hearing-sighted peers, and adults in inclusive settings. In this comparative case study, opportunities for communication by three students with deafblindness in general education settings were compared, and the strategies used by adults to promote interaction were observed. Parents, teachers, paraprofessionals, and an intervener of the students also participated in this study.

A dissertation submitted in partial fulfillment of the requirements for the Degree of Doctor of Education, August 2004.

2006-0090

**ADVERBIAL MORPHEMES IN TACTILE AMERICAN SIGN LANGUAGE.** Collins, Steven Douglas./ UMI Dissertation Services: 2004, 126.

Discusses an aspect of linguistic use of adverbial morphemes as applied to a single case study of Tactile American Sign Language (TASL) as used by some American Deaf-Blind signers. TASL, a variation of the visual language recognized as American Sign Language (ASL), is not visually based. In ASL adverbial morphemes occur on the face and are non-manual signals that the Deaf-Blind signer does not see. This requires the ASL signer to make a slight modification, from these "invisible" non-manual morphemes to a tactile morpheme. Accrued data concentrates on six fundamental features of adverbial morphemes intrinsic to TASL: manner/degree, time, duration, purpose, frequency, and place/position/direction.

A doctoral dissertation submitted to the Graduate College of Union Institute and University, May 2004.

2006-0173

**THEY SHOULD KNOW THEY HAVE USHER SYNDROME AROUND HERE. : College Students Who Are Deafblind.** Arndt, Katrina./ UMI Dissertation Services: 2005, ix, 175.

This study examined how post-secondary education students who have Usher Syndrome negotiate identity, social relationships and services in higher education settings.

Submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in the Teaching and Leadership Department of the School of Education in the Graduate School of Syracuse University

2007-0166

**A CASE STUDY OF THE EMERGENT LITERACY SUPPORTS IN A CENTER-BASED EDUCATION PROGRAM FOR STUDENTS WHO ARE DEAFBLIND.** McKenzie, Amy R., B.S., M.Ed./ Texas Tech University: 2005, 176.

This research implemented a case study design to investigate the emergent literacy environments, teaching strategies and classroom activities used in a preschool classroom for students who are deafblind, located at a school for the blind. The case study data was collected through the use of direct observation, interviews and document review. Three data collection methods were used to ensure reliability, validity and triangulation of the data. Data analysis methods included coding, pattern coding and comparison of the data within the case to existing research in emergent literacy promising practices. The results of this study indicate that while many of the characteristics of promising practice emergent literacy environments were observed, some components were observed, some components were not present while others were unique to the deafblind preschool classroom. The unique aspects observed, such as activity schedules and tactile object symbols, were consistent with techniques recommended to foster communication and literacy development in students who are deafblind.

2008-0257

**MULTIPLE CASE STUDY EXAMINING PERCEPTIONS OF FOUR ADULT SIBLINGS' PARTICIPATION IN THE INDIVIDUAL EDUCATION PLAN, TRANSITION MEETING OF A BROTHER OR SISTER WHO IS CONGENITALLY DEAFBLIND [DISSERTATION].** Laman, Opal Effie./ Texas Tech University: 2006, 320.

The purpose of this multi-case study was to examine the phenomena of perceptions held by adult siblings concerning their own participation in the public school Individual Education Plan, Transition Meeting (ITP) of a brother or sister who is congenitally deafblind. The findings lead to the overall conclusions that the four participant siblings had (a) some fundamental knowledge of the ITP meetings, (b) great variation in their knowledge of the future goals of their sibling, and (c) differing views on being involved in the ITP process (not all siblings wanted to be involved). The study reflected a continuum in the quality of the ITP processes ranging from effective to ineffective as a result of such factors as how the meetings were conducted, family dynamics, and IEP team dynamics.

2009-0133

**BECOMING DEAFBLIND. : Negotiating a Place in a Hostile World [Dissertation].** Schneider, Julie./ Faculty of Health Sciences, University of Sydney: 2006, 229.

This study addresses the situation of adults who become deafblind. This project aimed to redress a gap in the literature by developing a theoretical framework to explain the everyday experiences of adult who become deafblind. In doing so, it built upon the research and anecdotal literature with an overall purpose of presenting, through rigorous research, the experiences of adults who become deafblind and to do so within the broader discourse on disability and disablism. The study was informed by the social relational understanding of disability developed within the Nordic countries. Grounded theory was the method of choice to examine the lives of adults who become deafblind from their own perspective. Participant observation was employed through direct engagement in shared experiences with adults who have become deafblind both at a social group and via an e-mail list group. Multiple in-depth interviews were undertaken both face to face and by e-mail with a smaller group of eight participants. The core finding from this study is that people who become deafblind are rendered interactionally powerless in a society predicated on seeing and hearing. This document is available on the web at: <http://ses.library.usyd.edu.au/handle/2123/4011>

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

2009-0163

**HOME LITERACY EXPERIENCES OF CHILDREN WITH VISUAL IMPAIRMENTS AND MULTIPLE DISABILITIES [DOCTOR OF EDUCATION DISSERTATION].** Durando, Julie A./ University of Northern Colorado: 2008, 129.

The purpose of this study was to describe the outcomes of frequent storybook reading experiences of children with visual impairments and multiple disabilities and to determine if they differ from children with visual impairments only. The study involved two phases. First, 41 parents from 23 different states who had recently participated in a program promoting daily storybook reading activities completed an Internet-based questionnaire. Second, nine parents of children with multiple disabilities participated in semi-structured telephone interviews designed to explore the challenges, supports, and outcomes related to storybook reading experiences. A comparison of the two groups found that children with multiple disabilities had less access to

Braille materials at home than children without additional disabilities. The parents of children with multiple disabilities reported that service providers had less involvement in their child's literacy development, revealing the need for training of professionals regarding strategies to engage children with multiple disabilities and visual impairments in early literacy activities. No significant differences were found between the groups in frequency of literacy activities, duration of literacy activities, or in the number of targeted behaviors exhibited while reading. Three of the participants' children had hearing loss in addition to visual impairment. Doctoral dissertation available through ProQuest Dissertation Express (<http://www.umi.com/en-US/products/dissertations/disexpress.shtml>). Cost: \$36.00 for Web download (\$43.00 for unbound paper copy).