There is a lot of information available on working with children and teens who have developmental disabilities and blindness and/or deaf-blindness. Much of the information applies to adults as well. When looking for information keep the client’s level of functioning in mind, not the chronological age.

Resources are grouped in the following categories:

1. Basics of Effective Strategies for Communication and Interaction
2. General Information/Resources on Deaf-Blindness
3. Communication
4. Technology
5. Activities of Daily Living
6. Assessment
7. Creating a Rich Sensory Environment

1. Basics of Effective Strategies Communication and Interaction:

- Repetition
- Consistency
- Use Preferred Activities for Motivation
- Develop Daily Routines and Use as Opportunities for Communication and Learning
- Allow Extra Time for Client To Respond
- Patience, Patience, Patience
- Prioritize Goals
- Work On Only 1 or 2 Goals At A Time
- Reinforcement By All Team Members

2. General Information/Resources on Deaf-Blindness:
Overview of Deaf-Blindness
Includes: What are the Particular Challenges Facing the Family, Teachers and Caregivers of a Person who is Deaf-Blind?
http://nationaldb.org/NCDBProducts.php?prodID=38

Tips for Hospital Staff Members and Caregivers
Communication, Guiding, Orienting, Your Demeanor, Allaying your Doubts
http://www.blindskills.com/hospital.html

Independence Without Sight or Sound:
Suggestions for Practitioners Working with Deaf-Blind Adults
By Dona Sauerburger
The essential aspects of communicating and working with deaf-blind adults.
Price: $39.95
Format: Paperback
Pages: 193 pp.
ISBN: 978-0-89128-246-4
Publisher: AFB Press
Year of publication: 1993
Availability: Ships in 3-4 days
Written in a personal and informal style, this practical guidebook covers the essential aspects of communicating and working with deaf-blind persons.
http://www.afb.org/Section.asp?SectionID=44&TopicID=395&DocumentID=4511

Hand in hand: It can be done [Video & booklet].
This closed-captioned video provides an introduction to working with students of all ages who are deaf-blind, with a particular focus on communication and orientation and mobility. It provides demonstrations of practical suggestions and insights from teachers and family members.
http://www.afb.org/Section.asp?SectionID=44&TopicID=395&DocumentID=4511

Overview of Comprehensive Training for Direct Care Workers in Texas' Statewide Support Program for People who are Deafblind with Multiple Disabilities
by David Wiley and Kate Moss, Texas Deafblind Outreach, TSBVI
Steve Schoen, Texas Rehabilitation Commission
The Texas Rehabilitation Commission (TRC) administers a Medicaid Waiver program designed specifically to provide residential support in the community for adults who are deafblind with additional disabilities.
http://www.tsbvi.edu/Outreach/deafblind/waiver-training.htm

In the dark about people who are deaf-blind?
Helen Keller National Center.
http://www.deafblind.com/indark.html

The New Mexico Direct Caregivers Coalition
The coalition is led by individuals who share common causes, common needs, and common goals with everyday caregivers living in New Mexico.
http://www.nmdirectcaresupport.org/

A Guide to Planning and Support for Individuals Who Are Deafblind by John M. McInnes (Hardcover - Sept. 18, 1999)

New Mexico Commission for the Blind
The Independent Living/Older Blind Program enables blind persons to live independently in their homes and communities. To accomplish this, direct services are provided with most persons being served in the home. Phone: 505-841-8844
Toll Free: 1-888-513-7958
http://www.cfb.state.nm.us/IndependentLivingProgram.html

Helen Keller National Center
National Center:
Phone: (516) 944-8900
TTY: (516) 944-8637
Videophone: (516) 570-3626 or (866) 351-9089
Fax: (516) 944-7302
E-mail: hkncinfo@hknc.org
New Mexico’s HKNC Regional Representative: C.C. Davis
(972) 490-9677 (Voice/TTY/VP)
E-mail: cc.davis@hknc.org

The National Consortium on Deaf-Blindness
The National Consortium on Deaf-Blindness works collaboratively with families, federal, state and local agencies to provide technical assistance, information services (through the project formerly known as DB-LINK*) and personnel training to improve the quality of services to children and young adults who are deaf-blind. NCDB brings together the resources of Teaching Research Institute of Western Oregon University, HKNC and Perkins School for the Blind with long histories of expertise in the field of deaf-blindness.
www.nationaldb.org
National Family Association for Deaf-Blind (NFADB)
A non-profit volunteer-based family association, the largest national network of families.
http://www.nfadb.org/

Project SALUTE
Contains a wealth of information on tactile learning, with helpful illustrations and practical strategies.
http://projectsalute.net/

Nevada Dual Sensory Impairment Project
List of newsletter article topics: http://www.unr.edu/educ/ndsip/newsletter.html
Fact Sheets: http://www.unr.edu/educ/ndsip/factsht.html
Topics include:
A Step-by-Step Overview of Conducting a Functional Assessment of Challenging Behavior(s)
Appropriate Touch
Providing Cues to Enhance Expressive Communication
Providing Cues to Enhance Receptive Communication
Relaxation Strategies
Strategies for Successful Medical Appointments for Individuals with Deaf-Blindness
Tolerating Touch
http://www.unr.edu/educ/ndsip/factsht.html

California Deaf-Blind Services:
http://www.cadbs.org/english/
Fact Sheet topics include:
Creating a Need to Communicate
Encouraging Exploration
How to Create a Communication Dictionary
Innovative Living Options
Light Sensitivity
Making Changes in Routines
Object Communication
Strategies for Creating Communication-Rich Environments for Children who are Deaf-Blind
The Use of Interveners
Tips for Choosing Conceptually Accurate Signs
Tips for Improving the Accuracy of Signed Communication
Touch Cues
Utilizing the Sense of Smell in Children and Youth with Deaf-Blindness
Visual Adaptations

UNM Project for NM Children and Youth who are Deaf-blind:
http://cdd.unm.edu/deafblind/forms/factsheets.htm

Fact Sheet topics include:
Awareness of Medical Issues in Relation to Changes in Behavior
Questions for Your Eye Doctor
Strategies for Successful Medical Appointments for Individuals with Deaf-blindness
Deaf-blindness
How to Interact with Individuals with Dual Sensory Impairments
Communication
Object Calendar
Object Communication
Tolerating Touch
Behavior Management Guidelines
Making Changes in Routines
Developing Independence
Encouraging Exploration
Facilitating Friendships and Interactions
Ideas for Recreation and Leisure Activities
Neurological Visual Impairment (Cortical Visual Impairment or Cortical Blindness)
Visual Adaptations
Tips for Students with Usher Syndrome

THE UNM CENTER FOR DEVELOPMENT AND DISABILITY
INFORMATION NETWORK: Providing Library Services and Community Resource Connections.

The UNM Center for Development and Disability (CDD) Information Network, was created by the joining of what was formerly known as the CDD Library and Information Network for the Community (LINC) and the Information Center for New Mexicans with Disabilities and BabyNet.

CDD Information Network strives to provide high quality library services, as well as connections to community resources. We offer a wide array of disability related materials and services for individuals with disabilities, families, healthcare professionals, school personnel, advocates, case managers, and others.
Services provided include:

- A specialized library with books, videos, DVDs, periodicals, and journals - available for check-out or onsite use by the public
- Information Specialists who can connect you to local, state, and national disability related organizations and programs. Se habla Español
- An accessible computer work station, available for public use
- An online Disability Resource Directory, available 24/7 to anyone with internet access. Search for agency and program contact information.
- An online catalog of books, DVDs and videos found in the library
- Outreach booths, information presentations and trainings for conferences, meetings or other events.
- Materials and publications, including bibliographies, Medicaid Tip Sheets, and helpful resource links
- BabyNet services, including information and referrals to early intervention agencies statewide
- Library Reference services, including disability related literature searches and interlibrary loan for journal articles
- Bi-lingual Spanish and English services and materials

http://cdd.unm.edu/infonet/

Materials in library specifically related to deaf-blindness include:

Books:


Introduction to Sexuality Education for Individuals Who are Deaf-Blind and Significantly Developmentally Delayed. Blaha, Robbie, Moss, Kate - Monmouth, OR, DB-Link, 2001.


Choices in Deafness 1994. Schwartz, Sue (ed.)


Remarkable Conversations: A Guide to Developing Meaningful Communication with Children and Young Adults Who Are Deafblind, Miles, Barbara and Reggis, Marianne, - Perkins School for the Blind, Watertown, Massachusetts, 1999.

Blind and Visually Impaired Students Education Service Guidelines, Pugh, G.S. and Erin, J. - Developed in cooperation with the Hilton/Perkins Program and the National Association of State Directors of Special Education, Perkins School for the Blind, Watertown, Massachusetts, 1999.


Research to Real Life, Innovation in Deafblindness, a collaborative effort between Teaching Research of Western Oregon University, Perkins School for the Blind and Helen Keller National Center, Leslie, Gail, -Monmouth, Oregon, 2001.


Calendars for Students with Multiple Impairments Including Deafblindness, Blaha, Robbie, - The Texas School for the Blind and Visually Impaired, Austin Texas, 2001.


Understanding Deaf-Blindness: Issues, Perspectives, and Strategies - Volume 1, Linda Alsop, M.Ed. (2) SKI-HI Institute - Utah State University. Logan, Utah. 2002

What Do I Do Now? Communication Skills and Strategies for Individuals Working with Young Children Who Have Sensory Impairments, SKI-HI Institute Utah State University, Logan, Utah. HOPE Inc. 1856 North 1200 East, Logan, Utah 84341 (1) also Hope, Inc: DVD Series - (Companion to the Book) 2004


Deaf-Blindness: Educational Service Guidelines, Perkins - School for the Blind. Marianne Riggio and Barbara McLetchie, Editors (1) 2008

Assessing Communication and Learning in Young Children Who are Deaf-Blind or Who Have Multiple Disabilities, IDEA’S that WORK - US Office of Special Education Programs. Edited by Charity Rowland, Ph.D. (2) 2009

First Things First - Early Communication for the Pre-Symbolic Child with Severe Disabilities, IDEA’S that WORK - US Office of Special Education Programs. Charity Rowland, Ph.D. and Philip Schweigert, M.Ed. (1) 2004
Tangible Symbol Systems – Making the Right to Communicate a Reality for Individuals with Severe Disabilities. Oregon Institute on Disability & Development of the Health Sciences University in Portland, Oregon. Charity Rowland, Ph.D. and Philip Schweigert, M.Ed. (1) also DVD (Companion to the Book) 2005


Calendars – for Students with Multiple Impairments Including Deaf-Blindness. Texas School for the Blind and Visually Impaired. Robbie Blaha (1) 2001

Memory Book of Rosa – Life Story of a Deaf-Blind Girl. 2010

Videos:

Assessing and Adapting Technology for Deaf-Blind. (5 video set) Franklin, Barbara, Ph.D. Department of Special Education, San Francisco State University, CA. 2001

Application of Assistive Technology to Deaf-Blind, (5 video set) Franklin, Barbara, Ph.D. Department of Special Education, San Francisco State University, CA. 2001

Creative Expression: Opportunities for Persons Who are Deafblind. The Blumberg Center. Terre Haute, IN: Indiana State University, 2001.

What Do I Do Now? Communication Skills and Strategies for Individuals Working with Young Children Who Have Sensory Impairments. (24 video tapes plus workbook) SKI*HI Institute, Logan, UT. 2004
Also > What Do I Do Now? Communication Skills and Strategies for Individuals Working with Young Children Who Have Sensory Impairments. > Book (Companion to the video tapes) 2004


What Can Baby Hear, Chen, Deborah, Video and Booklet, 1996.


A Coactive Sign System (9 video tapes plus workbook), Ski* Hi Institute, Logan, Utah.

Using Tactile Signals and Cues (5 video tapes), Closed Captioned, Ski*Hi Institute, Logan, Utah. 1992

Overview of Assistive Technology for the Blind, Teleconference June 5-9, (5 video tapes), California Deafblind Services, San Francisco, California. 2000


DVD’s:

Child Guided Strategies for Assessing Children Who are Deafblind or Have Multiple Disabilities, - Van Dijk, Jan, PhD AapNootMuis Educainment, Dallas, Texas (CD-ROM).

What Do I Do Now? (1) SKI-HI Institute Utah State University, Logan, Utah. What Do I Do Now? Communication Skills and Strategies for Individuals Working with Young Children Who Have Sensory Impairments. HOPE Inc. 1856 North 1200 East, Logan, Utah 84341 (1 DVD – companion to the book) 2004
Using Tactile Signals & Cues. (3DVD Set) Hope, Inc. 1856 North 1220 East, North Logan, UT Utah State University - © 1992 (1 DVD)

Tangible Symbol Systems – Making the Right to Communicate a Reality for Individuals with Severe Disabilities. Oregon Health & Science University, Portland, Oregon. © - Charity Rowland, Ph.D. and Philip Schweigert, M.Ed. (1 DVD - Companion to the book) 2005

Making the Most of Early Communication. Distributed by AFB Press. Deborah Chen, Ph.D. and Pamela Haag Schachter, MS.Ed. (1 DVD) ©1997

Sensory Perspectives - SKI-HI Institute - Utah State University - Logan, UT / Hope, Inc. 1856 North 12200 East, Logan, Utah (1DVD) 2003

Introduction to Tactile Communication - Hope, Inc. 1856 North 1220 East, Logan, UT 84341 (1 DVD) 1996

Wegner Health Science Information Center
This library houses the Center for Disabilities Deaf-Blind Resource Library. The Wegner Center can be contacted to check out materials.
800-521-2987
www.usd.edu/library/wegner.cfm

Deaf-Blind Program Listserv
The Center for Disabilities Deaf-Blind Program now provides a new way to disseminate high quality, evidence-based information through a listserv. If you are interested in receiving emails through this new service, register through the following website: www.usd.edu/cd/db-resources.cfm. This new listserv will provide information on cutting edge research, interesting web sites, upcoming trainings, and other information focusing on vision and hearing loss. The program will also disseminate information from National Consortium on Deaf-Blindness (www.nationaldb.org/about.php), a national technical assistance and dissemination center

The Importance of Hands for the Person Who is Deafblind
By Barbara Miles
Includes a section on: Teaching Skills that Facilitate Hand Development and Expressiveness in Persons who are Deafblind
http://nationaldb.org/NCDBProducts.php?prodID=47
Information on Use of Interveners with the Individual who is Deaf-blind

http://nationaldb.org/ISSelectedTopics.php?topicID=972&topicCatID=10

http://www.tsbvi.edu/Outreach/deafblind/intervener-resources.htm

Tips on Interacting with a Blind Person
http://www.blindskills.com/interacting.html

3. Communication

Calendar Systems
http://www.tsbvi.edu/publications/calendar.htm
Calendars for Students with multiple disabilities including deafblindness
a book by Robbie Blaha

Communication
http://www.tsbvi.edu/publications/comm.htm

Pre-Symbolic Communication (videos)
Assessing Communication Skills: Asking for "More"; Making Choices; Getting Attention

Hand Under Hand
Written information explains and short videos demonstrate the value of using hand under hand when approaching and communicating with a deaf-blind person.
http://www.wsdsonline.org/deafblind/huh/huh-overview.html

"Actions Speak Louder Than Words," (video) Ways that non-verbal individuals might show likes and dislikes; using responses as indicators of sensory channels that might be used to develop communication. Are actions purposeful communication or a reaction?
A Mini-Module from the Series on Deaf-Blindness includes videos that can be viewed online.  http://www.nationaldb.org/ISModules.php

Routines
The use of consistent routines lends predictability and repeated opportunities for communication. Written information and short videos illustrate the value of routines. [http://www.wsdsonline.org/deafblind/routines/overview.html](http://www.wsdsonline.org/deafblind/routines/overview.html)

Likes / Dislikes
Written information explains and short videos demonstrate the use of likes and dislikes as a [http://www.wsdsonline.org/deafblind/likes_dislikes/overview.html](http://www.wsdsonline.org/deafblind/likes_dislikes/overview.html)

Experience Books
Written information and short videos illustrate the value of experience books. [http://www.wsdsonline.org/deafblind/experience/overview.html](http://www.wsdsonline.org/deafblind/experience/overview.html)

Teaching Students Who Are Deaf-Blind and Cognitively Disabled To Effectively Communicate Choices During Mealtime

**Design to Learn Projects**
Contains information on tangible symbols, presymbolic communications, and other communication strategies for students with significant disabilities including deaf-blindness. And for those of you using tangible symbols with your students, there is a page on the above website that gives tips about using tangible symbols from practitioners in the United States. If you have tips you are willing to share, follow the instructions on the following page: [http://designtolearn.com/pages/train.html](http://designtolearn.com/pages/train.html)

Tips On How To Communicate And Comply Effectively with A Deaf-Blind Person.

Sign Language with People who are Deaf-Blind: Suggestions for Tactile and Visual Modifications. Many suggestions apply to non-sign language situations.

Signals For Use With Deafblind People.
General Tips

Conversations without Language: Building Quality Interactions with Children Who are Deaf-Blind
[http://www.tsbvi.edu/Outreach/seehear/archive/conversation.html](http://www.tsbvi.edu/Outreach/seehear/archive/conversation.html)
CUEmmunication.
CUEmmunication: Beginning Communication with People Who are Deafblind.
http://www.deafblind.com/CUEmmun.html

Teaching Students Who Are Deaf-Blind and Cognitively Disabled To Effectively Communicate Choices During Mealtime.
http://www.deafblind.com/mealtime.html

Communication Interactions: It Takes Two,
This fact sheet was adapted from one published and distributed within the state of Mississippi by the Mississippi State wide Project for Individuals who are Deaf and Blind. It is recommended for social workers for Deafblind people, or specialists who work in this field.

Hand in Hand: Essentials of Communication and Orientation and Mobility for Your Students Who Are Deaf-Blind
Edited by Kathleen Mary Huebner, Ph.D., Elga Joffee, Jeanne Glidden Prickett, Therese Rafalowski Welch
Basic textbook for anyone working with an individual who is deaf-blind.
Winner of the 1996 C. Warren Bledsoe Award--The Association for Education and Rehabilitation of the Blind and Visually Impaired (AER)
Publisher: AFB Press

This video and booklet provides considerations for developing a communication system using textures for individuals with multiple disabilities and sensory impairments. These materials provide guidelines for deciding whether an individual needs textured symbols and how to develop them. A four phase instructional process is provided to teach an individual to use the communication system.

Tangible Symbol Systems
This videotape provides illustrations of individuals using tangible symbols and shows how five children learned to use this system of communication. It accompanies the manual Tangible symbol systems.
4. Technology

New Mexico Technology Assistance Program
NMTAP offers free services to New Mexicans with disabilities to help them get the assistive technology (AT) services they need. NMTAP is a statewide program designed to increase access to, and acquisition of, assistive technology.
Phone: 1-800-866-2253
http://www.nmtap.com/staff.html

The New Mexico Reutilization and Acquisition Model Program
NMRAM’s priority is to establish an assistive technology recycling program for New Mexicans with disabilities.
505-954-8521
http://www.backinuse.com/

5. Activities of Daily Living

Independent Living Skills
Independent Living: From IEP to Teaching Strategies...How Do We Get There? (especially when teaching social and recreational skills)
http://www.tsbvi.edu/publications/il.htm#companion

Independent Living: Activity Routines
A collection of routines for the following goals from the Independent Living curriculum:
- Personal Hygiene and Grooming
- Eating
- Food Management
- Housekeeping
- Money
http://www.tsbvi.edu/publications/il.htm#companion

Strategies for Successful Medical/Dental Appointments for Individuals who are Deaf-Blind by Maurice Belote, CDBS Project Coordinator800-
http://www.sfsu.edu/~cadbs/Summer06.pdf#page=4

Toileting Tips for Determined Parents! (GOOD ARTICLE FOR ALL AGES)
http://www.tsbvi.edu/Outreach/seehear/fall02/toileting.htm
Mealtime Skills Source: Perkins School for the Blind

Routine-Based Learning Source: Washington Sensory Disabilities Services

6. Assessment

It is recommended that you first familiarize yourself with issues specific to assessment of the individual with dual sensory impairment. Most assessments are designed for children and young adults but can be used to gather information on the adult with deaf-blindness and developmental disabilities.

Key Elements for Effective Assessment of Children who are Deafblind

http://www.tsbvi.edu/Outreach/seehear/winter03/key.htm

Authentic Assessment
Practice Perspectives - Number 6 June 2010, National Consortium on Deaf-Blindness

Thoughts on the Assessment of the Student with the Most Profound Disabilities
http://www.tsbvi.edu/Outreach/seehear/archive/thoughts.htm

Assessing Communication and Learning in Children Who are Deafblind or Who Have Multiple Disabilities
http://www.ohsu.edu/oidd/d2l/com_pro/DeafBlindAssessmentGuide.pdf

Assessment Tools:

Assessment Intervention Matrix (AIM)

The Assessment Intervention Matrix (AIM) is a curriculum used to teach individuals with significant communication or sensory impairments (including those with severe auditory and visual problems or autism) to develop communication and daily-living skills in realistic, meaningful contexts, at school and at home. Available from Three Bridge Publishers, 1703 Andros Isle Suite J-2, Coconut Creek, FL 33066. Phone: 954-978-1368. Fax: 954-968-3970. E-mail: scheinej@aol.com.

Callier Azusa Scale:
The Callier-Azusa Scale was designed specifically for students with deaf-blindness by an interdisciplinary team who had many years of experience with this population. It is also appropriate for assessing most students with severe handicaps and is especially valuable for students with visual and/or hearing impairments because of subscales relating to visual, auditory and tactile development.

The method of assessment is through direct observation in classroom settings with input from parents and others who know the student well. A two week observation period is suggested.

The Callier-Azusa Scale “G”
The scale assesses the overall development students who are deaf-blind or have multiple disabilities. The “G” scale is administered by a teacher and/or parent who is thoroughly familiar with the child’s behavior.

1. Directions
2. Motor Development
3. Perceptual Abilities
4. Daily Living Skills
5. Language Development
6. Socialization

The Callier-Azusa Scale “H”
Assesses the communicative abilities of students who are deaf-blind or have multiple disabilities in the following domains:

1. Representational and symbolic abilities
2. Receptive communication
3. Intentional communication
4. Reciprocity

http://www.utdallas.edu/calliercenter/academic/azusa-scale/

The Communication Matrix
The Communication Matrix is an assessment tool designed to pinpoint exactly how an individual is communicating and to provide a framework for determining logical communication goals. It is used to document the expressive communication skills of children who have severe or multiple disabilities, including children with sensory, motor and cognitive impairments.

http://www.communicationmatrix.org/
**Dimensions of Communication.** Part I: Developing a Communication Profile[and] Part II: Designing an Intervention Plan. An Instrument To Assess the Communication Skills and Behaviors of Individuals with Disabilities.

This manual presents an assessment instrument designed to help teachers, educational specialists, speech-language therapists, psychologists, and other service providers evaluate the communication skills of children, adolescents, and young adults who have multiple disabilities, including severe or profound mental retardation and deafblindness.

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true& &ERICExtSearch_SearchValue_0=ED444291&ERICExtSearch_SearchType_0=no&accno=ED444291

**Home Inventory of Problem Solving Skills (HIPSS).**

This 20-page assessment is designed to be administered in the home either by family members or by a professional who interviews family members and observes the child at home. Available in Spanish.

http://www.ohsu.edu/oidd/d2l/coq_dev/pss/pss.html

**Basic Skills Infused Skills Assessment**

The Basic Skills Infused Skills Assessment is a tool for analyzing the strengths and weaknesses of students with visual impairments who may also have cognitive and behavioral challenges. This assessment begins at a developmentally young, non-verbal skill level, and progresses up to higher cognitive functions, while remaining appropriate for students in life skills programming.


**Integrated Functional Behavior Assessment Protocol**

The Integrated Functional Behavior Assessment Protocol (IF-BAP) is a functional behavior assessment for students with multiple sensory and severe disabilities

http://www.upub.net/products/ifbap.htm

Language Assessment & Intervention 59420 LAI N/A 1-880366-24-X $10.00

**Problem Solving for Children with Multiple Disabilities: Guide to Assessment and Teaching Strategies:**

These materials are appropriate for nonverbal children with multiple disabilities that may include severe mental retardation or sensory impairments, including deaf-blindness. These assessment tools are used to examine a child’s everyday
interactions with the physical environment in order to determine cognitive ability. This information will help educators and parents to target problem solving skills that will promote cognitive development

http://www.ohsu.edu/oidd/d2l/coq_dev/pss/pss.html


A measure of adaptive behavior from birth to adulthood.


### 7. Creating a Rich Sensory Environment

"Materials for Active Learning," (video) Ideas for providing a variety of sensory input objects.

A Mini-Module from the Series on Deaf-Blindness includes videos that can be viewed online. [http://www.nationaldb.org/ISModules.php](http://www.nationaldb.org/ISModules.php)

"Literacy and Deaf-Blindness." (video) Examples of personalized books that can be used to develop concepts.

A Mini-Module from the Series on Deaf-Blindness includes videos that can be viewed online. [http://www.nationaldb.org/ISModules.php](http://www.nationaldb.org/ISModules.php)

**Resonance Boards**

http://www.wsdsonline.org/deafblind/resonance/res-overview.html

A resonance board can be used to work on range and variety of skills and activities including communication, large motor skills and mobility, fine motor manipulation, use of vision and hearing, tactile and visual search, turn-taking, anticipation, encouraging vocalizations and speech, problem-solving, sequencing, cause and effect, rhythm, and on and on.

Deaf-Blind Perspectives, Winter 2002-03 Article on Resonance Boards by David Brown California Deaf-Blind Services

http://www.tr.wou.edu/tr/dbp/dec2002.htm#resonance

**Tolerating Touch**

http://www.unr.edu/educ/ndsip/tipsheets/toleratingtouch.pdf