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| **Materials for Professionals Working with Infants and Young Children**  **with Deafness/Hearing Loss, Blindness/Visual Impairment, or Deaf-Blindness**  **Provided by Outreach Services, VSDB through funding from VA Department of Education**  **Provided to the VA Hearing Aid Loan Bank** – portable sound field systems (2) and money for additional hearing aids (2) to be used with birth to 5 year olds.  **Provided to 5 TTAC Lending Libraries**  **For those working with children who are Blind/Visually Impaired**  **Preschool Attainment Through Typical Everyday Routines** (PATTER) A curriculum and assessment tool designed to facilitate skill development by children who are visually impaired in the areas that preschoolers are expected to master through involvement in typical daily routines. Based on simple task analysis, PATTER breaks down an everyday activity into its component parts and allows for measurement of a child's level of participation during each step. Continuous teaching and assessing through the use of PATTER will help preschoolers: Learn basic positional, quantitative, and temporal concepts; Learn the foundation for complex play skills; Learn meaningful language; and participate meaningfully. Available at: <http://shop.aph.org/webapp/wcs/stores/servlet/Product_PATTER:%20Preschool%20Attainment%20Through%20Typical%20Everyday%20Routines,%20Large%20Print_2533616P_10001_11051>  **Move, Touch, Do** for ages .01 – 5 years. This curriculum provides children opportunities to develop the awareness and skills to prepare them to enter formal education. Primarily for professionals. Materials provide an outline of daily activities, a structure of materials and skills for the school year, instructions for craft projects, and sample communication boards. Included computer disk contains letters to parents, helpful forms, and checklists. Available at: <http://shop.aph.org/webapp/wcs/stores/servlet/Product_move%20touch%20do!,%20early%20childhood,%20development,%20transition%20to%20school,%20early%20child%20preparation,%20preschool,%20kindergarten,%20education,%20daily%20activities,%20parents,%20checklists,%20professionals,%20developmental%20awareness,%20skills,%20projects,%20crafts_7-83000-00P_10001_11051>  **Cortical Visual Impairment in Young Children** Cortical Visual Impairment (CVI) is now the most common cause of visual disturbance in children. This is due to increased survival of children with significant brain damage, as well as increased awareness and diagnosis of this condition. This 16-minute DVD shows children with varying degrees of CVI, illustrates specific signs and symptoms of the disorder, and demonstrates appropriate intervention techniques. Available at: <http://hopepubl.com/proddetail.php?prod=249D>  **Elementary Concepts for Students with Visual Impairments** A curriculum written for students younger than twelve years of age who have visual impairments and are not yet reading, writing, and doing math at a first grade level. Specific thematic unit activities include concept development, math readiness, reading and writing readiness, music and games, arts, cooking and eating, pretend play, story time, and extended discussion or activities.  **Teaching Age-Appropriate Purposeful Skills (TAPS): An Orientation and Mobility Curriculum for Students with Visual Impairments, Third Edition,** from TSBVIFor orientation and mobility specialists who serve students ages 3 to 21 who may also have other impairments. This curriculum includes goals, objectives, and teaching strategies as well as functional mobility tasks; Available at: <http://www.tsbvi.edu/curriculum-a-publications/3/1042-taps-teaching-age-appropriate-purposeful-skills>  **TAPS** (see above) **Supplemental Flash Drive** from TSBVI, Available at <http://www.tsbvi.edu/curriculum-a-publications/3972-taps-flashdrive>  **Learning Media Assessment: A Resource Guide for Teachers, 2nd Edition** A how-to resource guide for assessing and evaluating appropriate learning and literacy media for student with visual impairments, including reproducible forms. Available at: <http://www.tsbvi.edu/curriculum-a-publications/3/1037-learning-meadia-assessment-a-resource-guide-for-teachers-2nd-ed>  **The Vision Program: Vision Skills in the Natural Environment,** from HOPE, Inc. 300 page comprehensive guide that assists families and professionals in meeting the needs of infants and young children with blindness or visual impairment.  **For those working with children who are Deaf/Hard of Hearing**  **Language Adventures Early Childhood Curriculum** – from Sunshine Cottage, (Set of 3:Preschool, Prekinder, Kindergarten) a comprehensive, spiraling curriculum of thematic units for use with preschool through kindergarten. Each unit of study provides classroom instructors with more than 300 pages of classroom activities, vocabulary and a listing of related children’s literature for targeted language, and development of a strong conceptual framework. (used a great deal with oral deaf children, but can be used with any children.) Available at: <http://sunshineorders.org/index.php/educational_products/our_products/the_language_adventure_early_childhood_curriculum> (\*\*\* VA DOE has sponsored statewide trainings in using these materials.)  **Cottage Acquisition Scales for Language, Listening, and Speech** (CASLLS) Complete (used a great deal with young oral deaf children) Includes manual, and checklist forms for Preverbal, presentence, simple sentence, complex sentence, and Sounds and Speech. Available at: <http://sunshineorders.org/index.php/educational_products/our_products/caslls/> (\*\*\* VA DOE has sponsored statewide trainings in using these materials.)  **CASSLLS Companion** (see above) Detaile explanations of grammatical forms and suggested activities to accompany the CASLLS. Available at <http://www.sunshineorders.org/index.php/educational_products/our_products/caslls_companion>  **Auditory Perception Test - HI** – for ages three and older - Designed for children with hearing loss aged three years and older, this test enables the accurate determination of children's discrete auditory perception by profiling in sixteen different skill areas. Available at: <https://www.pluralpublishing.com/publication_aptfthi.htm>  **The Bracken school Readiness Assessment, 3rd edition** Quickly screens concept knowledge of young children, ages 3:0 to 6:11. ***–*** Includes examiner manual, stimulus manual, 25 English record forms and pad of 25 parent/teacher forms. Forms may be ordered in Spanish. Available at <http://www.pearsonclinical.com/childhood/products/100000165/bracken-school-readiness-assessment-third-edition-bsra-3.html>  **Kauffman Test of Educational Achievement- II** (KTEA-II) for ages 4.6 to 25.  Individually administered battery that provides in-depth assessment of key academic skills Testimonial of one TODHH: “Most schools use the Woodcock Johnson.  The KTEA-II is a nice comparison and its reading assessment tends to fall more in line with what is actually seen in the classroom.” Available at: <http://www.pearsonclinical.com/education/products/100000665/kaufman-test-of-educational-achievement-second-edition-ktea-ii.html> Please be aware that the KTEA III has just been released.  **The CID Teacher Assessment of Grammatical Structures (TAGS)** a series of three rating forms developed to evaluate a child’s understanding and use of the grammatical structures of English. The rating forms provide a representation of grammatical structures children with hearing loss who develop grammatical structures in smaller increments and at slower rates compared to children who are typically developing. Available at <http://learn.cid.edu/product/cid-tags-teacher-assessment-of-grammatical-structures/>  **Building Skills for Success in the Fast-Paced Classroom: Optimizing Achievement for Students with Hearing Loss**, by Anderson and Arnoldi Targets the “expanded core curriculum,” or those **skills that must be mastered in order to benefit from the core curriculum;** a practical ready-to-go resource for professionals who work with school-age children with hearing loss. More than 50 downloadable files (checklists, tools, etc) with purchase of book. Available at <http://successforkidswithhearingloss.com/building-skills-book>  **Starting with Assessment: A Developmental Approach to Deaf Children’s Literacy,** by Martha M. French. This text provides a clear, in-depth discussion of research-based principles for assessing deaf children's skills in the development of literacy and language. Text: 200 pages; Accompanying appendices with checklists: 70 pages  **For those working with children with Deaf-Blindness**    **Understanding and Interacting with Infants and Toddler and Preschool Aged Children with DeafBlindness**  576-page manual, contains information and activities specifically for persons working with infants and young children who are deaf-blind or who have both visual and hearing impairments. This resource is for use by service providers, paraprofessionals, and parents. It includes user-friendly topics, illustrations, and a myriad of activity ideas in the following areas: hearing and auditory stimulation, vision, communication including tactile signaling and signing, daily care and self-help, motor, positioning and handling, play, massage, tactile stimulation, cognition, orientation and mobility, behavior management, accessing resources, and medical information. Available at: <http://hopepubl.com/proddetail.php?prod=106>  **Suggestions for Modifying the Home and School Environment** booklet designed for parents and teachers of children with dual sensory impairments and contains practical, affordable, and easily implemented suggestions for enhancing a child’s learning and mobility. (Produced by Perkins School for the Blind) Available at: <http://hopepubl.com/proddetail.php?prod=317>  **For those working with children with deafness or blindness and additional disabilities**  **Developmental Assessment for Individuals with Severe Disability, Third** Edition (DASH-3) – a criterion-referenced measure of specific skill levels for children ages 6 mos through adult, with significant disabilities functioning at those age levels, used to estimate developmental level, analyze developmental strengths and weaknesses, select skills most ready for targeted intervention, and determine types of support needed by the individual (e.g., assistance from others, visual supports, modified equipment). Available at: <http://www.proedinc.com/customer/productView.aspx?ID=4965> |